

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

WHEREAS, on September 17, 2004, the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year **2005**; 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 conditionally 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 **Rolling Hills 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 C 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.
- C. Renewal Conditions.** The School is conditionally approved to operate. Applicable conditions are attached as **Appendix B** and incorporated herein by this reference. If all renewal conditions have been completed to the satisfaction of the Authorizer by the stated due date, the School shall continue operations through the remainder of the current Certificate term. In the event that all

renewal conditions have not been completed to the satisfaction of the Authorizer by the stated due date, the Authorizer will consider whether to exercise its authority to revoke the School's Charter at its next regularly scheduled meeting.

## SECTION 2: EDUCATIONAL PROGRAM

- A. School Mission.** The mission of the School is as follows: **The Rolling Hills Public Charter School mission is to develop educated and engaged citizens through high expectations for student behavior and academic success in a small, safe, structured environment.**
- 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:
- **Create a physically and emotionally safe learning environment. This can be measured via observation.**
  - **Utilize citizenship education through the Six Pillars of Character. This can be measured via curriculum and lesson plans.**
  - **Integrate service learning. This can be measured via lesson plan review and observation.**
  - **Teach to the high through the core curriculum. This can be measured via lesson plans and observation.**
  - **Offer electives to middle school students. This can be measured via curriculum 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.  
**Joint School District No. 2 (002) and Boise Independent District (001).**
- E. Authorizer to Monitor School Performance.** The Authorizer shall monitor and report on the School’s progress in relation to the indicators, measures, metrics, and targets set out in the Performance Framework. A formal report of the School’s academic, financial, and operational performance (“Performance Report”) shall be provided to the school and the public by the Authorizer annually. Data necessary to conduct this evaluation will be collected throughout the year. Additional reviews may be necessary if compliance concerns arise.
- F. School Performance.** The School shall meet standard on all measures of the Performance Framework. The Authorizer shall renew any charter in which the School met all the terms of its Certificate, including all appendices, at the time of renewal.
- G. Performance Framework as Basis for Renewal of Charter.** The School’s performance in relation to the Performance Framework shall provide the basis upon which the Authorizer shall decide whether to renew the School’s Charter at the end of the Certificate term.
- H. Required Reports.** The School shall prepare and submit reports as required by the Authorizer’s policy.
- I. Authorizer’s Right to Review.** The Authorizer maintains the right to request and review additional documentation if such becomes necessary in the course of regular oversight duties or to investigate the validity of a compliance concern. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.
- J. Site Visits.** The Authorizer may conduct site visits in accordance with the Authorizer’s policy. Reports from any site visit shall be made available to the School and shall be included in the

School's annual Performance Report.

## SECTION 5: SCHOOL OPERATIONS

- A. In General.** The School and the Charter Holder shall operate at all times in accordance with all federal and state laws, rules, regulations, local ordinances, and Authorizer policies applicable to public charter schools.
- B. Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be 278 students.
- C. Equitable Enrollment Procedures.** The School shall make student recruitment, admissions, enrollment, and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or proficiency in the English language. If there are more applications to enroll in the School than there are spaces available, the School shall select students to attend using a random selection process that shall be publicly noticed and open to the public.
- i. **Calendar.** The School shall operate on a traditional nine-month calendar in which the last day of the regular term shall fall on or before June 30
  - ii. The School will not offer a summer school session for the purpose of acceleration and/or credit recovery.
- D. School Facilities.** The School shall operate at the following location(s): 8900 N. Horseshoe Bend Rd., Boise, ID 83714. 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.  
East of Eagle Rd., West of Glenwood or Gary Lane, South of Beacon Light, North of Chinden Blvd.
- 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 by the Authorizer if the School has failed to meet one or more of the renewal conditions, included in **Appendix B**, by the stated due date. The School's Charter may be revoked as provided by Idaho Code section 33-5209C. In such an event, the Authorizer shall consider whether to revoke the School's Charter at its next regularly scheduled meeting. The decision shall be made at that time. The Charter Holder may appeal a decision to revoke directly to the State Board of Education.
- D. Closure.** The Authorizer's closure protocol shall begin immediately after a decision to relinquish is made by the Charter Holder, or a decision to revoke or non-renew or is made by the Authorizer. Closure protocol shall begin regardless of whether the Charter Holder appeals the decision. In the event that closure protocol begins, the School shall cease operations no later than the following June 30. Closure protocol shall only cease if the State Board of Education overturns the Authorizer's decision.

