

## 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 **Legacy Public Charter School, Inc.** (the “Charter Holder”) for the purpose of operating **Legacy Public 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, **Legacy Public Charter School, Inc.** is a non-profit entity incorporated with a board of directors; and

WHEREAS, on **March 4, 2010**, the Authorizer approved a charter petition for the establishment of the School; and

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

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

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

NOW THEREFORE in consideration of the foregoing recitals and the mutual understandings contained herein, the Authorizer and **Legacy Public 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: **To develop students who are competent, confident, productive and responsible young adults who possess the habits, skills and attitudes to succeed in high school and to be offered the invitation of a postsecondary education,**

satisfying employment, and life-long opportunities.

**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:

- Teach to the high, and through strict adherence to the Harbor School Method, use the Method's educational approach, curricula, and tools to provide multiple opportunities for mastering concepts, and to exceed State benchmarks in required academic testing. This can be measured via observation and curriculum review.
- Ensure instructional fidelity across grade levels with core instructional methodology being consistent among teachers and grades, ensuring that students learn the instructional routines in early grades which accelerates their ability to focus on new information, skill development and thinking skills. This can be measured via training review, lesson plans and observation.
- In addition to emphasizing the traditional core curriculum areas of language arts, math, science, social studies, incorporate the Harbor Method's educational features of providing self-contained 7th & 8th grade classes, the study of a foreign language beginning in at least the 3rd grade, and participation in music, PE and computer classes. This can be measured via curriculum review.
- Provide a School-to-Work experience that, in addition to the school's academic program, purposefully trains students to demonstrate "Attitude and Effort," along with the characteristics of enthusiasm, efficiency and excellence in the work they do. This can be measured via observation.
- Remove fear, threat and intimidation from the learning environment by implementing and carrying out the Harbor Method's character education program that emphasizes kindness and a zero-tolerance policy for teasing, taunting, bullying, and negative peer pressure. The character education program will also emphasize and require adults in the school to model the expectations and behaviors for character required of students. This can be measured via policy review.
- Hold the school's principal(s) directly accountable for the environment in which teachers teach and students learn. This can be measured via policy 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. Nampa School District (131).**
- 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 325 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 year-round calendar in which the regular term shall end no less than 30 days prior to the beginning of the new school year
- D. School Facilities.** The School shall operate at the following location(s): 4015 S. Legacy Way, Nampa, ID 83686. 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.  
North Boundary: The center of East Greenhurst Road to include only property on the south side of the road. East Boundary: The center of Happy Valley Drive to include only property on the west side of the road. South Boundary: The center of East Lewis Lane to include only property on the north side of the road. West Boundary: The center of South Powerline Road to include only property on the east side of the road.
- F. Staff.** Instructional staff shall be certified as provided by rule of the State Board of Education.

All full-time staff members of the School shall be covered by the Public Employee Retirement System of Idaho, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.

- G. Alignment with All Applicable Law.** The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are amended, the School shall be bound by any such amendment upon the effective date of said amendment.

## **SECTION 6: SCHOOL FINANCE**

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

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

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

event that closure protocol begins, the School shall cease operations no later than the following June 30. Closure protocol shall only cease if the State Board of Education overturns the Authorizer’s decision.

**SECTION 8: MISCELLANEOUS**

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

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

*Alan L Reed*  
Alan L Reed (Aug 22, 2023 16:54 MDT)

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

*Bart McKnight*  
Bart McKnight (Aug 22, 2023 11:37 MDT)

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

## 2. ELA PROFICIENCY

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

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

### 3. MATH GROWTH

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

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

## 4. ELA GROWTH

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

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

## 5. LITERACY PROFICIENCY

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

Literacy Proficiency Rubric	
Exceeds Standard	<p>One of the following is true:</p> <ul style="list-style-type: none"> <li>The school's proficiency rate on the spring administration of the statewide literacy assessment is greater than one standard deviation above the mean of the identified comparison group;</li> <li>the school's proficiency rate on the spring administration of the statewide literacy assessment is at or above 90%;</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>The fall to spring change in proficiency rate is 20% or greater.</li> </ul>
Meets Standard	<p><b>The school's proficiency on the spring administration of the statewide literacy assessment is equal to the mean or within one standard deviation above the mean of the identified comparison group; OR The school's fall to spring change in proficiency rate is between 10%-19%.</b></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.

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



# OPERATIONAL MEASURES

## BOARD STEWARDSHIP

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

## OPERATIONAL MANAGEMENT

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

# BOARD GOVERNANCE

## 1. Governance Structure Rubric

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

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

## 2. Governance Oversight Rubric

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

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

### 3. Governance Compliance Rubric

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

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

# OPERATIONAL MANAGEMENT

## 4. Student Services Rubric

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

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

## 5. Data Security and Information Transparency Rubric

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

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

## 6. Facility and Services Rubric

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

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

## 7. Operational Compliance Rubric

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

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

# FINANCIAL MEASURES

## NEAR TERM HEALTH

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

## SUSTAINABLE HEALTH

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

## NEAR-TERM HEALTH

### 1. Current Ratio

Calculation: Current Assets divided by Current Liabilities

Data Source: Annual Fiscal Audit Report

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

### 2. Unrestricted Days Cash

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

Data Source: Annual Fiscal Audit Report

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



### 3. Default

**Calculation:** No calculation.

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

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

### 4. Enrollment Variance

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

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

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

## SUSTAINABLE HEALTH

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

#### Calculation:

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

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

Data Source: Annual Fiscal Audit Report

<b>Total Margin and 3-Yr Aggregated Total Margin</b>	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
<b>Meets Standard</b>	<p><b>Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive</b></p> <p><b>OR</b></p> <p><b>Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive.</b></p> <p><b>*Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</b></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 <b>OR</b> The most recent year Total Margin is less than -10 percent.

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

Calculation (example years are included as reference):

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

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

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

2018 Cash and Investments

Data Source: Annual Fiscal Audit Report

Cash Flow and Multi-Year Cash Flow	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<p><b>Multi-Year Cumulative Cash Flow is positive, and Cash Flow is positive in the most recent year is positive,</b></p> <p><b>OR</b></p> <p><b>Multi-Year Cumulative Cash Flow is negative, but documentation identifies this as a result of a one-time, planned purchase (such as a facility remodel).</b></p> <p><b>*Note: Schools in their first or second year of operation must have positive cash flow.</b></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 <b>OR</b> The school operates debt-free.
<b>Meets Standard</b>	<b>Debt Service Coverage Ratio is between 1.1 and 1.49</b>
Approaches Standard	The school's debt service coverage ratio is between .9 and 1.09
Does Not Meet Standard	Debt Service Coverage Ratio is less than .9

## 8. Debt to Asset Ratio

Calculation: Total Liabilities divided by Total Assets

Data Source: Annual Fiscal Audit Report

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

## 9. Financial Compliance Rubric

Calculation: Total Liabilities divided by Total Assets

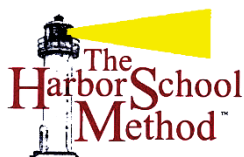
Data Source: Annual Fiscal Audit Report, Desk Audit of Policies, Other Formal Notifications Received by School

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

## Appendix B: Charter

# Legacy Public Charter School

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A Harbor Method<sup>TM</sup> School

Approved Charter for School Year Starting 2011-2012

Amended May 31, 2012

Legacy Public Charter School  
Nampa, ID 83686  
Contact Persons:  
Christine Ivie or Gayle O'Donahue  
Phone: (208) 871-7749  
Fax: (208) 442-7216

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**Tab 1**

## **A. Articles of Incorporation & By-laws**

See Appendix A for Articles of Incorporation and Appendix B for By-laws.

## **B. Signatures of Qualified Electors**

See Appendix C.

## **C. Mission Statement & Philosophy**

### **Vision**

At Legacy Public Charter School, students will develop a strong academic foundation, strength of character, and the work ethic and attitudes to achieve success in their chosen careers and in all aspects of their lives.

### **Mission**

Legacy Public Charter School's mission is to develop students who are competent, confident, productive and responsible young adults who possess the habits, skills and attitudes to succeed in high school and to be offered the invitation of a post-secondary education, satisfying employment, and life-long opportunities.

### **Philosophy**

The philosophy of the Legacy Public Charter School is grounded in the belief that when there is low threat and content is highly challenging, accelerated learning takes place. Each child has the right to come to school without fear of taunting, teasing or violence. Each parent has the right to expect a school to provide a safe, kind environment for his/her child. Each staff member has the right to teach without fear of violence. Students, parents and teachers will experience peace of mind in the Legacy Public Charter School setting. The founders believe that a "kind" environment should be extended through the potentially tumultuous junior high/middle school years.

**Tab 2**

## **A. Rationale for Legacy Public Charter School**

As of 2009, there were 22 traditional public schools serving a student population of over 14,000 within the Nampa School District. In addition, there were four public charter schools and a number of private schools. Of the traditional public schools, none use the Harbor School Method™. Two of the public charter schools, Liberty Charter School and Victory Charter School, use the Harbor School Method™. Liberty Charter School has been in operation since 1998. After its initial lottery, Liberty's waiting list was approximately 300 students. With Liberty's academic success and high level of parental satisfaction, its waiting list continued to grow to over 700 students by 2002. At that time, parents who wanted to provide an education for their children based upon the Harbor School Method™, sought and received approval for a second public charter school utilizing this successful model and Victory Charter School opened its doors in fall of 2004.

Even with a second Harbor School, the number of students whose parents seek to enroll them in a school utilizing the Harbor School Method™ still exceeds the enrollment capacity of both Liberty and Victory. The combined waiting lists have grown to over 3,600 students for kindergarten through 8<sup>th</sup> grade. Many parents have had their children on a waiting list for Liberty or Victory for several years with little hope of having their child attend either school prior to 8<sup>th</sup> grade due to the large waiting lists.

Therefore, to address the continued demand by Nampa families, it is in the best interest of the parents, students and general public in Nampa to open another public school dedicated to providing an education based upon the Harbor School Method™. Nampa parents have made it clear that they support choice in education by the overwhelming growth of both public charter schools and of small school learning environments created within the traditional Nampa School District. It is important that the public school system continue to respond to the demands of taxpayers and offer the types of choice that they support for their children. Legacy Public Charter School is a response to a need that has clearly been demonstrated for over a decade.

The founders' purpose for opening Legacy Public Charter School is to provide parents with an educational option based upon the Harbor School Method™ which provides high expectations and standards in academics and behavior in a safe environment with an emphasis on training students to succeed in the workplace. It is the founders' intent to replicate the educational culture and academic success exemplified at Liberty Charter School. Liberty Charter School is the most successful Harbor Method school in the state.

## **Target Student Population *I.C. 33-5205(4)***

### **Primary Attendance Area**

Legacy Public Charter School is anticipated to be located at the southeast corner of Locust Lane and Southside Road intersection within the Nampa School District. Based upon this location, the primary attendance area would be as follows:

- North Boundary: The center of East Greenhurst Road to include only property on the south side of the road.
- East Boundary: The center of Happy Valley Drive to include only property on the west side of the road.
- South Boundary: The center of East Lewis Lane to include only property on the north side of the road.
- West Boundary: The center of South Powerline Road to include only property on the east side of the road.

If Legacy's location is different than the anticipated location, Legacy founders will construct a similar Primary Attendance Area.

Legacy Public Charter School's goal is to open in the fall of 2011 with grades kindergarten through 8<sup>th</sup> grade with only one class for each grade. If fewer than 30 students enroll for 8<sup>th</sup> grade prior to July, 1, 2011, Legacy will not offer 8<sup>th</sup> grade the first year of operation but will add it the second year.

Legacy Public Charter School's enrollment cap will be 325 students. There is no plan to increase the enrollment cap through the addition of more kindergarten through 8<sup>th</sup> grade classes or with the addition of a high school.

### **B. Potential Impact on Nampa School District**

Legacy's founders are aware that opening Legacy Public Charter School will have a potential impact on the Nampa School District; however, Nampa's growth should minimize the impact of taking students from their current schools to Legacy Public Charter School. In the past several years the Nampa School District has opened several, new elementary schools and two middle schools to address the district's growth. Most recently, Lake Ridge Elementary and Lone Star Middle School both opened in the fall of 2008, while Endeavor Elementary opened in the fall of 2007. With an overall school enrollment of 325 students, Legacy will not have a huge impact in relation to the district's nearly 15,000 student-body enrollment. In fact, Legacy's total enrollment is less than 2%

of the Nampa School District's total enrollment. For the four middle schools that now serve Nampa, Legacy will affect approximately 120 students and that is only if all the students come from Nampa School District schools. However, it's anticipated that Legacy's student population will include home-schooled students, students from private schools, other charter schools, and virtual charter schools. On the elementary side, Legacy will serve approximately 188 students. The closest elementary schools to Legacy's proposed site are Ronald Reagan Elementary, Sunnyridge Elementary, and Greenhurst Elementary. Again, it's anticipated that in addition to these nearby elementary schools, Legacy will draw students from home-schools, private schools, other charter schools, and virtual charter schools. As a result, Legacy founders estimate that perhaps 60-70% of its enrollment, or approximately 175-200 students, could choose to come to Legacy that had been attending Nampa School District schools.