## SECTION 8: MISCELLANEOUS

- A. No Employee or Agency Relationship.** None of the provisions of this Certificate will be construed to create a relationship of agency, representation, joint venture, partnership, ownership, or employment between the Authorizer and the School.

- B. Additional Services.** Except as may be expressly provided in this Certificate, as set forth in any subsequent written agreement between the School and the Authorizer, or as may be required by law, neither the School nor the Authorizer shall be entitled to the use of or access to the services, supplies, or facilities of the other.
- C. No Third-Party Beneficiary.** This Certificate shall not create any rights in any third parties, nor shall any third party be entitled to enforce any rights or obligations that may be possessed by either party to this Certificate.
- D. Amendment.** This Certificate may be amended by agreement between the School and the Authorizer in accordance with Authorizer policy. All amendments must be in writing and signed by the School and the Authorizer.

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

*Alan L Reed*  
Alan L Reed (Jun 16, 2023 08:02 MDT)

Jun 16, 2023

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

*Jennifer Fears*  
Jennifer Fears (Jun 15, 2023 11:26 MDT)

Jun 15, 2023

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**Chairman**  
**Rolling Hills Public Charter School, Inc. Governing Board**

**Appendix A: Performance Framework**

**Appendix B: Conditions**

**Appendix C: Charter**

**Appendix D: IPCSC Closure Protocol**

## Appendix A: Performance Framework





PERFORMANCE FRAMEWORK GUIDANCE: ACADEMIC MEASURES

*Adopted 8/13/2020*

*Revised 4/14/2022*

Idaho Public Charter School Commission

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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.

<b>Math and ELA Proficiency Rubric</b>	
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.

<b>Student Services Rubric</b>	
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.
<b>Meets Standard</b>	<ul style="list-style-type: none"><li>• <b>Required reports are submitted accurately and on time.</b></li><li>• <b>The school maintains a compliant enrollment process.</b></li><li>• <b>No correct action plans were issued by the SDE this year.</b></li></ul>
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

# FINANCIAL MEASURES

## NEAR TERM HEALTH

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

## SUSTAINABLE HEALTH

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

## NEAR-TERM HEALTH

### 1. Current Ratio

Calculation: Current Assets divided by Current Liabilities

Data Source: Annual Fiscal Audit Report

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

### 2. Unrestricted Days Cash

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

Data Source: Annual Fiscal Audit Report

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



### 3. Default

**Calculation:** No calculation.

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

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

### 4. Enrollment Variance

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

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

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

# SUSTAINABLE HEALTH

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

### Calculation:

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

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

Data Source: Annual Fiscal Audit Report

Total Margin and 3-Yr Aggregated Total Margin	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<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	The school is operating under a notification of fiscal concern or a notification of possible or imminent closure <b>OR</b> The school was informed of non-compliance with accounting practices, financial transparency, or internal controls and the issues were not corrected within 30 days.

## Appendix B: Conditions

## Appendix B: Conditions of Renewal

1. Condition 1: Condition 1: RHPCS must achieve a Meets Standard rating on the Unrestricted Days Cash on Hand financial measure of the Commission's performance framework by November 15, 2023.

RHPCS did not meet standard on the Unrestricted Days Cash on Hand measure in fiscal year 2022. Since the corresponding data will be evaluated on or before November 15, 2023, the date by which this condition must be met is November 15, 2023.

2. Condition 2: RHPCS must achieve a Meets Standard rating on the Total Margin financial measure of the Commission's performance framework by November 15, 2025. The calculations used to determine total margin are defined in the Commission's performance framework which shall be incorporated into RHPCS's 2023-2028 performance certificate.

RHPCS did not meet standard on the Total Margin measure in fiscal year 2022. Since the corresponding data will be evaluated on or before November 15, 2025, the date by which this condition must be met is November 15, 2025.

3. Condition 3: RHPCS must achieve a Meets Standard rating on the Cash Flow financial measure of the Commission's performance framework by November 15, 2025. The calculations used to determine cash flow are defined in the Commission's performance framework which shall be incorporated into RHPCS's 2023-2028 performance certificate.

RHPCS's did not meet standard on the Cash Flow measure in fiscal year 2022. Since the corresponding data will be evaluated on or before November 15, 2025, the date by which this condition must be met is November 15, 2025.

4. Condition 4: RHPCS must achieve a Meets Standard rating on the English language arts proficiency measure of the Commission's performance framework in fiscal year 2025. Since the corresponding data will be evaluated on or before November 15, 2025, the date by which this condition must be met is November 15, 2025. The English language arts proficiency measure is defined in the performance framework and shall be incorporated into RHPCS's 2023-2028 performance certificate.

## Appendix C: Charter



ROLLING HILLS PUBLIC CHARTER SCHOOL  
TO THE IDAHO STATE PUBLIC CHARTER SCHOOL  
COMMISSION  
SCHOOL YEAR 2018-2019

Rolling Hills Public Charter School

Submitted To:

Idaho State Board of Education  
650 W. State Street  
Boise, ID 83720

Submitted By:

Board of Directors  
Rolling Hills Public Charter School, Inc.

January 18, 2019

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# Rolling Hills Public Charter School

***Mission and Purpose.*** The Rolling Hills Public Charter School, Inc. (referred to herein as Rolling Hills Public Charter School, RHPCS, or Charter School) mission is to develop educated and engaged citizens through high expectations for student behavior and academic success in a small, safe, structured environment. The school seeks to develop an educated citizenry for the 21st century through a dynamic and interactive academic program where pacing is driven by student capabilities, not textbooks. Students will be well grounded in the basics of reading, writing, math, science, and social studies, and will develop the habits of lifelong learning, curiosity, clear oral and written communication, creative thinking, effective use of technology as a tool, adaptability to new situations and new information, and problem-solving skills. They will develop personal habits and attitudes that lead to accepting responsibility for personal decisions and actions; academic honesty and the ability to face challenges with courage and integrity; a healthy lifestyle; empathy and courtesy for others; respect for differences among people and cultures; self-confidence and willingness to risk setbacks in order to learn; and the ability to work cooperatively with others.

***Board of Directors.*** Rolling Hills Public Charter School, Inc. is a non-profit corporation under the Idaho Nonprofit Corporation Act. The Board of Directors are the public agents that control and govern the Charter School. The Board of Directors will approve the selection of the school Principal, who may not be one of its members. The Board also will be responsible for hearing, and approving or disapproving, the recommendations of the school Principal with respect to changes in staffing, program, or curriculum. The initial Board of Directors will consist of no fewer than five (5) and no more than seven (7) members elected by the founding Advisory Board. The Chair of the Advisory Board will sit on the initial Board of Directors for the first year of operation. Yearly elections will be held according to the Bylaws of the Rolling Hills Public Charter School Corporation (refer to Articles of Incorporation and Bylaws attached as Appendix B of the Charter application). Terms will be on a rotational basis. The Board of Directors will follow the open meeting laws, keep accurate minutes, and make the minutes available to the public.

***Type of School.*** Rolling Hills Public Charter School will be a public charter school, not a conversion or replacement of an existing school.