While in these slower economic times it's perhaps more difficult to project school district growth, historically the Nampa School District has reported annual growth of four to seven percent, or approximately 600-1,000 students. The Nampa School District population is expected to increase as the population of Nampa grows. Currently, the Nampa Chamber of Commerce projects the city of Nampa's population to reach approximately 91,000 residents by the 2010 census.

Additionally, Legacy Founders are committed to remain a small school, with total enrollment capped at less than 325 students in Kindergarten through eighth grade. Therefore, Legacy will not impact the Nampa School District in future years through expansion.

According to the Idaho State Department of Education (2008), only 4% of the state's total public education budget goes towards charter schools. No charter school funding is provided by individual traditional school district funds. Districts, including Nampa School District, are able to acquire additional funding through levies and bonds, regardless of the student population. While Nampa School District will not receive the ADA funding for students enrolled full-time at Legacy Public Charter School, Nampa School District will avoid the costs associated with meeting the demands of growth in their coverage areas. There is a significant benefit to the Nampa School District as current economic trends may make it more difficult to budget for new school facilities and gain local taxpayer support for bonds and levies required for new school buildings. There is no financial support that would be provided by the Nampa School District for students that attend Legacy Public Charter School. It is important to remember that charter schools are public schools, and the money that they receive is not being "drained" from public education at all. The founders of Legacy believe that the minimal impact of 175-290 students moving from the traditional school district to Legacy Public Charter

School will be neutralized within a very short period of time and that the district will benefit and continue to grow.

### **C. Facilities to Be Utilized**

Legacy's founders have identified one strong option. Legacy would purchase approximately 3.5 acres of land located at Lava Springs, on the southeast corner of Locust Lane and Southside Road intersection in Nampa, Idaho, and contract to design, build and lease, or purchase a facility.

The first choice is to purchase property and design and build a new facility for Legacy. A new facility provides numerous benefits such as: (i) it may be more economical than leasing or purchasing an existing facility; (ii) it promotes a sense of permanence and stability; (iii) it provides more flexibility in terms of design; and (iv) it can avoid certain pitfalls and uncertainties associated with leases. In an effort to provide the most detailed plans possible, the founders have requested site plans or floor plans (with estimated costs) from a developer regarding our facility options. The developer has indicated that actual site plans would require significant testing and engineering, however, they have been willing to provide us with proposed floor plans, estimated costs, and projected time frames for completion of a Legacy facility.

After researching this issue and speaking with various schools that have secured financing for their facilities in the first year of operation, the founders have identified the general process and organizations that have experience in this area. Preliminary designs have been developed for a 26,597 square foot facility for a fall 2011 opening. The design is similar to the facilities used by Liberty Charter School and Victory Charter School for their kindergarten through eighth grade students. This design has proven to be functional in terms of its floor plan and is economical to build. Although the Lava Springs opportunity is extremely viable, the founders are actively pursuing other facility locations and options.

Notwithstanding the appeal of a new facility, the founders recognize that due to unforeseen events or circumstances, Legacy may not be able to have a new school facility ready for fall of 2011. Therefore, the founders are in the process of developing other alternatives for temporary lease options. One alternative will be to identify a facility with a short term lease option (2-6 months) to ensure a location if a permanent building cannot be completed on time for fall opening in 2011 but can be completed within the first year of operation. In the event the founders are unable to secure a permanent site for the first year of operation, other possible lease options will be found to temporarily (1-3 years) house Legacy until a permanent site is acquired and a new facility is completed. The founders have been communicating with a local realtor who is also the owner of property



located at 904 12<sup>th</sup> Avenue South in Nampa. The facility was originally a church building but has been utilized as a temporary facility for two different schools. Idaho Arts Charter School utilized the facility until its permanent facility was completed. Most recently, in 2008-2009 school year, a private elementary school leased the facility. The facility has ample classrooms, has been updated for use as a school and has ADA compliant bathrooms. The owner has expressed his intention to enter into a lease with Legacy and will negotiate a lease within the market rate.

See Appendix D for facility documentation.

#### **D. Administrative Services**

In order to ensure Legacy Charter School is able to operate efficiently and accomplish its goals, it is the intent of the Governing Board to hire an administrator who has an understanding of and experience in the implementation of the Harbor School Method™. The administrator in a Harbor School is intimately involved in the day-to-day operations of the school through actively monitoring the implementation and quality of the academic program and working to create the Harbor School culture. The administrator is also responsible for the school's financial operations including the development of a budget consistent with the values and goals of the Harbor School Method™.

Because the role of administrator is critical to the success of a Harbor School, the Governing Board will ensure that the Legacy Charter School administrator is fully trained in the Harbor School Method™ and has resources available to successfully implement the Method. The Governing Board will contract with Rebecca Stallcop, under a Management Agreement with BMed, Inc., to serve as the Administrator Trainer for Legacy Public Charter School for the first three years of operation. Mrs. Stallcop developed the Harbor School Method™ and has successfully implemented the program at Liberty Charter School for the past ten years. Mrs. Stallcop will provide training for the Legacy administrator in all aspects of his or her duties and specifically in the implementation of Harbor culture and financial operations, oversight of staff training, and development and implementation of the school budget. Additionally, Mrs. Stallcop will be the final authority for the administrator in all aspects of school management, subject only to the authority of the Governing Board. After the first three years, Mrs. Stallcop will evaluate Legacy annually to ensure compliance with the Harbor School Method™. See Appendix E for Letter of Intent to Contract from Rebecca Stallcop.

In the event BMed, Inc. is unable to provide Administrator Trainer services for Legacy Charter School as set out in the Management Agreement, the Governing Board will appoint an individual with administrative training in the Harbor School Method™ from a list of pre-designated individuals approved by Mrs. Stallcop to serve in her capacity.

Mrs. Stallcop will submit to the Governing Board a list of individuals she has approved as qualified to take her place along with a plan for transition. That list and plan will be reviewed at least annually by Mrs. Stallcop and the Governing Board to ensure the most qualified individuals and current transition plan are available.

## **E. Civil Liability**

Neither the Idaho State Board of Education, nor the Idaho Public Charter School Commission will have any liability for the acts, omissions, debts or other obligations of any charter schools, except as may be provided in an agreement between the state and Legacy Public Charter School.

### **Types of Insurance**

Legacy Public Charter School will procure and maintain a policy of general liability insurance in the amount required by state law and errors and omissions insurance with limits not less than one million dollars. Legacy Public Charter School will have the same role as a traditional public school in matters of civil liability. The appropriate insurance and legal waivers of all district liability and property insurance will be similar to the coverage purchased by the district. A copy of the proof of insurance will be given to the Idaho Public Charter School Commission each time it is renewed to ensure continuous coverage. Legacy Public Charter School will provide a list of all other types and amounts of insurance required prior to the opening of the school. Legacy's authorizer will be named as a co-insured on any liability policy that is secured.

An insurance quote from Moreton & Company, P.O. Box 191030, Boise, ID 83719, has been received. See Appendix F for documentation.

**Tab 3**

## **A. Educational Program I.C. 33-1612 & 33-5205(3)(a)**

### *The Harbor School Method™*

Legacy Public Charter School's mission and educational program are built upon the foundation of the Harbor School Method™. The Harbor School Method™ was originally founded by Rebecca Stallcop, currently the principal of Liberty Charter School. Long before Liberty existed, Mrs. Stallcop and talented teachers brought their beliefs, knowledge and skills to bear to create a school where students learned more because they were taught more and where expectations for conduct were shared throughout the school. Mrs. Stallcop's passion remains focused on the preparation of future generations who can contribute to a democratic society as exemplars of learning, leading and citizenship.

The Harbor School Method™ is a way of teaching, a way of learning and a way of schooling. It is an integrated model designed to educate children to be capable graduates ready to contribute to a democratic society. Harbor Schools create a setting focused on the development of knowledge and skills, as well as the development of attitudes and dispositions of children. It is grounded in core beliefs about children, how they learn and the responsibilities of the adults who shape their development. The instructional strategies are not necessarily unique and innovative. What is unique and innovative is the manner in which these elements have been brought together to create a culture – a way of being as a school.

The Harbor School Method™ integrates elements from five key areas: Student Learning, School Culture, Instructional Fidelity, School Leadership, and Parent Participation. The following is a brief overview of the five key areas taken from the Harbor Essentials Manual. A more detailed description of Student, Teacher, Principal and Parent Responsibilities in each of the five areas is found in the Harbor Essentials Manual in Attachment O.

#### Student Learning

Children learn in a social context of schools. They learn in and out of the classroom. They learn by what they see, what they hear and what they do. The Harbor School Method™ is built on the belief that all students should know that their teachers have high expectations for their academic accomplishments and for their conduct. Harbor educators intentionally design every aspect of school to provide clear and consistent expectations for students. This helps students know what is expected of them at school. The Harbor School Method™ is centered on student learning in and out of the classroom.

Work habits are established early in life and the Harbor Method intentionally develops work habits in students that will serve them throughout their lives. Nurturing the development of students' intellectual, social, interpersonal and character growth is expected to be evident throughout the programs of a Harbor School. An environment in which high academic achievement is an expectation for all students is foundational. The goal of a Harbor School is to

help all students develop their capacity for knowledge, skills and dispositions that equip them to be work and college ready.

What We Believe:

- Teach to the high. All children are capable of learning more than we think.
- Safety is fundamental to learn, develop and succeed.
- Make learning personal and important for students.

### School Culture

School cultures teach. They teach through the expectations set for and by the people working in them, both children and adults. They teach through the visible and invisible ways that people work together. They teach through the ways in which people treat one another. Safe, supportive school cultures mitigate the potential effect that differences among students could have on their learning. Harbor principals are accountable for the school culture and must intentionally create the conditions consistent with Harbor philosophy and practices.

Harbor schools intentionally create a culture that lives what it believes. School cultures teach children and adults directly and indirectly. Everything that occurs within a school culture shapes behavior of people. We are intentional about shaping that behavior.

The practices and conduct of the adults in the school are expected to be a primary model for students as they learn the character traits and work habits that will be life-long assets to them.

Harbor Schools focus on safety by removing fear, threat and intimidation from the learning environment. A focus on kindness and a zero tolerance policy for teasing, taunting, bullying, and negative peer pressure creates a positive, supportive and constructive environment for children to learn and grow. Adult decisions are made based on what is in the best interest of the students and the development of their knowledge, skills and dispositions. There is evidence of kindness between students and students, students and adults, and adults with adults. Adults demonstrate their respect and their responsibility to maintain a clean, orderly environment. They extend themselves to one another and to the students. Respect and personal responsibility is visible in all interactions.

### Instructional Fidelity

The quality of learning for students has everything to do with the quality of teaching. Three key elements distinguish a Harbor school:

1. Faculty and staff who decide to work in a Harbor School commit to adopting the beliefs that ground the school's philosophy. Their teaching, leading and working habits emerge from those beliefs.

2. Faculty and staff are prepared to meet clear expectations through the use of specific curriculum, teaching strategies and student management practices that support the intellectual as well as the social, emotional and character development of children.
3. Faculty and staff understand the importance of instructional fidelity. Instructional fidelity is defined as being consistent with the Harbor philosophy and practices to achieve program coherence throughout their school. Program coherence matters for students. The consistency of structure, expectations and instruction accelerates learning. This is a key component for school-wide high performance.

Program and instructional coherence is a signature feature of Harbor Schools. This feature brings benefits to student learning because they know what to expect from grade to grade, class to class, adult to adult. Students learn that they have multiple opportunities to learn information and to demonstrate their understanding and skill. Students learn the instructional routines in early grades which accelerate their ability to focus on new information, skill development and thinking skills. The core instructional methodology is consistent across teachers yet implemented with the unique creativity and talents of each teacher. Pacing of accelerated objectives is coordinated between grade levels.

### School Leadership

The quality of a school, the quality of teaching and the confidence of parents rest on the competence of the school's leaders. Leadership comes from two functions of a Harbor School. 1) The Board of Directors which is responsible for the governance, policies and strategic direction of the school, as well as the link to the parent community; and 2) The school principal, who carries out the expectations of the Board and insures the quality of the school programs.