***Educational Program.*** Rolling Hills Public Charter School curriculum will be aligned with the Idaho State Standards and will contain both traditional academic subjects and additional world history and language areas that make the Charter unique. The Idaho State Department of Education's curriculum serves as the starting point that is enhanced by unifying themes and creative teaching methods. The traditional core curriculum areas--language, arts, math, science, and social studies--are strongly emphasized. They are augmented by foreign language, a piano program, theater, art, health, physical, and environmental education. The language arts program uses the Idaho Core Standards to teach reading, writing, and spelling, and the Shurley Method to teach grammar. Its goal is to develop learners who are effective communicators, who love literature, and are lifelong readers and writers. Dramatization and memorization of accelerated vocabulary is a motivational aspect of the language arts experience. The science curriculum is a multi-year sequence that emphasizes hands-on experimentation and functional knowledge of scientific phenomena. This approach allows students to experience the excitement of science so they can better understand facts and concepts. Math will be taught through direct classroom instruction, including verbal drills, with Saxon math used for homework. Social studies will follow the basic elements of Idaho State Department of Education curriculum. We desire to instill in our students a love of local, state, national, and world history. Environmental education will emphasize an awareness of the critical relationships between the built and natural environments. 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.

***Innovative Features.*** Rolling Hills Public Charter School's innovative features include: a comprehensive world history program; foreign language instruction; an innovative piano program; environmental education and community service program; a focus on reading and language excellence through the use of the Spalding method, and other unique teaching methods; and use of the Harbor method of discipline.

**Staff and Administrative Composition.** Rolling Hills Public Charter School’s full-time faculty will meet or exceed qualifications required by state law. The Principal of the school will be a certified administrator, and faculty and staff will be required to possess personal characteristics, knowledge, and experience consistent with the philosophy, mission, and expectations of Rolling Hills Public Charter School as outlined within this petition. The Principal will make recommendations to the Board of Directors for approval of instructional staff. RHPCS reserves the right to hire any person for temporary assistance under the direct supervision of certified staff members. These provisions are intended to allow various community experts and other specialized persons who may not hold certification to contribute to the school according to their talents, experience, creativity, or expertise on a short-term or seminar basis.

**School Facility and Attendance Area.** The Charter School attendance area will be a 2-mile radius around the school. Prior to the start of school, the facilities will be inspected to ensure compliance of applicable state and federal guidelines.

**Grade Levels and Projected Enrollment.** Initially, the Charter School plans to offer Kindergarten through Grade 8. Classes are expected to range in size from 25 to 30 students, for a total projected enrollment of 250 to 300 students during the initial school year, reserving the option to grow the number of classes per grade in ensuing years.

**Funding Sources.** Basic funding for the school will be provided as stipulated in Idaho Code Chapter 52 Title 32-5208. Additional supplementary fundraising will be conducted by the school’s Parent-Faculty Association (PFA) through a variety of sources. No tuition will be charged.

**Student Transportation.** Student transportation will be decided at a later date.

**Food Service.** No food service is planned during the initial operation of the school. However, the Charter School may contract for food service at any time in the future.

**Contracted Services.** The following services may be subcontracted under a separate annual contract agreement: payroll, accounting, purchasing, food service, additional special education services, activity programs, retirement benefits, or health insurance.

## OVERVIEW

Change will be a core characteristic of the 21st century. The future workforce will change jobs an average of eight times during their working lives, and as knowledge continues to increase, information management, technology, and communication will become tools for success. Systems Theory reverses the historical tendency to view reality as a set of divided and static components in favor of dynamic and interconnected subsystems that are embedded within one another. Successful workers, therefore, will need to acquire systems thinking and possess excellent problem-solving skills. This 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, they will be required to have some education or retraining at an institution of higher learning.

Rolling Hills Public Charter School will enhance the learning skills and academic building blocks that foster high achievement in academic and behavioral standards to encourage self-motivation and lifelong learning. Through use of the Idaho Core Standards for teaching language arts and other innovative teaching methods and the Six Pillars of Character, the school will work to ensure that each student reaches his or her capacity as a learner and retains the joy of accomplishment necessary to continue learning. The high test scores by students in a school using similar methods suggest the importance of such an approach and its potential for students in the Charter School.

# I. EDUCATIONAL PHILOSOPHY AND MISSION

## A. Core Philosophy

The philosophy of the Rolling Hills Public Charter School is grounded in the belief that a highly challenging content in a safe environment creates the setting for accelerated learning. Rolling Hills Public Charter School's philosophy is that learning occurs when:

- learners construct meaning,
- learners see the connection 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 are expected and encouraged to learn,
- 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,
- learners see themselves as part of the community and find ways to serve the community.

Students, parents, and teachers will experience peace of mind in the Rolling Hills Public Charter School setting because of a commitment to the concept that 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. We also believe that a kind environment should be extended through the potentially tumultuous junior high years.

## B. Underlying Scope and Purpose

### 1. Target Student Population

Rolling Hills Public Charter School intends to serve students of Kindergarten through Grade. Expansion will be at the discretion of the Charter School Board of Directors based on enrollment demand and adequate finances.

### 2. Perceived Need for the Charter School

Rolling Hills Public Charter School plans to create an educational setting that is optimal to prepare our children for the future work place. The future work place requires foreign language, environmental understanding, and in-depth knowledge of technologies. In addition to these skills, our children also need to learn teamwork, cooperation, and problem solving.

Rolling Hills Public Charter School will differ from other charter and district programs in its study of world history and economics, a second language, arts program, a music/piano lab, integration of technology as a learning tool, integration of community service into the learning process, and various innovative teaching methods including a direct teaching approach. *In order to prepare students for the global marketplace that is the future, cultural literacy and foreign markets will be a focus.*



The surrounding area will provide a unique learning atmosphere in the environmentally rich Dry Creek/foothills area. There will be numerous opportunities for community involvement in the school, increasing opportunities for field learning, service projects, and internships. In this setting, the school intends for each student to obtain a sense of community and neighborhood that will provide a lifelong sense of belonging and confidence.

### 3. Curriculum Focus

The curriculum of Rolling Hills Public Charter School will contain both traditional academic subjects and additional historical instruction that make the Charter unique. The Idaho State Department of Education's curriculum and standards serves as a starting point that is enhanced by unifying themes and creative teaching methods. The traditional core curriculum areas—language, arts, math, science, and social studies—are strongly emphasized. They are augmented by foreign language, a piano program, theater, art, health, physical, and environmental education.

### 4. Core Values

Rolling Hills Public Charter School's core values are reflected in its philosophy and mission statement. It is highly important for students to be challenged, to be taught as individuals, and to learn in a safe, kind environment that allows them to learn about today's world and equips them with the tools to reshape and improve the world of tomorrow.

### 5. Goal Attainment

Rolling Hills Public Charter School intends to meet the goal of producing students who possess the academic and personal habits and attitudes desired of an educated citizen in the 21st century. Goal attainment will be assessed by ongoing student testing and staff professional development. The student body of the Charter School will be small in size, with generally one class in each grade so that students move up together. The receiving teacher will have intimate knowledge about what has been taught and about which students struggle with which concepts. The school will know if it accomplishes its goals by the continuing success rate of its students and by their scores on standardized tests.

### 6. School Status

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

## **C. *Mission Statement***

The mission of Rolling Hills Public Charter School is to develop educated and engaged citizens through high expectations for student behavior and academic success in a small, safe, structured environment. . This mission seeks to develop an educated citizenry through a dynamic and interactive academic program where pacing is driven by student capabilities, not textbooks. Students will be well grounded in the basics of reading, writing, math, science, and social studies. In addition, they will develop the following academic habits:

- curiosity,
- lifelong learning,
- clear oral and written communication,
- creative thinking,
- logical thinking and the ability to make informed judgments,
- effective use of technology as a tool,
- adaptability to new situations new information,
- problem-solving skills,

- the ability to find, select, evaluate, organize, and use information from various sources,
- the ability to make easy and flexible connections among various disciplines of thought,
- and respecting others' individuality and creativity, as well as one's own, while seeking to work within teams to create common solutions.

They will develop the following personal habits and attitudes, using the Six Pillars of Education:

- accepting responsibility for personal decisions and actions,
- 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,
- managing time in a responsible manner,
- seeking a fair share of the workload,
- and working cooperatively with others, including the ability to listen, share opinions, negotiate, compromise, and help a group reach consensus.