The ability of a Harbor School to carry out its mission depends heavily upon the strength of its governing board. An effective board provides strategic direction for the school, chooses and nurtures strong school leaders, and ensures the school's financial and legal soundness. For a charter school to succeed, it must form a board that is committed to the school's mission, possess substantial leadership skills and expertise, set policy that guides the school's work, and evaluate both the school and itself with an eye toward continuous improvement.

Leadership has a profound effect on the conduct and achievement of students and the adults who contribute to their learning in the school setting. We believe that the principal has a direct accountability for the environment in which teachers teach and students learn. The principal's primary responsibility in a Harbor School is to support teachers and protect teaching time. This is not merely a function of scheduling or other administrative activities, but of the principal's presence throughout all student contact areas during school hours. Principals in Harbor Schools are extremely visible to the student population in the classroom, in the hallways, in the lunchroom, and on the playground. They use all of these venues to teach practical aspects of living and how to interact positively with one's neighbors and community. The principal's

presence in this manner provides daily supervision and support of teachers to ensure instructional fidelity.

### Parent Participation

Harbor Schools depend on the support and engagement of parents. Harbor educators must cultivate strong parental engagement. The school actively works to earn parent trust and confidence to provide a safe and productive learning environment for their children.

It is essential that parents are well informed on the elements of the Harbor School Method™. All Harbor parents understand that they are their child's first teacher. All parents should have sufficient understanding of the method upon enrolling their children, a thorough orientation before the first day of school, and ongoing opportunities to experience the method through classroom visits. Their understanding of Harbor practices is essential for them to support their child's education. Harbor Schools encourage parents to volunteer in various ways to enhance the program's effectiveness.

### *School- to-Work Emphasis*

At Legacy Public Charter School, students will be prepared to enter the work force with the knowledge, skills, and attitudes necessary to be good employees. The Harbor School Method™ curriculum and culture gives students the foundational knowledge base necessary for success. Students learn persistence, good study skills, respect for authority, leadership, cooperation, kindness and respect for peers. Academically, students are challenged and encouraged to go the extra mile to be successful. They gain confidence in their ability to succeed as a result of hard work.

Legacy's policies are intentionally designed to prepare students for the rigors and challenges of the workplace. Policies establishing strict attendance requirements, respect for authority, real life consequences for both positive and negative behaviors and a culture of respect and kindness, train students to become accustomed to an employer's expectations.

Legacy recognizes that the most important factors defining satisfying and successful employment are "Attitude and Effort." Employers look specifically for enthusiasm, efficiency and excellence in those they hire. Legacy will purposefully train its students to develop these characteristics. Work-related programs designed for each grade level teach work ethic, positive attitude and effort. Training culminates in the eighth grade when each student spends two weeks working in the café under the direct supervision of the Administrator. The Administrator works alongside students giving feedback and issuing a final grade based upon work performance. See Attachment P for a detailed description of Legacy's School-to-Work criteria.

**Thoroughness Standards *I. C. 33-1612***

Legacy Public Charter School will fulfill the thoroughness standards identified in Idaho Code 33-1612. It has been established that a thorough system of public schools in Idaho is one in which the following standards are met:



Standard	Goal	Objective
Standard 1: A safe environment conducive to learning is provided.	Maintain a positive and safe teaching and learning climate. Every student has the right to attend a school that encourages positive and productive learning, provides a safe and orderly environment, and promotes student respect for themselves and others.	<p style="text-align: center;">Legacy Public Charter School will:</p> <p style="text-align: right;">Tab 3 p. 16</p> <ol style="list-style-type: none"> <li>1. Develop guidelines for physical safety. These guidelines will include, but not be limited to, the procedures for fire drills, reporting unsafe equipment, methods for checking students in and out of school, notification of parents' rights and staff monitoring responsibilities.</li> <li>2. Provide a facility and adopt policies that meet all required city, state, and federal health accessibility, safety, fire, and building codes for public schools.</li> <li>3. Establish, publish, and enforce policies that define acceptable and unacceptable behavior, including zero tolerance for weapons, violence, gangs, and use or sale of alcohol and drugs.</li> <li>4. Create an environment that strongly encourages parents and other adults to visit the school and participate in the school's activities.</li> </ol>
Standard 2: Educators are empowered to maintain classroom discipline.	Create a positive teaching and learning environment with an emphasis on high expectations of behavior and academic performance.	<p style="text-align: center;">Legacy Public Charter School will:</p> <ol style="list-style-type: none"> <li>1. Adapt the policies into a student handbook providing a code of conduct including clear expectations and consequences for unacceptable behavior.</li> <li>2. There will be school-wide process for teachers to handle minor and major infractions in the classroom setting.</li> <li>3. Teach appropriate behaviors and foster responsible decisions-making skills.</li> <li>4. Establish and maintain consistent rules aligned throughout the school.</li> </ol>
Standard 3: The basic values of honesty, self-discipline, unselfishness, respect for authority, and the central importance of work are emphasized.	Offer opportunities for students to develop and express exemplary character traits in concert with the overall educational program.	<p style="text-align: center;">Legacy Public Charter School will:</p> <ol style="list-style-type: none"> <li>1. Utilize the general philosophy of the character education program throughout all decisions to instill appropriate values.</li> <li>2. Emphasize the importance of adults modeling important values at school.</li> <li>3. Help student build personal bonds and carry out responsibilities to one another and to the faculty and staff.</li> <li>4. Develop a sense of community and service within the school, and between the school and the larger community. Community service instills a sense of individual, social, and civic responsibility and enables the student to use newly found knowledge to solve community problems.</li> </ol>
Standard 4: The skills necessary to communicate effectively are taught.	Teach students a range of effective communication skills appropriate for the 21 <sup>st</sup> century.	<p style="text-align: center;">Legacy Public Charter School will:</p> <ol style="list-style-type: none"> <li>1. Emphasize meaningful language experience in language arts, enhanced by writing and memorization.</li> <li>2. Provide access to computers to teach students basic computer skills and, in the older grades, appropriate communication through technology (via e-mail and the internet..</li> <li>3. Provide instruction in a foreign language. Knowledge of a second language is essential in many occupations. In addition, knowledge of a second language will boost English proficiency, improve memory and self-discipline, and enhance verbal and problem-solving skills.</li> </ol>
Standard 5: A basic curriculum necessary to enable students to enter academic or professional-technical post-secondary educational programs is provided.	Develop an educated citizenry for the 21 <sup>st</sup> century through a proven academic program where all students are offered an advanced curriculum.	<p style="text-align: center;">Legacy Public Charter School will:</p> <ol style="list-style-type: none"> <li>1. Use the Idaho State Standards as a starting point to be enhanced by unifying themes and other creative methods.</li> <li>2. Use the Harbor School Method to ensure student learning including but not limited to: phonics, reading, mathematics, science, history, and literature.</li> <li>3. Offer a solid health curriculum as required by the state.</li> </ol>
Standard 6: The skills necessary for the students to enter the workforce are taught	Provide students with the intellectual foundation and strong moral compass that provide the character traits of leadership, which lead them to becoming productive	<p style="text-align: center;">Legacy Public Charter School will:</p> <ol style="list-style-type: none"> <li>1. Provide a strong foundation in reading, writing, problem solving, math concepts, science, social studies, history and literature.</li> <li>2. Provide a technology oriented environment, encouraging the use of technology as a toll in the workplace of the 21<sup>st</sup> century.</li> <li>3. Enable the students to develop the following intellectual habits important in society: adapting to new situations</li> </ol>

Legacy Public Charter School will achieve the Thoroughness Standards through its curriculum and the unique aspects of the school. The instruction of the curriculum will be accomplished by using an aligned proactive method. A combination of a strong emphasis on kindness, the “golden rule,” and a reward system (Citizen of the Week and Citizen of the Month) which honors children who are hard working, responsible, honest, respectful, etc., creates an environment allowing for student peace of mind which then maximizes learning potential. We believe every student is responsible for his or her own learning. We recognize that all children are capable of achieving their potential to the fullest extent if they so choose. We must cultivate a learning environment that encourages full development in all these areas even as we remain dedicated to teaching students effectively as a caring adult can.

### **Curriculum Overview**

In keeping with Legacy Public Charter School’s mission to prepare learners to be functional citizens of the 21st century, we recognize that such preparation is more than the assimilation of facts. Proficiency in a discipline means that the learner becomes a capable practitioner and has a sufficient foundation to pursue advanced study. The Legacy Charter emphasizes both the acquisition and application of knowledge.

The Legacy Public Charter School curriculum contains both traditional academic subjects and additional language areas that make the Legacy Charter unique. The Idaho State Department of Education’s “Standards and Benchmarks” serves as the starting point and is enhanced with unifying themes and other creative methods.

The subjects that comprise the curriculum are listed and briefly discussed below. The traditional core curriculum areas - language, arts, math, science, social studies - remain strongly emphasized. Legacy Public Charter School will provide solid preparation in the fundamental academic skills of reading, writing, mathematics and science.

### **Unique Aspects**

The distinctive aspects of Legacy Charter include the addition of seventh and eighth grade, the study of a second language, piano lessons for Kindergarten through third-grade students, enriched gifted and talented services, and integration of community service into the learning process.

Seventh/Eighth Grade Opportunity – We recognize that the junior high/middle school years are critical to a child’s self-esteem. Therefore, the focus of the seventh and eighth grades is to provide an environment different from what has been the traditional junior high/middle school setting in order to create a learning atmosphere where students experience less stress. There is less movement from room to room, fewer teachers (eliminating the one-teacher-per-subject

format), and fewer students (only one class per grade). The result is a smaller arena that is less threatening to a student's self esteem when taking risks or making mistakes.

To further distinguish the 7<sup>th</sup>/8<sup>th</sup> grade opportunity at Legacy, by the third year of operation, a "hybrid," self-contained classroom environment will be added to the educational setting offered at Legacy. In this unique design, 1/3 of the 7<sup>th</sup> and 8<sup>th</sup> grade classes will rotate between the traditional classroom setting and a specially-designed, on-site/on-line, yet still self-contained, learning environment. This additional educational opportunity will not only enhance what is in place within the successful Harbor School Method academic program, but will vastly improve today's soon-to-be high school and college-bound students' readiness in the ever-increasing and expected world of online learning that they will encounter at the secondary and post-secondary levels.

While on rotation in the "hybrid" self-contained classroom, students will be supervised by an all-day, in-class educational assistant; will communicate with their peers not on rotation via Skype and other instant electronic communication means, as well as through face-to-face means (lunch, recess/breaks, PE, etc.); and receive direction instruction by their teachers in the online *and* physical learning environments.

The hybrid self-contained classroom itself will be a departure from the traditional classroom as it will be designed to house an online learning environment that provides the various forms in which students can learn online, such as typical, cubicle-type learning areas, college/university student union building/coffee shop setting w/less formal furniture and laptops, group learning areas for online group projects. As a result, not only will students learn how to learn in an online environment, but also in the various physical environments where they and their computers may find themselves.

Finally, this approach allows the Harbor School Method's small school/larger classroom size emphasis to provide even more students the opportunity to attend a Harbor School. Because at any one time 1/3 of each 7<sup>th</sup> & 8<sup>th</sup> grade classes will be in rotation, both the 7<sup>th</sup> & 8<sup>th</sup> grades can be enlarged to accommodate more students. Therefore, by the third year of operation, both the 7<sup>th</sup> and 8<sup>th</sup> grade classes will increase from 36 to up to 50 students.

Foreign Language - The study of a foreign language is an integral and distinguishing aspect of the Legacy Charter curriculum. We will provide instruction in Spanish Language beginning in 3<sup>rd</sup> grade. Research demonstrates that the study of a second language boosts English proficiency improves memory and self-discipline, and enhances verbal and problem-solving skills. Studies also show that learning a foreign language actually contributes to better SAT and ACT scores. Most colleges and universities require a second language for incoming students. In addition:

- knowledge of a second language is essential in over 60 occupations
- each of the major U.S. corporations routinely employs 500 to 5,000 persons abroad

- commercial language schools now have waiting lists, due to increased demands in business and industry for people with strong language skills
- 1,261 companies surveyed reported 60,687 positions requiring a second language.

Music: Piano Lessons for Kindergarten through third grade. .5 hours per week - It is our belief that early musical training - particularly on the piano - will dramatically boost a child's brain power, building the kind of skills necessary to succeed in high level math and science. Studies in California and Wisconsin show that after only six months, pre-school piano students outperformed those who had not studied piano by 35% on measured intelligence tests. Further studies have shown the best time to boost brainpower through music is between the ages of two and ten.