## II. CHARTER SCHOOL BOARD OF DIRECTORS

### A. *Governance Structure*

Rolling Hills Public Charter School, Inc. is a non-profit organization organized and managed under the Idaho Nonprofit Corporation Act. The Board of Directors will be the public agents who control and govern the Charter School. Rolling Hills Public Charter School shall be responsible to identify and comply with all statutory requirements affecting the operation of a public school. The Board of Directors' meetings will follow the open meetings laws, keep accurate minutes, and make the minutes available to the public, according to the Bylaws of the Charter School Corporation (see Appendix B).

#### 1. **Organizing Group or Advisory Board (Founders)**

The organizing group for the Charter School comprises several committees that make up the Advisory Board. The Advisory Board elects the initial Board of Directors, writes the Charter petition, recruits candidates for the position of school Principal, and establishes a preliminary operating budget. Following the election of the Board of Directors, the function of the Advisory Board is to serve as a data-gathering resource and to provide input and advice to the Board of Directors (see Appendix C).

An Advisory Board member, or Founder, is hereby defined as a person, including employees or staff of a public charter school, who makes a material contribution toward the establishment of a public charter school in accordance with criteria determined by the Board of Directors.

##### a. *Initial Formation*

The Board of Directors of Rolling Hills Public Charter School will consist of no less than five (5) and no more than seven (7) members, of whom three (3) may be parents at the Charter School. The Chair of the Advisory Board will sit on the initial Board of Directors for the first year of operation.

The Advisory Board has elected the following individuals to serve as the school's initial Board of Directors:

<u>Name</u>	<u>Occupation/Background*</u>
<b>Justin Reynolds</b>	<b>Parent, Builder</b>
<b>Doug Varie</b>	<b>Parent, Attorney</b>
<b>Nancy Despain</b>	<b>Parent, Hidden Springs Charter School Volunteer</b>
<b>Dr. Marilyn Ward</b>	<b>Professional Educator</b>
<b>Henry Kulczyk</b>	<b>Representative for District 14-B</b>

\*For additional information, please see attached resumes of Directors.

RHPCS reserves the right to amend selection of the Board of Directors, as directed by the Articles of Incorporation and Bylaws.

Two additional Directors may be added subject to the Bylaws of Rolling Hills Public Charter School, Inc.

A State of Idaho criminal background check on the Chair of the Board of Directors will be provided to the Idaho State Charter School Commission prior to the opening of the school.

*b. Selection and Replacement*

Yearly elections for members of the Board of Directors will be held according to the Bylaws of the Charter School Corporation.

*c. Powers and Limitations*

Rolling Hills Public Charter School will be a legally and operationally independent entity established by the nonprofit corporation's Board of Directors. The elected Board of Directors will be legally accountable for the operation of the Charter School. Rolling Hills Public Charter School acknowledges that upon approval of the petition and the contract, the school's Board of Directors will be public agents required by the Idaho State Charter Commission to control the Charter School. Rolling Hills Public Charter School commits to compliance with all federal and State laws and rules and acknowledges its responsibility for identifying essential laws and regulations, and complying with them.

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

Rolling Hills Public Charter School will not extend the faith and credit of the Idaho State Charter School Commission to any third person or entity. Rolling Hills Public Charter School will not contractually bind the Idaho State Charter School Commission with any third party.

*d. Relationship Between Board of Directors and School Administration*

The relationship of the Board of Directors to the RHPCS' administration will be as follows:

*Principal.* The Principal will be empowered to provide educational direction, administration, and on-site day-to-day operation as well as certain decisions concerning but not limited to:

- vision and mission of school,
- instructional materials and supplies,
- resource allocation,
- state charter school requirements,
- school-wide community building,
- special services,
- contracted services,
- disciplinary support,
- public and media relations,
- business and community partnerships,
- curriculum, instruction, and assessment,
- professional development,
- employment and personnel issues,
- enrollment and attendance,
- formative/summative staff evaluations,
- facility conditions,
- transportation,
- climate for innovation and growth,
- staff and school morale,
- commission/board liaison,
- treasurer/keep budget and financial records,
- and supply annual reports to the Idaho State Charter School Commission.

*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, Parent-Faculty Association (PFA), fundraising, and the like.

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

*e. Teacher/Parent Decision Making*

The PFA and Board of Directors of Rolling Hills Public Charter School will provide consultation to the Principal regarding ongoing plans for the school. The PFA will also work with the Board of Directors on school improvement. Having the head of the PFA sit on the Board of Directors will facilitate the involvement of teachers and parents in decision-making matters.

Parents of students who attend Rolling Hills Public Charter School will be 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 a student/parent handbook at registration.
2. Parents will fill out an in-depth profile of their child.

3. Parents will be encouraged to attend two parent teacher conferences per year.
4. Parents will be asked to complete surveys throughout the school year addressing the following issues: safety of students, classroom discipline, school-wide discipline, child's response to classroom atmosphere, and parents' perception of learning environment.
5. Parents will be encouraged to be involved in the Parent-Faculty Association and to volunteer for school projects, programs, and committees, and to work specifically with students who are challenged academically.
6. Parents will be encouraged to provide an appropriate learning environment at home for study.

*f. Community and Business Partnerships*

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

*g. Charter School Bylaws*

Rolling Hills Public Charter School's Bylaws, and Articles of Incorporation under the Idaho Nonprofit Corporation Act are provided in Appendix B.

### **III. INSTRUCTION**

#### **A. Educational Program**

The educational program of Rolling Hills Public Charter School is described in the following Sections B through J.

#### **B. Thoroughness Standards (Idaho Code 33-1612)**

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

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

Goal: 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.

Objectives: Rolling Hills Public Charter School will:

- Develop a staff/student handbook to provide rules and guidelines for physical safety. These guidelines will include and 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.
- Provide a facility and adopt policies that meet all required city, state, and federal health,

accessibility, safety, fire, and building codes for public schools, and is inspected as required to ensure the safety of students and staff.

- Establish, publish, and enforce policies that define acceptable and unacceptable behavior, including zero tolerance for weapons, violence, gangs, and use or sale of alcohol and drugs.
- Create an environment that encourages parents and other adults to visit the school and participate in the school's activities.
- A resource officer from Ada County may be assigned to provide support for a safe environment.

*Standard b.* Educators are empowered to maintain classroom discipline.

Goal: Create a positive teaching and learning environment with an emphasis on high expectations of behavior and performance.

Objectives: Rolling Hills Public Charter School will:

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

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

Goal: Offer opportunities for students to develop and express exemplary character traits in concert with the overall educational program.

Objectives: Rolling Hills Public Charter School will:

- Emphasize the importance of adults modeling important values at school.
- Help students build personal bonds and carry out responsibilities to one another and to the faculty and staff.
- Develop a sense of community and service within the school, and between the school and the larger community. Community service instills a sense of individual, social, and civic responsibility and enables the student to use newly found knowledge to solve community problems.

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

Goal: Teach students a range of effective communication skills appropriate for the 21st century.

Objectives: Rolling Hills Public Charter School will:

- Emphasize meaningful language experience in reading, writing, and spelling, enhanced by dramatization and memorization.

- Provide a technology-rich environment that enhances communication.
- Provide instruction in a foreign language. Knowledge of a second language is essential in many occupations. In addition, knowledge of a second language boosts English proficiency, improves memory and self-discipline, and enhances verbal and problem-solving skills.

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

Goal: Develop an educated citizenry for the 21st century through a dynamic, interactive academic program where pacing is driven by student capabilities rather than textbooks. Students must be well grounded in the basics such as reading writing, mathematics, science, and social studies.