The explanation for this phenomenon is simple: when a child makes music, brain cells begin firing in patterns - linking with each other and forming a network of lasting connections. This exercises and strengthens the same bridges in the brain that are believed to lay the framework for logic, order, and abstract reasoning.

Therefore, we will create a piano lab where primary students (grades K - 3) will learn the basics of playing the keyboard. It is not our intent to turn every child into a Mozart or an Einstein. But it is our desire to stimulate as much brain activity as possible, for the stimulus a child receives early in life will determine how well their brain functions through life. The piano lab will be in place by the third year of operation, or when funds become available in which to purchase the equipment needed to create the lab.

## **Core Curriculum**

Language Arts— Students will study language and literature through reading aloud, grammar and mechanics, vocabulary and spelling instruction. The curriculum is literature based.

Comprehension skills, grammar and vocabulary are integrated within the literature program. Dramatization and memorization of accelerated vocabulary is a motivational aspect of the language arts experience. Writing includes self-analysis connected with student learning goals through a personal journal, as well as creative, expository writing. Communication skills include speaking and writing.

Science and Health - The Legacy Public Charter School science curriculum is a multi-year sequence, which emphasizes hands-on experimentation and functional knowledge of scientific phenomena. Science must take students beyond the factual approach of reading, reciting, drilling and testing science to actually “doing” and “feeling”. This process approach lets students experience the excitement of science so they can better understand facts and concepts.

Kindergarten through third grade students will focus on the basic science process skills of observing, inferring, measuring, communicating, classifying and predicting. Fourth through

eight grade students will add the integrated science process skills of identifying variables, constructing tables of data, constructing graphs, describing relationships between variables, acquiring and processing data, constructing hypotheses and designing investigations. As students progress through the curriculum, they deepen and extend their understanding of the basic principles of sciences through a variety of scientific media and through the development of subject-appropriate vocabulary skills. Students will study earth, life and physical science.

Math – Our math program was developed by the K-8 teachers at Liberty Public Charter School. The program is taught in a fast-paced, direct teaching method. We will have concept and manipulative experiences that engage students in exploring, conjecturing and thinking. Students will learn numbers and operations, including numeration, basic operations, properties of numbers and operations, and estimations. Students will also learn Algebra and Geometry. Additionally, students will learn measurements and perform data analysis and probability including data collection and representation, data set characteristics, and probability. Students will also learn problem-solving skills and tools including problem-solving strategies, reasoning and proof.

Social Studies and Community Service - Kindergarten through 8<sup>th</sup> grade will follow the state standards and benchmarks. American history will be taught in Kindergarten through 8<sup>th</sup> grade. In fourth grade, the history of Idaho and the Pacific Northwest region will be taught. In the fifth grade, students will be introduced to world history with a four-year sequential study of Ancient Egyptian, Greek, Roman, and Medieval Civilization. In addition, there will be an emphasis on community service in the seventh in eighth grades as students apply their understanding of and their contributions to the world around them. We will seek out ways for the students to discover and experience responsibilities and rights as members of our democratic community.

Technology – Technology will be used to support a child’s natural way of learning through individual and group discovery and seeking solutions to real life challenges. Legacy will provide our learners with technology skills that prepare them for future employment. One source of technology will be the internet. We have developed a draft Computer Use Policy which will be in compliance with the Children’s Internet Protection Act. See the Draft Policies.

## **B. An Educated Person I.C.33-5205(3)(a)**

Change remains a core characteristic of the 21st Century. Individuals, as a part of the future workforce, will change jobs an average of eight times, and as knowledge continues to multiply, information management, technology and communication will become tools for success. Successful workers will need to be literate and possess excellent problem-solving skills. Our nation will require a citizenry who have learned to learn and who, more than ever before, have learned to work cooperatively. Not only will they need to have completed high school, but also for roughly three out of four new jobs, some education or training will be required at an institution of higher learning.

Legacy's mission seeks to develop an educated citizenry for the 21st Century through a dynamic, interactive, academic program where pacing is driven by student capabilities, not textbooks. Our students will be well grounded in the basics, such as, reading, writing, math, science and social studies. In addition, our students will evolve into citizens who will develop the following academic habits:

- Curiosity;
- Lifelong learning;
- Clear oral and written communication;
- Thinking creatively;
- Thinking logically and making informed judgments;
- Adapting to new situations and responding to new information;
- Finding, selecting, evaluating, organizing and using information from various sources;
- Making easy and flexible connections among various disciplines of thought.

They will develop personal habits and attitudes of:

- Accepting responsibility for personal decisions and actions;
- Investment in and awareness of the needs of others;
- Academic honesty and the ability to face challenges with courage and integrity;
- A healthy lifestyle;
- Empathy and courtesy for others and respect for differences among people and cultures;
- Self-confidence and willingness to risk setbacks in order to learn;
- Concentration and perseverance;
- Seeking a fair share of the workload;
- Managing time in a responsible manner;
- Working cooperatively with others, including the ability to listen, share opinions, negotiate, compromise and help a group reach consensus.

The development of the above noted habits and attitudes requires a climate that is conducive for learning. The philosophy of Legacy Public Charter School is that learning occurs when:

- Learners construct meaning;
- Learners see connections between what they learn and the real world;
- Learners are actively engaged in purposeful tasks;
- Activities are integrated and meaningful;
- Learners work individually and as members of a group;
- Learners work side-by-side with community members to develop solutions and opinions on issues that can be presented to local policy makers;
- Learners internalize that what they learn and do in school makes a positive change in the community;
- Challenged learners have an individual plan and support is an intrinsic part of the educational program;

- Learners are supported with coaches, mentors and advocates;
- All learners have advanced learning opportunities.

## **Instructional Methods I.C. 33-5205(3)(q)**

### **Methods**

Legacy Public Charter School is distinguished by the multiplicity of ways in which it seeks to ensure student learning. Some of these are highlighted in the sections that follow. Not all students have equally successful outcomes. The charter uses uncommon means to achieve common ends. Through its multiple methods, all students are successful, capable of fulfilling their potential.

The *Subject Matter Method* presumes that an educated learner needs to know clearly-defined skills and concepts that can best be learned in an organized sequential fashion. Traditionally, this approach has been predominately lecture based. The Charter aims to add computer-based learning to increase the efficiency of this method and provide the opportunity for drill, which is sometimes necessary.

The *Inquiry and Problem Solving Method* suggests that learning occurs when individuals think critically and solve problems. The predominant premise of this method is that it is important to know how to retrieve and use the information, not just to have instant recall and possession of the information. *Dimensions of Learning* will be the centerpiece of this method.

The *Individualized Learning Method* attempts to personalize the learning process to the interests of the individual, by allowing students to develop goals for their self-study. The reasons for learning thus become one's own curiosity and personal applicability of the information learned.

The *Discussion Method* encourages learning through sharing of information and concepts within a group, with the thinking process playing an important role. A discussion leader is prepared to recognize each learner's level of understanding and can respond at the level most helpful to the learner.

### **Learning Opportunities**

The most significant learning opportunity for our students at Legacy is the number of times they have to learn any given concept. The general principle which our teachers impress upon the learners is, "*If you don't get it today, you'll get it tomorrow. If you don't get it tomorrow, you'll get it next month. If you don't get it next month, you'll get it next year.*" This learning advantage alleviates student anxiety and the feeling of desperation if the student doesn't get it quickly enough.

Other learning opportunities are afforded to Legacy students. Some are familiar, some are novel, but all strive to make learning relevant and purposeful and to actively engage the learner.

Problem-solving groups apply knowledge they have acquired and to practice new skills by tackling both real world problems and problems stimulated to model the current work-world. Peer teaching provides an opportunity for learners to become educators and reinforce their own knowledge and mastery of new skills through presentation of their own work and “learning buddy” activities.

All students will experience a common core of learning that will fulfill the school’s mission to produce students who possess the academic and personal habits and attitudes desired of an educated citizen in the 21st century.

Our students will be able to:

- Develop oral and written skills;
- Have the opportunity to develop oral and written skills in a non-native language;
- Possess the ability to use knowledge and skills, think logically and solve problems related to mathematics;
- Have sufficient knowledge of science to be responsible users of scientific information;
- Participate in a comprehensive program of community service that reflects responsible citizens in a democratic society and an inter-dependent world;

Legacy Public Charter School’s learning program is built on the belief that all children can learn, but not in the same way, or equally well from the same sources. It recognizes that children are variously gifted. It is based on the work of Howard Gardner of Harvard, who has identified the following seven capabilities or “intelligences”:

- Linguistic
- Mathematical/logical
- Intrapersonal (self)
- Interpersonal (others)
- Bodily-kinesthetic
- Spatial
- Musical

Although all seven areas will be examined and encouraged through instruction and the gifted and talented program, Legacy Public Charter School will retain the traditional focus on linguistic and mathematical/logical areas, and implement a unique musical component, a piano lab.



The staff and parents of Legacy Public Charter School believe that children do not develop character in a vacuum. Our plan for character education provides expectation training through memorization and dramatization of classic poetry and historical passages, as well as staff who model essential traits of good character.

### **Harbor School Method™ Instructional Approach**

The Harbor Method™ is an instructional approach that provides students with a coherent system of learning from grade to grade. It is a synthesis of multiple instructional approaches that are well-documented for their effects on learning. Over the past several years, research on learning has established key attributes for effective teaching and effective learning. The Harbor Method incorporates these key elements into its pedagogy. Instruction of concepts and skills is *frequent* and *integrated* into multiple contexts. Concepts and skills are not taught in isolation, but incorporated throughout the day. Teachers *motivate* students through instructional design and through behavior expectation training. Students develop a learning-ready posture through intentional instruction on attention. The Harbor Method does not separate the development of character in children from the development of their academic skills.

Harbor Schools utilize the Harbor Curriculum for reading, language arts, and math which includes the Idaho State Standards as a foundation. It extends student learning through designation of objectives as either “essential,” which are expected to be mastered at that grade level or “accelerated,” which are expected to be introduced or repeated at that grade level. Teachers design instruction based on the level of cognitive demand that they are helping students achieve.

Direct instruction is used to teach students information, facts and fundamental skills. The effects of direct instruction have been consistently documented. The Harbor Method focuses on building knowledge for students to develop their capability to apply, analyze, synthesize and evaluate. The Harbor Method incorporates both information and skill development as requirements for tasks of high cognitive demand. Teachers skillfully scaffold student learning, building on their success from year to year and increasing the cognitive demand. Instruction is fast-paced to develop not only the targeted knowledge or skill but the ability to focus and attend. They learn skills that need to be automatic. Instruction emphasizes opportunities for students to develop thinking skills that:

- acquire and integrate knowledge
- extend and refine knowledge
- use knowledge meaningfully

As students progress through grades, teachers design learning to incorporate these areas and develop the ability of each of the students to be a critical thinker and a self-directed learner.

A detailed overview of the specific curriculum and teaching strategies is provided in the Harbor Essentials Manual in Attachment O.

### Math Instruction

The hallmark instructional strategy of the Harbor Method is the *Concept Board*. It is used to teach both the essential and accelerated objectives of the Harbor Curriculum in a repetitive manner. Teachers use their classroom white boards to display the daily concepts, implementing them through direct instruction, and then scaffolding them to build on the skills which are repeated every day. Students respond by engaging in oral recitation and joining in choral response. This provides a safe environment in which students can learn and teachers can monitor each child's progress. By modeling and reinforcing as a group, the students do not feel singled out, but rather know that if they do not get it today, they will get it tomorrow.

Teachers are provided CDs illustrating *Concept Boards* that should be used as outlined during the first year of the program. These "boards" have been created by skilled master Harbor Method teachers at every grade level and are artfully constructed to contain both the essential and accelerated curricular expectations for that grade level.

As teachers become more comfortable with the Harbor School Method™, they may alter the *content* in subsequent years, to meet students' needs and curricular expectations. The *Method*, however, does not change.

Mad minutes are done daily in grades 1-8. All teachers do at least one mad minute. Grades 3-6 assess students' skills in timed tests. Math manipulatives are also used to deepen students' understanding. Teachers often incorporate these manipulatives in other instructional activities where they fit. Grade levels utilize Problem Solvers to strengthen the problem-solving component of math. This series incorporates various strategies such as Guess & Check, Draw a Picture, Use Logical Thinking, Work Backwards, etc., to reinforce/practice solving mathematical situations. This connects to the *Concept Board* as well as real-life situations, which is important to Harbor philosophy.

### Reading Instruction

The method of Direct Instruction, which ensures quick pacing, repeated and spiraling concepts, and realistic application are used. There are essential elements in literacy instruction that have proven to be highly effective for student learning and can complement any reading program.

It is essential to the Harbor Method that educators be well-versed in research findings of reading. Scientifically based reading research has identified five essential components of effective

reading instruction. To ensure that children learn to read well, explicit and systematic instruction must be provided in these five areas:

- **Phonemic awareness**—the ability to hear, identify, and play with individual sounds—or phonemes—in spoken words.
- **Phonics**—the relationship between the letters of written language and the sounds of spoken language.
- **Fluency**—the capacity to read text accurately and quickly, including oral reading skills.
- **Vocabulary**—the words students must know to communicate effectively.
- **Comprehension**—the ability to understand and gain meaning from what has been read.

### Vocabulary Instruction

Vocabulary development is a key component of a Harbor School. Students learn words taken from numerous sources including the literature used at each grade level as well as the book, *110 Words to Pass the SAT and ACT*, and ISAT vocabulary lists. Students learn words in the context of daily teaching and through “whole body learning” which uses recitation, dramatization, and choral speaking. Teachers integrate new vocabulary into writing, speaking and real life contexts.

### Language Arts

There are essential features of the Harbor School Method™ that contribute to the development of competent speakers and writers. Teachers use the Shurley Method to teach the mechanics and the linguistic characteristics of their language. The Harbor Method utilizes the Shurley Method because the successful results of this method have been well-documented. The Shurley Method prepares students to be excellent writers and users of their language as well as more astute learners of foreign languages. The understanding of the parts of speech is integrated into reading, writing and not practiced in isolation.

### **C. Special Needs Students I.C. 33-5205(3)(q)**

Legacy Public Charter School will identify special needs students, including LEP (Limited English Proficient), gifted and talented, and students qualifying for Section 504 and IDEA. Legacy will utilize the Idaho Special Education Manual as now adopted or as amended in the future and will comply with state and federal statutes and regulations. The Idaho Special Education Manual will be used as a guide on developing individualized education plans, planning services, developing our discipline policy, budgeting and providing transportation for special needs students, as necessary. The Legacy Public Charter School Special Education administrator will be the Section 504 Compliance Officer.

### **Special Education**

If a student is found to be eligible for special education services at the charter school, services will be provided for that student in one or more of the following ways:

- Legacy Public Charter School will form a multidisciplinary team to consider a student's eligibility for special education. If a team determines the need for an evaluation by other personnel, such as a school psychologist, speech therapist, or occupational therapist, not currently employed by the school, such evaluations will be contracted with a private provider. Providers will meet all applicable licensure and certification requirements. All evaluation and eligibility requirements will be followed and parents will be notified of their due process rights.
- Disciplinary problems by special education students will be assessed by the multidisciplinary team. Teachers and administrators will follow the Idaho Special Education Manual (as currently defined in Chapter 12, and titled "Student Discipline") to address these issues. See the draft policies for Discipline of Students with Disabilities and Drug and Alcohol Use.
- The delivery of instruction for students with disabilities, and the monitoring of that delivery of instruction will be provided by personnel who meet highly qualified criteria along with requirements of IDEA. Instructional services will follow the Individual Education Plan (IEP) and will be provided in the Least Restrictive Environment as defined by the student's IEP. A paraprofessional will be used to support instruction as allowed by IDEA. The appropriate personnel will consult with the general education staff to utilize effective classroom interventions, adaptations, and modifications.
- Legacy Public Charter School will contract with private providers for the provision of related services. All providers will meet the applicable licensure and certification requirements appropriate for the services they are providing. Direct speech, language, or OT services may be provided by a paraprofessional under the direct supervision of a licensed therapist. In the event that the IEP team determines that the student's academic needs cannot be met on site, Legacy Public Charter School will determine the least restrictive environment complying with PL 94-142.

#### Limited English Proficient

- Legacy Public Charter School will apply the federal definition of Limited English Proficient (LEP) as defined in Title III and IX of the ESEA. Students who are eligible for the LEP program will participate in the Legacy LEP program according to state and federal guidelines. State and federally mandated testing of LEP students will be administered. LEP services may be provided on-site or contracted out. The *Guidance for Evaluating Limited English Proficient (LEP) Students to Establish Special Education Eligibility*, provided by the Idaho Department of Education, will be used for identifying Special Education LEP students.
- Legacy Public Charter School will follow the Idaho LEP Program guide and administer the Idaho English Language Assessment (IELA) for student placement as well as monitoring student growth. The following guidelines will be used for the Home Language Survey in order to identify Primary Home Language Other Than English (PHLOTE) students. A sample Home Language Survey is included in Appendix Q.

#### Home Language Survey (HLS)

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

Once LEP students are identified, Legacy Charter School will meet the linguistic, academic, and cultural needs of these learners in a number of ways. An LEP teacher will be identified and will meet the appropriate certification and endorsement requirements to serve students identified. The LEP teacher will teach English language acquisition and will work with Legacy general education teachers to provide support in the general education classroom. Because the Harbor Model is effective in providing support and intervention for students with a variety of needs, the Legacy LEP program will be designed to allow students to participate in the core curriculum as much as possible. The LEP teacher will identify additional curricula to support specific language acquisition needs after analyzing specific student assessment data. The LEP teacher will also identify and instruct teachers regarding modifications that will be made in the core classes.

Professional development will be given to administrators and teachers specific to meeting the needs of LEP students through two in-service trainings each year. Both trainings will focus on the specific needs of English Language Learners and one will be designed to increase collaboration among general education teachers and the Legacy LEP teacher, Title I teacher and

Special Education teacher to create and adjust the model of providing instruction, intervention and support to students to allow them to meet their language acquisition goals and participate as fully as possible in the general education curriculum. In addition, in the spring or summer, prior to administration of the Home Language Survey and identification of LEP students, Legacy will conduct training for staff members to ensure that information collected is accurate and students are identified appropriately. Prior to administration of the IELA, proctors will be trained to administer the assessments and instructed regarding the use of accommodations and modifications in order to make sure Legacy assessments are administered appropriately.

### **Other Special Needs Student Services**

Because gifted and/or talented, LEP, Title I, Section 504, and IDEA students have special needs, they will be provided educational experiences that will strive to meet those needs in the regular classroom. Students with disabilities will be placed in the Least Restrictive Environment as defined by their IEP teams and services enabling each student to receive a Free Appropriate Public Education will be provided as determined by each student's IEP team. Transportation will be provided as required by the student's IEP.

### **D. Dual Enrollment *I.C. 33-203(7) & 33-5205(3)(r)***

Legacy Public Charter School students will be permitted to dually enroll as Idaho Code 33-203 permits.

**Tab 4**

### **A. Measurable Student Educational Standards *I.C. 33-5205 (3)(b)***

The goal Legacy Public Charter School will constantly strive for and expect is that 100% of our students will exceed the minimum passing requirements on all state-mandated testing and other testing that may be instituted or required in the future. Students who have been enrolled at the school for three consecutive years will meet the following educational standards:

95% of kindergarteners, 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> graders will be at “Benchmark” or a combination of “Benchmark” and “Strategic” on the Idaho Reading Indicator (IRI).

95% of 5<sup>th</sup>, 7<sup>th</sup>, and 9<sup>th</sup> graders will score a “3.0” or better on the Direct Writing Assessment.

95% of 4<sup>th</sup>, 6<sup>th</sup>, and 8<sup>th</sup> graders will score a “3.0” or better on the Direct Math Assessment.

95% of 3<sup>rd</sup>, 4<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> graders will achieve “Proficient” and/or “Advanced” in each area, as applicable, on the Idaho Standards Achievement Test.

### **B. Student Assessment *I.C. 33-52-5(3)(c)***

The method by which student progress in meeting the above identified student educational standards is to be measured consist of the Idaho Reading Indicator (IRI), Idaho Standards Achievement Test (ISAT), Idaho Direct Math Assessment (DMA), Idaho Direct Writing Assessment (DWA), the Idaho Alternative Assessment (IAA) if applicable, and the National Assessment of Educational Progress (NEAP), if selected.

### **C. Standardized Tests *I.C. 33-5205(3)(d)***

Legacy Public Charter School students participate in the state assessment system as defined by the Idaho Board of Education. This state assessment system currently requires the following:

The IRI is a 10-minute assessment of early reading skills.

Grades K-3, administered in the fall, winter and spring.

The Idaho Standards Achievement Tests.

Spring scores are used to determine AYP for Legacy Public Charter School.

The DMA is a five performance assessment that requires students to show their working knowledge of math.

Currently, grades 4, 6, and 8 will take this assessment.

The DWA is a performance assessment of standard written English.



Special needs students who meet the criteria for alternative assessment according to the Idaho Special Education Manual will take the IAA in the spring through special education.

If selected, grades 4 and 8 will participate in the NEAP.

The NEAP will assess reading, mathematics, science, and writing.

Student assessment evaluation, reported annually, will consist of:

Student baseline developed during the first year using testing results;

A comparison of annual results with baseline scores to assess progress;

Grade-level and school composite scores;

A graph of annual results showing year-to-year change;

A graph of school scores relative to state and national averages; and

Sub-analysis of a variety of variables to identify areas for improvement.

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

#### **D. Accreditation** *I.C. 33-5205(3)(e) & IDAPA 08.02.140*

Legacy Public Charter School will obtain accreditation through the Northwest Association of Accredited Schools (NAAS). Throughout the implementation of the school plan, Legacy will utilize the Self-Assessment Idaho School Accreditation Quality Indicators as a guide. The Self-Assessment consists of six standards:

Vision, Mission, and Policies

Highly Qualified Personnel

Educational Program

Learning Environment

Continuous School Improvement

Student Achievement

## **E. Improvement Planning**

Legacy Public Charter School is a school in which student success is our top priority. If it were determined, based on student performance, that the school was in need of improvement as outlined in the No Child Left Behind Act, the Administrator and the Governing Board would meet with Rebecca Stallcop and/or educators selected by her who are familiar with the Harbor School Method™ and develop a comprehensive plan for improving performance. The Governing Board would examine the current processes and develop a detailed performance improvement plan to address each process deemed important to achieve increased student success. Legacy charter school will comply with all federal and state requirements regarding student achievement and school improvement.

In the event Rebecca Stallcop is unable to fulfill her role in the improvement planning process, the Governing Board will appoint a Harbor School founding board member and two Harbor School founding teachers to develop the improvement plan. Mrs. Stallcop will submit the names of the founding board member and founding teachers selected by her to the Governing Board at the Annual Meeting each year.

**Tab 5**

## **A. Legacy Public Charter School, Inc.**

Legacy Public Charter School is a non-profit organization organized and managed under the *Idaho Nonprofit Corporation Act*. Legacy's Founders are in the process of applying for qualification under Section 501 (c) (3) of the Internal Revenue Code and will provide documentation of application and subsequent approval in Appendix G when documentation becomes available. The school's Bylaws and Articles of Incorporation are provided in Tab 1. The Governing Board will be the public agents who control and govern the charter school. In addition, the Governing Board shall be responsible and ensure that the school is in compliance with all applicable federal and state education standards, all applicable federal and state laws, rules, regulations and policies, as well as the terms and conditions of the charter. The Governing Board meetings will follow the open meeting laws, keep accurate minutes, and make the minutes available to the public, according to the Bylaws of the charter school (I.C. 33-5205(3) (f)).

### **Organizing Group**

The organizing group of founding families has written the petition and elected the initial Governing Board. The Governing Board will recruit candidates for the position of Administrator, and establish a preliminary operating budget. The current function of the organizing group is to serve as a data-gathering resource and to provide input and advice to the Governing Board. See Appendix H for Organization Chart.

### **Board of Directors/Governing Board**

#### *Initial Formation*

The Governing Board of Legacy Public Charter School shall be comprised of five (5) Directors. Two of the Directors shall be either a parent or guardian of a student enrolled in the school. Two of the Directors need not be a parent or guardian but must be conversant with and supportive of the Harbor School Method™ as evidenced by their service for at least five (5) years as a Director on Liberty Charter School's Board of Directors while Rebecca Stallcop was an administrator, by having taught for at least five (5) years at Liberty Charter School while Rebecca Stallcop was an administrator, or by having been endorsed or certified as being conversant with both the philosophy and technique of the Harbor School Method™ by either Rebecca Stallcop or the entity holding the intellectual property rights for the Harbor School Method™. The fifth Director may be either a parent or guardian of a student at Legacy or meet the criteria of an experienced qualified board member or teacher at a Harbor School or endorsed or qualified by Rebecca Stallcop as set out above.

#### *Selection and Replacement*

Legacy's Founders believe that the leadership of its Governing Board is critical to the school's success. Members of Legacy's Governing Board must have clear understanding of the Harbor School Method™ and a strong commitment to its mission and methods. The most effective way to maintain the mission and vision of the school is to appoint individuals to the board who have that strong commitment to Legacy and the Harbor School Method™. Appointment of members of the Governing Board will be staggered with varying length of terms according to the Bylaws.

#### *Powers and Limitations*

Legacy Public Charter School, Inc. will be a legally and operationally independent entity established by the nonprofit corporation's Governing Board. The Governing Board will be legally accountable for the operation of the charter school. Legacy Public Charter School acknowledges that upon approval of the petition, the school's Governing Board will be public agents required by its authorizer to oversee the school. Legacy Public Charter School commits to comply with all federal and state laws and rules and acknowledges its responsibility for identifying essential laws and regulations, and complying with them.

The Governing Board will have the responsibility to approve the selection of the Administrator, who may not be one of its members. The Governing Board also will be responsible for hearing, and approving or disapproving, the recommendations of the Administrator with respect to changes in staffing, program or curriculum. The Governing Board will, when necessary, adjudicate disagreements between parents and the administration. Legacy Public Charter School commits to keeping complete and accurate Governing Board meeting minutes and to making them available to the public.

#### **Relationship between Governing Board and the Administrator**

**Administrator-** Legacy Public Charter School recognizes the Administrator as the key leader responsible for implementing the Harbor School Method™ as well as institutional procedures and policies. It is only under the leadership of a strong Administrator that Legacy will succeed in creating a strong Harbor school culture. In conjunction with a Governing Board that understands the Harbor Method and acts to support the Harbor trained Administrator and enforce policies on a consistent basis, the Administrator is responsible for meeting Legacy's mission as described in the authorized charter. The Administrator is accountable to the Governing Board for successful implementation of all curriculum and educational programs and for meeting the measurable student educational standards set out in the charter.

We anticipate contracting with an Administrator prior to the opening of the school to assist in purchasing, recommending teacher applicants to the Governing Board for employment, school set-up, policy review, and student recruitment. A preliminary job description of the Administrator is included below. A more detailed description of the Administrator's responsibilities in a Harbor Method School is identified in Harbor Essentials document in Appendix O.

Responsibilities:

1. Maintain a coordinated and challenging K-8 curriculum which effectively implements the Harbor School Method<sup>TM</sup> and successfully fulfills the school's mission.
2. Supervise administrative staff with an effective blend of delegation and authority, measures of accountability and evaluation of results.
3. Implement effective student disciplinary procedures and oversee judicial hearings and appeals that conform to all relevant laws, policies and procedures, and the Harbor School Method<sup>TM</sup>.
4. Ensure administrative functions are successfully achieved, effective administrative procedures are developed, policies and school procedures are carried out, and strategic planning is continuous.
5. Interact and intercede for the needs of staff and/or students as needed.
6. Report to the board as required regarding:
  - a. Coordination with the Authorizer
  - b. Staff communications
  - c. Meeting coordination
  - d. Parent interactions, and
  - e. Staff information review.
7. Attend or conduct meetings of various constituent groups, attend school functions, attend external meetings, conferences, or legal training sessions or delegate attendance at those meetings so that the school is benefited from the training/information and the Administrator is not absent from the school during the school day.
8. Insure all teachers understand student data and how to apply such data to instructional adjustments/interventions, when appropriate.

9. Develop and follow a financial budgeting plan that is fiscally conservative, meets State and Federal requirements and is consistent with the Harbor Method.
10. Perform other duties as assigned by the Governing Board.

Upon hire, the Administrator position may be evaluated semi-annually by the Governing Board based on mutually agreed upon criteria.

The Governing Board is the ultimate policy-making organization and retains total control in the selection or removal of a service organization serving the school, the Administrator of the school, and school employees. The Administrator will be empowered to provide educational direction, administration, and on-site, day-to-day operation, among other areas, as directed by the Governing Board.

### **Standing Committees and Ancillary Support Personnel**

Standing committees will be formed in accordance with the bylaws of the corporation. These committees will include, but are not limited to, a fundraising committee, a Parent-Teacher Association (PTA), as well as others.

Ancillary support personnel, including clerical and custodial, will be hired and supervised by the Administrator. The state funding formula will be used for funding to hire staff through the regular budgetary process. Additional resources will be sought through grants, volunteers, and fundraising efforts.

### **B. Parental Participation *I.C. 33-5205(3)(f)***

The PTA and Governing Board of Legacy Public Charter School may provide consultation to the Administrator regarding on-going plans for the school. Legacy Public Charter School is committed to ensuring that parents of students who attend its program are involved in the education of their children and in the school at many levels. Parents bring an in-depth understanding of their children's personalities, learning styles, and strengths and weaknesses, which is essential for the continuing educational development of their children. The process to ensure parental involvement will be as follows:

1. Parents will receive written information as each year begins which will include signing the following eight specific policy letters: fighting and its consequences, liability issues concerning supervision on the premises, field trip policy, bus safety, insurance and student injuries, homework policy, dress policy, and the discipline plan.

2. Parents will be highly encouraged to attend two parent-teacher conferences per year.
3. Parents will be asked to complete a survey during the school year addressing at least one of the following issues: safety of students, classroom discipline, school-wide discipline, child's response to classroom atmosphere, and parents' perception of learning environment.
4. Parents will be highly encouraged to provide an appropriate learning environment at home for study.
5. Parents will be highly encouraged and welcomed to volunteer in their child's(ren's) classroom(s).
6. Parents will be highly encouraged to communicate regularly with the school. In turn, the school will regularly communicate with the parents.
7. Parents will be highly encouraged to attend and participate in the Governing Board monthly board meetings.

### **Community and Business Partnerships**

Legacy Public Charter School has no formal business arrangements or partnerships with other schools, educational programs, businesses, or non-profit organizations at this time.

### **C. Annual Programmatic Operations Audit *I.C. 33-5205(3) (k)***

Legacy Public Charter School, will conduct an annual programmatic operations audit for the purpose of providing Legacy Public Charter School an opportunity for self-reflection and outside observation to help ensure operational success and fulfillment of the Legacy Public Charter School's vision, to assist Legacy Public Charter School with school improvement and strategic planning, and to identify and inform its authorizer of Legacy Public Charter School's strengths and deficiencies, including failure to comply with statute, administrative rule, or the terms of the charter. Legacy Public Charter School is committed to comply with all Idaho statutes and Idaho Public Charter School Commission policy with regard to programmatic operations audits.

### **Deadline for Programmatic Operations Audit**



Idaho Administrative Rule is clear that the programmatic operations audit must be submitted annually and must be submitted to Legacy's authorizer no later than October 15<sup>th</sup> for the previous school year (IDAPA 08.03.01.301.12).

### **Participation in the Programmatic Operations Audit**

In its first three years of operation, Harbor Method Founder Rebecca Stallcop will lead the annual programmatic audit to ensure not only proper reporting of the school's overall annual education outcomes, but also to ensure compliance in successfully implementing the Harbor Method educational model. The programmatic operations audit will be conducted with the input of at least two persons outside the immediate stakeholder group of Legacy Public Charter School. These persons may include other public charter school administrators or board members, local school district board members or staff, representatives of charter school support entities such as the Idaho Charter School Network, and other knowledgeable members of the public. Other members of the programmatic operations audit team may include current and former governing board members, founders, teachers, parents, students, representatives of the authorized charter entity, and other stakeholders.

### **Dispute Resolution**

The school's authorizer and the Governing Board of Legacy Public Charter School will resolve disputes relating to provisions of the charter following the procedures set forth in Section 33-5209, Idaho Code, and the applicable rules of the Idaho State Board of Education for notice of defect and submission of a corrective action plan.

### **D. Annual Financial Operations Audit *I.C. 33-5205(3)(k)***

Legacy Public Charter School will conduct a full and complete audit of the financial statements of the school as required by Idaho Code Section 67-450B and prepare an annual statement of financial condition and report of the school as of the end of fiscal year in a form prescribed by the state superintendent of public instruction as required by Idaho Code Section 33-701. Legacy will contract with a Certified Public Accountant to conduct the financial audit and shall file one (1) copy of the audit report with the State Department of Education and one (1) copy with its authorizer no later than November 10 of each year.

**Tab 6**

**A. Employee Qualifications** *I.C 33-130 & 33-5205(3)(g)*

Legacy Public Charter School's full time staff will meet or exceed qualifications required by state law. Staff will be required to possess personal characteristics, knowledge, and experience consistent with the philosophy, vision, mission, core values, and expectations of Legacy Public Charter School as outlined within this petition. Staff must also comply with the professional codes and standards approved by the state board of education, including standards for ethics or conduct as required by Idaho Code Section 33-5204A(1).

Instructional staff shall be certified teachers as required by Idaho Code Section 33-5205(3)(g). Legacy Public Charter School reserves the right to seek limited or alternative certification options as provided by rule of the Idaho State Board of Education when deemed in the best interest of the educational program. Additionally, Legacy Public Charter School reserves the right to employ any person for temporary assistance under the direct supervision of certified staff members. These provisions are intended to allow various community experts and other specialized persons who may not hold certification to contribute to the school according to their talents, experience, creativity, or expertise on an as needed basis.

The Administrator will make recommendations to the Governing Board for approval of instructional staff. Each professional staff member (teachers and the Administrator) will be on a written work agreement approved by the Legacy Public Charter School's Governing Board.

**Professional Opportunities**

Faculty at Legacy Public Charter School will work in an environment where they have opportunities to work with other faculty to align subject areas. The Administrator will determine in-service training days in order to provide teachers with training in the teaching methods described in this petition. In-service training days will be held as much as possible before the first day of school.

**Background Checks**

All employees will undergo State of Idaho criminal background and Federal Bureau of Investigation fingerprinting checks. One fingerprint card will be submitted to the Office of Certification at the State Department of Education and one will be kept in the individual's personnel file.

**Targeted Staff Size**

Legacy Public Charter School will employ one full time teacher per grade level, with additional staff for music, physical education, computer and foreign language as the budget permits. We will utilize educational assistants in classes where needed.

**Estimated Staff: 18 FTE in Year 1**

Administrator – 1 FTE

Kindergarten -- .5 FTE

First Grade –1 FTE

Second Grade – 1 FTE

Third Grade – 1 FTE

Fourth Grade – 1 FTE

Fifth Grade – 1 FTE

Sixth Grade – 1 FTE

Seventh Grade – 1 FTE

Science -- .5 FTE

Music -- .5 FTE

Educational Assistants – 6 FTE (includes PE, Computer and Spanish teachers at .5 FTE)

Administrative Assistant – 1.5 FTE

Special Education Teacher – 1 FTE

If enrollment interest permits the addition of 8<sup>th</sup> grade the first year of operation, Legacy will add the following:

Eighth Grade – 1FTE

Educational Assistants -- .5 FTE

**Teacher Certification**

A copy of the certificate for all certified teachers/staff members will be kept on file at Legacy Public Charter School and will be provided upon request.

**B. Health and Safety *I.C. 33-5205(3)(h)***

To ensure the safety of our employees and students, Legacy Public Charter School will comply with the following health and safety procedures:

Conduct criminal history checks for all employees in compliance with Idaho Code Section 33-130. This requirement is a condition of employment.

Require that all students have proof of immunization or have a written parental waiver and have a birth certificate or other identification before being enrolled at the Legacy Public Charter School.

Require that all visitors sign in at the office when visiting the school building.

Provide for inspection of the facility in compliance with Section 39-4130 of Idaho Code. Adopt policies to meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools. Fire and safety officials using the same guidelines for all public schools will inspect the facility.

Adopt and implement, where appropriate, policies regarding health, safety and risk management policies, unless otherwise written and adopted by the Board of Directors. These policies at minimum address the above and the following items:

Policies and procedures for response to natural disasters and emergencies, including fires and bomb threats.

Policies relating to preventing contact with blood borne pathogens.

A policy requiring that all staff receives training in emergency response, including appropriate “first responder” training.

Policies relating to the administration of prescription drugs and other medicine.

Policies establishing that the school functions are a gun-free, drug-free, alcohol-free, and tobacco-free workplace.

Policies will be incorporated as appropriate into the school’s student and staff handbooks and will be reviewed on an ongoing basis in the school’s staff development efforts.

### **C. Employee Benefits** *I.C. 33-52-5(3)(m)*

All employees will participate in the following programs and benefits: group health insurance, sick leave benefits, Public Employee Retirement System of Idaho (PERSI), Federal Social Security, Unemployment Insurance, and Worker’s Compensation Insurance to the extent allowed and required by law.

**D. Transfer Rights** *I.C. 33-5205(3)(o)*

Employees of Legacy Public Charter School are not employees of the Nampa School District. They may apply to teach in any school district. Teachers at Legacy Public Charter School will not be eligible for an in-district transfer to another school within the Nampa School District.

**Experience**

Certified teachers at Legacy Public Charter School are public school teachers. Their service at Legacy Public Charter School counts as one year experience on the state indexing scale.

**E. Collective Bargaining** *I.C. 33-5205(3)(p)*

Legacy Public Charter School's staff and employees will be a separate unit for purposes of collective bargaining.

**F. Written Contract** *I.C. 33-5206(4)*

All teachers and administrators will be on a written contract with Legacy Public Charter School, Inc., as approved by the state superintendant of public instruction. All employees will undergo an annual performance review.

**Tab 7**

## **A. Admission Procedures *I.C. 33-5205(3)(i)***

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

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

### **Enrollment Deadline**

Each year the Governing Board shall establish an enrollment admissions deadline, which shall be the date by which all written requests for admission to attend Legacy Public Charter School for the next school year must be received. The enrollment deadline cannot be changed once the enrollment information is disseminated.

### **Requests for Admission**

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



admission shall be considered by the Governing Board. Written requests for admission received after the established enrollment deadline will be added to the bottom of the waiting list for the appropriate grade. If there is an opening in one grade, a sibling, if any, from a late submitted application must go to the bottom of the sibling list.

**Admission Preferences** *I.C. 33-5206 & 33-5205(3)(j)*

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

**Priority of Preferences for Initial Enrollment**

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

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

**Priority of Preferences for Subsequent Enrollment Periods**

Preferences for subsequent enrollment periods shall be as follows:

- a. First, to pupils returning to Legacy Public Charter School in the second or any subsequent year of operation. Returning students are automatically enrolled in the appropriate grade and do not need to be selected by a lottery.

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

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

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

### **Equitable Selection Process**

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

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

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

sequentially thereafter. In addition, after selecting each index card, the name of the person selected will be compared to the proposed attendance list to determine whether any preferences are applicable to such person.

If the name of the person selected is a returning student, then the letter “A” shall be written on such index card. If the name of the person selected is the child of a founder or full-time employee, the letter “B” shall be written on such index card. If the name of the person selected is the sibling of another student that has already been selected for admission to the public charter school, the letter “C” shall be written on such index card. If the name of the person selected resides in the primary attendance area of the public charter school, then the letter “D” shall be written on such index card. If the name of the person selected resides outside the primary attendance area of Legacy Public Charter School, then the letter “E” shall be written on such index card.

With regard to the sibling preference, if the name of the person selected has a sibling in a higher grade who has already been selected, but the person previously selected did not have the letter “C” written on his or her index card (because a sibling had not been selected for admission prior to the selection of the index card of that person), then the letter “C” shall now be written on that person’s index card at this time.

With regard to the founder’s and full-time employee’s preference, a running tally shall be kept during the course of the selection procedure of the number of index cards, in the aggregate, that have been marked with the letter “B”. When the number of index cards marked with the letter “B” equals ten percent (10%) of the proposed capacity of Legacy Public Charter School for the school year at issue, then no additional index cards shall be marked with the letter “B,” even if such person selected would otherwise be eligible for the founder’s and full-time employee’s preference.

After all index cards have been selected for each grade, then the index cards shall be sorted for each grade level in accordance with the following procedure. All index cards with the letter “A” shall be sorted first, based on the chronological order of the selection number written on each index card; followed by all index cards with the letter “B,” based on the chronological order of the selection number written on each index card; followed by all index cards with the letter “C,” based on the chronological order of the selection number written on each index card; followed by all index cards with the letter “D,” based on the chronological order of the selection number written on each index card; followed by all index cards with the letter “E,” based on the chronological order of the selection number written on each index card; followed finally, by all index cards containing no letters, based on the chronological order of the selection number written on each index card.

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

**Final Selection List**

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

**Notification and Acceptance Process**

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

**Subsequent School Years**

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

**Enrollment Cap**

Each grade shall be made up of one class per grade level kindergarten through eighth grade and the total enrollment capacity for the school will be 325 students. The enrollment cap for each grade level shall be:

- Kindergarten            26students
- First Grade              30students
- Second Grade          32students
- Third Grade             32students
- Fourth Grade          35students
- Fifth Grade             35students
- Sixth Grade            35students
- Seventh Grade         50students by year 3
- Eighth Grade          50 students by year 3

**B. Discipline Procedures *I.C. 33-5205(3)(l)***

Legacy Public Charter School is committed to a safe learning environment. Student expectations for appropriate behavior are high and will be communicated to both students and parents through the student handbook and upon enrollment. Legacy Public Charter School will assemble a

student handbook that describes school rules and procedures including expectations and consequences for unacceptable behavior. Parents/guardians will be notified of violations of the code of conduct or school policy via phone calls, in writing, or during school conferences. If the situation causing concern is not immediately corrected, the student may be referred to the Administrator or to the Governing Board for further discussion and appropriate action.

Suspension or expulsion will be considered only as the final option in a series of efforts to avoid such measures, including but not limited to, the following steps:

*Step 1:* Parent/Guardian notification by teacher or staff (Written and Verbal).

*Step 2:* Parent/Guardian notification by teacher/staff or administrator (Written and Verbal) and possible parent/teacher/administrator conference.

*Step 3:* Suspension with parental notification

a. Three Day Suspension with re-admission after a conference with student, parents, and Administrator; or

b. Five Day Suspension with re-admission after a hearing within five (5) school days with the Governing Board. Pursuant to Idaho Code Section 33-205, the Governing Board may extend the suspension.

*Step 4:* Expulsion to be determined by the Governing Board in compliance with Idaho Code Section 33-205.

See Disciplinary Policy, Appendix R.

### **C. Alcohol or Controlled Substances**

Legacy Public Charter School will comply with Section 33-210, Idaho Code for students using or under the influence of alcohol or controlled substances. In harmony with the federal regulations established by the Drug Free Workplace Act of 1988, Legacy Public Charter School is committed to the concept of having a drug free work and student environment. Programs and activities will be planned and carried out by the professional staff that will enable the school to achieve this goal.

See Drug and Alcohol Policy, Appendix R.

### **D. Public School Attendance Alternative I.C. 33-5205 (3)(n)**

Because Legacy Public Charter School is a new entity and not a conversion of an existing school, the attendance alternative would be the same as for those presently residing within the Nampa School District. Students located within the attendance area of Legacy Public Charter

School would have the option to enroll in existing charter or non-charter public school serving the area. Enrollment is not mandated based upon residential proximity to Legacy Public Charter School, but through parental choice and equitable selection.

### **E. Public Notice of Enrollment Opportunities**

The process by which Nampa area citizens will be made aware of the enrollment opportunities include:

Public service announcements through media outlets,

Public notices at public buildings,

Publications sent home with students.

Announcement through school web site.

### **F. Denial of School Attendance *I.C. 33-205 & 33-5205(3)(i)***

Legacy Public Charter School will comply with Idaho Code Sections 33-205 and 33-206 regarding denial of enrollment or denial of school attendance by expulsion. The Governing Board will establish the procedure to be followed by the Administrator for the purpose of affecting a temporary suspension, which procedure must conform to the minimal requirements of due process (I.C. 33-205).

See Appendix R for Discipline Policy, Suspension and Expulsion.

### **G. Student Handbook**

Legacy Public Charter School will produce a complete student and parent handbook that describes the school rules and procedures before parents begin the admission procedure. The handbook will be available in printed form as well as on the school's website. For current draft see Appendix N. A final handbook will not be approved by the Governing Board until the Administrator has reviewed it.

**Tab 8**

## **A. Business**

### **i. Business Description**

Legacy Public Charter School, Inc. is organized exclusively for educational purposes within the meaning of Section 501(c) (3) of the Internal Revenue Code and as outlined in the charter petition. Notwithstanding any other provision of its Articles of Incorporation, Legacy Public Charter School shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal Income tax under Section 501(c) (3) of the Internal Revenue Code of 1986 (or corresponding provisions of any future United States Internal Revenue law), or (b) by a corporation, contributions to which are deductible under Section 170(c) (2) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue law). Legacy's Founders are in the process of applying for qualification under Section 501 (c) (3) of the Internal Revenue Code and will provide documentation of application and subsequent approval in Appendix G when documentation becomes available.

### **ii. Marketing Plan**

1. Prospective students will be given the opportunity to enroll regardless of race, color, national or ethnic origin, religion, sex, social or economic status, or special needs. To ensure those who would like the opportunity to have their child(ren) attend Legacy Public Charter School, or, if demand exceeds the school's stated enrollment, to place their child(ren) in the school's lottery, the following marketing plan has been established: Because Legacy has been formed as a result of the continued demand for an additional Harbor Method School in Nampa, Legacy will provide printed post cards, postage, and reimbursement of incidental costs to Liberty Charter School and Victory Charter School, Nampa's already existing Harbor Method Schools, for the purpose of notifying those on these two schools' waiting lists of Legacy's opening and notice of information meetings. [Time/work by employees at either Liberty or Victory Charter School in regards to this effort will be carried out either before or after school hours and reimbursed by Legacy.] The postcards may be sent up to three times before the school's enrollment or lottery deadline.
2. Upon approval, Legacy representatives will conduct information meetings in Nampa to notify residents of the school's opening, its mission/vision/philosophy, learning program, and other information pertinent to assisting parents in making an informed decision about their children attending the school. There will be a representative available with Spanish-speaking abilities should there be those in attendance needing such assistance. It's anticipated at least three meetings will occur prior to the school's opening.
3. Upon approval, Legacy's marketing team will create a school website for the purpose of sharing information about the school.



4. Upon approval, Legacy will access various local media in the Treasure Valley (radio, TV, web, newspaper, etc.), either through paid or earned media, to inform the public about the school and to keep the community updated throughout the start-up process.
5. Upon approval, Legacy will create notices to be sent to home addresses in the school's primary attendance zone so that its neighbors are informed of the additional school choice opportunity.

As marketing pieces are developed, care will be taken to ensure they are created in both English and Spanish formats so that the greatest demographic possible is reached within the Nampa community.

### **iii. Governing Board Resumes**

See Appendix I for resumes of Governing Board members.

### **iv. Legacy Public Charter School's Financial Plan**

#### *Day-to-Day Operations*

The Administrator of Legacy Public Charter School will determine the day-to-day operations of the school. The Governing Board will have oversight authority.

*Budget:* The budget for Legacy Public Charter School, 1) will be prepared in compliance with section 33-801, Idaho Statutes and policy of the State Board of Education; 2) will be presented at a public hearing in June of the year the school will open, and 3) will be delivered to the State Department of Education as required on or before July 15 prior to the start of the school year. The budget will be prepared, approved and filed using the form prescribed by the state superintendent of public instruction.

### **v. Start-Up Budget**

See Appendix J for budget.

*Income Sources:* See Appendix J for income sources. Funding sources will include state allocation per pupil, federal start-up grants, private grants, business partnerships, and donations. Legacy Public Charter School will apply for a start-up grant once it is granted status as a non-profit organization pursuant to Section 501(c) (3) of the Internal Revenue Code. See Appendix G for documentation of the application for Section 501(c) (3) status.

*Working Capital and Assets:* Legacy Public Charter School does not expect to have working capital and assets until after the Charter is approved.

*Fundraising:* A committee will be established to conduct fundraising efforts to generate capital or to supplement the per-pupil allocations.

*Expenditures:* Expenditures will be handled as described in the following sections:

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

*Financial Management:* The accounting records will be kept in accordance with general accepted accounting principles. Legacy Public Charter School will follow the requirements set forth by the Idaho State Department of Education, including formats for account numbering. The Administrator, or designee, will be responsible for financial management.

*Bonding:* Documentation of bonding of all personnel involved in the school's financial operations will be provided prior to the opening of the school.

#### **vi. Three-Year Operating Budget**

See Appendix J for budget.

#### **vii. First Year Month-by-Month Cash Flow**

See Appendix J for budget.

### **B. Budget**

See Appendix J for budget.

### **C. Transportation I.C. 33-5205(3)(t) & 33-5208(4)**

Transportation will be provided to students residing in the primary attendance area and at selected pick-up locations for out-of-attendance area students. If seating becomes limited, priority will be given to students residing in the primary attendance area. In providing transportation services, Legacy will comply with Idaho Code 33-402(2) and 33-1510. See Appendix K for documentation of Brown Bus Company's interest in submitting a bid at the appropriate time to provide transportation services for Legacy.

### **D. Food Service**

At the time of enrollment, students will be given the opportunity to complete the federal free or reduced lunch form. Lunch will be provided to all first through eighth grade students with cost, but that cost will be reduced or waived for eligible students. Lunch will be prepared daily in the school's cafeteria facility or will be brought in through a subcontracted third party caterer.

**Tab 9**

## **Virtual Schools and Online Programs**

By the third year of operation, Legacy Charter School will put in place the “Harbor Room.” The Harbor Room will be a self-contained, hybrid, online-type classroom within the school’s building where 7<sup>th</sup> and 8<sup>th</sup> grade students will rotate between this learning environment and their traditional classroom in such a manner that at any one time 1/3 of these students will be learning in this on-site/on-line environment. The role of the Harbor Room is to serve as an on-site location for 7<sup>th</sup> and 8<sup>th</sup> grade students to gain experience with online learning while in a safe, organized, self-contained classroom so that they will gain the skills, confidence and work ethic necessary to succeed when they enroll in high school and post-secondary online courses. Upon graduating from Legacy Public Charter School, we will expect our students to demonstrate understanding of digital learning accountability measures, software/hardware use and digital file management, as well as meta-cognitive strategies required to be successful and experienced virtual learners. It is our goal that the Harbor Room at Legacy will be a tool that helps us uphold the promise to our community: to prepare students for entrance into any Idaho public secondary environment, whether traditional, virtual, or charter, or combination thereof.

### **Learning management system to be used (systems by which courses will be delivered)**

While on rotation in the Harbor Room, students will use a variety of online learning management tools, including: a skype-type set up where students will be connected to their traditional classroom in the building so as to receive direct instruction and online interaction with their teachers and peers in all academic areas; a Pages and Numbers APP (or similar) for online note-taking; Flashsync APP, Conundra APP and Educreations APP (or similar) for mathematics work, including concept boards participation, a hallmark of any Harbor School; and Skitch APP (or similar) for Language Arts instruction. Additional online learning formats will be explored as the Harbor Room is established to continually make the online/onsite learning component relevant and up-to-date technologically. It is anticipated that by the time Legacy students have completed the 7<sup>th</sup> and 8<sup>th</sup> grades they will each have spent more than 2,000 hours in the Harbor Room digital learning environment.

### **Role of the online teacher (include the consistent availability of the teacher to provide guidance around course material, methods of individualized learning in the online course, and the means by which student work will be assessed)**

Since this is a modified, hybrid type of online learning with the online environment within a self-contained classroom in Legacy's brick-and-mortar building, the 7<sup>th</sup> and 8<sup>th</sup> grade certified teachers will serve as the "online" teachers while students are on rotation in the Harbor Room. As such, their role will be to present all direct instruction and content through a Skype-type delivery system. In other words, while they are teaching in their traditional classroom down the hall, students in the Harbor Room will participate with and receive instruction, content and feedback from their teachers (and peers as appropriate) via the Harbor Room's laptops, ipads and/or additional technology as appropriate. The certified teachers who present the core courses will be responsible for instructing students in commonly used online learning protocols (i.e., account management, student portal, appropriate use of instructor/student communications, digital accountability methods and student management systems) and will be aided by educational assistants assigned to the Harbor Room. Additionally, the certified teachers for these grades will visit their students in the Harbor Room daily to, among other things, monitor student progress and discipline in the online, hybrid environment; provide face-to-face feedback and to assess in person students' online work. To formally assess students' work while in the Harbor Room, as well as their attitude & effort in this online-type environment, a specially-designed progress report card will be created for the 7<sup>th</sup> & 8<sup>th</sup> grades to include outcomes observed and grades specific to the learning taking place in the Harbor Room. While the Harbor Room is to serve as an onsite location for 7<sup>th</sup> and 8<sup>th</sup> grade students to gain experience in online learning, it will be understood that not all students may have the maturity to succeed in such an environment at the same time. Therefore, it will be expected that prior to going on rotation in the Harbor Room students are able to demonstrate the ability to take personal responsibility for their work, to maintain focus with little redirection, and to have the maturity to affect positively the online learning environment.

**Means by which students will receive appropriate teacher-to-student interaction (including timely, frequent feedback about student progress)**

The Harbor Room is purposely designed in such a manner to help train students in the 7<sup>th</sup> and 8<sup>th</sup> grades so they will be successful in online learning environments once they reach high school and post-secondary schooling. The planned rotation whereby at any time only 1/3 of the 7<sup>th</sup> and 8<sup>th</sup> graders will be learning in the Harbor Room will help eliminate the possibility of a "sink or swim" approach. Therefore, while on rotation in the Harbor Room teacher-to-student interaction will occur as follows: Students will participate via a skype-like delivery system with their peers in the traditional classroom down the hall so that immediate participation and feedback will be available to those in the online environment during their teachers' course content presentations. Additionally, while in the Harbor Room rotation, students will complete and hand in homework and other assignments via APPS such as harborroom.weebly.com, homework calendar and Khanacademy.org. The 7<sup>th</sup> & 8<sup>th</sup> grade teachers will also visit their students and educational assistant in the Harbor Room to provide in-person feedback, redirection, one-on-one

assessments, etc. Through all these measures while in the Harbor Room these students will have the support and guidance of their certified teachers and the fluid capability to return to the traditional classroom for face-to-face instruction if or when necessary.

### **Means by which student attendance is verified and the awarding of course credit given**

Again, since the Harbor Room's classroom provides a hybrid, online, self-contained environment within its physical structure, students' attendance will be taken both physically when they arrive each morning (educational assistant to conduct), as well as through an online app so as to create the expectation they will need to be accustomed to when in a complete online environment. All student work while in the Harbor Room rotation will be completed and turned in online. Content will be identical to what is presented in the traditional classroom, however, assignments related to content will vary so as to maximize the use of online learning apps and approaches while on rotation in the Harbor Room. However, whether they are in the traditional 7<sup>th</sup> and 8<sup>th</sup> grade classroom or in the Harbor Room, course content will correlate to the Idaho State thoroughness standards. **Combined with the regular, self-contained classroom, in the Harbor Room 7th and 8th grade students will receive credits for content areas meeting all Common Core Standards successfully.**

### **Plan for technical support relevant to delivery of online courses**

In the online, hybrid environment we see a new opportunity within our School-to-Work program (another Harbor School learning hallmark) in which the 7<sup>th</sup> & 8<sup>th</sup> grade students will be trained and provided instruction in the proper care and maintenance of the technologies in place in the Harbor Room and will be assigned as "employees" to do basic trouble-shooting, cleaning, set up and take down each day of the various technologies used. The educational assistant will also receive professional development in the care and maintenance of the technologies used, and the school's technology coordinator, along with the certified teachers, will provide the technical expertise necessary beyond the basic care & maintenance to ensure the Harbor Room's technologies remain operational and up to date.

### **Plans to ensure equal access to all students (including provisions of necessary hardware, software, and internet connectivity required for participation) in the online coursework**

When students are identified as needing accommodations to ensure equal access to the hybrid online environment, the school will provide the appropriate technology that will allow student access to the core curriculum, and will refer to Tab 3 of this charter, and I.C. 33-5205(6)(h), as guidance for meeting the requirements of special needs students in the least restrictive environment

**Tab 10**



## **A. Business Arrangements & Partnerships**

Legacy Public Charter School does not have any business arrangements or partnerships with other schools, educational programs, businesses, or nonprofit organizations. However, Legacy intends to contract with the following:

- Contract with Rebecca Stallcop to provide oversight and training in the Harbor School Method™ during the first three years of operation and to evaluate Legacy's compliance with the Method on an ongoing basis after year three. See Appendix E for Letter of Intent to Sign a Contract with Legacy Public Charter School from Rebecca Stallcop.
- Contract with individual Harbor School Method™ teachers from Liberty or Victory Charter Schools to mentor and /or monitor its teachers through their first year of working at the school, and beyond, if deemed necessary by the Legacy administrator and/or mentor teacher.

## **B. Additional Information**

### **School Status**

Legacy Public Charter School will be a public charter school. It will not be a religious school, a conversion of a private school, or a school operated for profit.

### **Student Fees**

No fees from students are planned at this time. Fees may be identified in the future by the Administrator, as appropriate, and as allowed by state law. Accommodations for low-income students will be made through fundraising efforts or fee waiver provisions. Legacy Public Charter School is a public charter school and will not charge tuition.

### **Public Access**

Legacy Public Charter School's policies regarding the ways in which the public may have access to the school's students, staff, and facilities will be similar to that of the Nampa School District unless otherwise determined by the Governing Board. Legacy will comply with all aspects of the Idaho Public Records law (Idaho Code Sections 9-337 through 9-350), with the Idaho statutes relating to public records and public meetings, as indicted in its Bylaws, and with the Idaho Open Meeting Law (Idaho Code Sections 67-2340 through 67-2347). Legacy will also comply with federal law regarding student records and privacy.

## **Complaint Process**

Legacy Public Charter School's complaint process for parents/guardians and the public are as follows, with the ultimate authority residing with the Governing Board of Legacy Public Charter School:

1. Have pertinent parties meet and try to resolve the issue.
2. If no resolution can be found to the dispute, the Administrator will intervene and attempt to find a resolution.
3. Ultimately, the issue could be brought before the Governing Board for resolution. Once all needed input has been obtained by the Governing Board, the Board will render a final decision.

## **School Records**

Legacy Public Charter School's Administrator will determine how the school will maintain school records and required information, consistent with state and Federal guidelines.

## **IRS Regulations**

Legacy Public Charter School will comply with all Internal Revenue Service regulations and reporting requirements.

## **Use of District Facilities**

Legacy has no arrangements to utilize any Nampa School District facilities, or facilities of any other local public school. The Legacy Governing Board will develop policies regarding the use of Legacy's facilities by other school districts and the general public.

## **Inspection Reports**

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

### **Amending the Charter**

Any revision of the terms of the Charter, consisting of Tabs 1-10, requires the approval of the Legacy Public Charter School's Board of Directors and the Idaho Public Charter School Commission.

### **Proof of Attendance at the Petitioner's Workshop**

Two founders and the individual drafting the charter document attended the Petitioner's CharterStart! 101 Workshop held on March 2, 2009. One founder attended the Workshop held October 5, 2009. See Appendix M for documentation.

### **Policies and Procedures**

See the attached policies and procedures on discipline, attendance, drug and alcohol use for Legacy Public Charter School. These policies will be considered drafts until the Administrator is hired and has the opportunity to review and accept these policies. In the event a policy does not exist when needed, the Nampa School District Board policy will become the default policy.

### **C. Termination *I.C. 33-5205(3)(u)***

#### **Dissolution**

In cases of termination, the Governing Board of Legacy Public Charter School is responsible for the dissolution of the business and affairs of the school. Legacy will fully cooperate with its authorizer for the dissolution process. All records of students residing the Nampa School District will immediately be transferred to the District. All students will receive written notice of how to request a transfer of student records to a specific school. Legacy will accommodate student record requests from schools outside the Nampa School District for up to one year after dissolution. Upon the dissolution of Legacy Public Charter School, remaining assets will be distributed to creditors pursuant to Sections 30-3-114 and 30-3-115 of the Idaho Code. All remaining assets will be distrusted to Legacy's authorizer.

## Appendix C: IPCSC Closure Protocol



## Closure Protocol

Idaho Public Charter School Commission

514 West Jefferson Street, Ste. 303

Boise, Idaho 83702

208-332-1561

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

Alan Reed, Chairman

Jenn Thompson, Director

## Purpose

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

## Authority

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

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

Closure protocol is enacted when:

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

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

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

## Roles

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

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

## Note

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

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

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

## C. Ongoing Communication

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

## F. Financial Dissolution

### A. Expenses

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

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

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

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

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

## B. Accounting of Assets

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

## C. Dissolution of Assets

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

## D. Reporting

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

## IV – Records Management

### i. Records Retention Procedures

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



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

## ii. Records to be Retained

### 1. Student Records:

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

### 2. Personnel Records:

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

### 3. Financial Records:

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

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

## V. Governing Board

### iii. Final dissolution

#### 1. Final Board Meeting

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

#### 2. Meeting Agenda

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

#### 3. Articles of Dissolution

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

Secretary of State. These articles shall minimally include:

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

## B. Claims against a dissolved Corporation

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

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

### C. Reporting

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

## VI. Final Closure Report Outline

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

### i. Cover Sheet

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

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

## B. Required Attachments, Redacted

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

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