Objectives: Rolling Hills Public Charter School will:

- Use the Idaho State Department of Education’s Curriculum Standards as a starting point to be enhanced by unifying themes and other creative methods.
- Use a variety of methods to ensure student learning, including but not limited to teaching of math through direct instruction, math manipulatives, timed tests, and ~~Saxon~~ math for homework; hands-on experimentation for science learning; and emphasis on community service in social studies.
- Student, parent, and educator together develop a Personalized Learning Goal for each student considering the student’s strengths and weaknesses. The faster learner is continuously presented with new challenges. The slower learner benefits from extra adult help, multiple methods, and multiple environments.
- Emphasize environmental responsibility and an understanding of the relationships between the built and natural environment.
- Field trips and career development discussions will be used, as needed.

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

Goal: Provide students with basic skills that prepare them for future employment using learning tools such as computers, scientific equipment, and networks linked to local and nationwide resources. These tools assist students in learning how to learn so that they become lifelong learners and are prepared to enter the workforce with a solid foundation of knowledge and skills.

Objectives: Rolling Hills Public Charter School will:

- Provide a strong foundation in basic reading, writing, science, social studies, and computational skills.
- Provide a technology-rich environment, encouraging the effective use of technology as a tool in the workplace of the 21st century.
- Enable students to develop the following intellectual habits important in the work place: adapting to new situations and responding effectively to new information; solving problems; locating and evaluating information from a variety of sources; making flexible connection among various disciplines of thought; thinking logically and making informed judgments.

- Enable students to develop the following personal habits important in the work place: accepting responsibility for personal decisions and actions; honesty, courage, and integrity; a healthy lifestyle; empathy, courtesy, and respect for differences among people; self-confidence; concentration and perseverance; responsible time management; assuming a fair share of the work load; and working cooperatively with others to reach group consensus.

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

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

Objectives: Rolling Hills Public Charter School will:

- Use interactive technology as tools in an integrated educational program rather than as primary instructional delivery systems.
- Emphasize the acquisition of basic computer skills as a supplementary medium of communication and research to complement other approaches.
- Use computers as tools for such activities as accessing research information, authoring, computation, record keeping and data storage, and communication.

*Standard h.* The importance of students acquiring the skills to enable them to be responsible citizens of their homes, schools, and communities is emphasized.

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

Objectives: Rolling Hills Public Charter School will:

- Provide a comprehensive program of community service that reflects responsible citizenship in a democratic society and an interdependent world.
- Enable students to develop the following habits of responsible citizens: accepting responsibility for personal decisions and actions; honesty, courage and integrity; empathy, courtesy and respect for differences among people; assuming a fair share of the work load; and working cooperatively with others to reach group consensus.
- Enable students to understand and apply concepts and principles embedded in each of the social studies: history, geography, political science, and economics.

Rolling Hills Public Charter School will achieve the Standards through its basic curriculum and the unique aspects of the school. Instruction of the curriculum will be accomplished using an aligned proactive method. A combination of a strong emphasis on kindness, the “golden rule,” and a reward system which honors children who are hard working, responsible, honest, and respectful creates an environment allowing for student peace of mind which then maximizes learning potential. We will focus on the memorization and dramatization of classic poetry, which, through daily recitation, discussion, and application to life situations, will create sensitivity for humankind in staff and students.

### **C. *Instructional Methods***

Rolling Hills 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. The Charter School uses uncommon means to achieve common ends. Through its multiple methods, all students are potentially



successful and capable of fulfilling their individual potential. Rolling Hills Public Charter School plans to use the specific methods mentioned earlier (see “Standard e” in Section III.B. Idaho Thoroughness Standards) and the following instructional methods:

- 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 School plans to add computer-based learning to increase the efficiency of this method and to provide the opportunity for drills which are 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.
- 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 intrinsic--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.

## **1. Curriculum Overview**

All students will participate in 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. It is the intent of the Rolling Hills Public Charter School to remain aligned with the general goals and curriculum standards of the Idaho State Department of Education as they are adopted.

RHPCS students will learn to:

- develop their aesthetic talents in music, visual arts, or performance,
- develop oral and written skills,
- develop oral and written skills in a non-native language,
- 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 interdependent world,
- and understand and apply the knowledge, concepts, principles, and themes embedded in each of the social studies--history, geography, political science, and economics.

In keeping with Rolling Hills Public Charter School’s mission, RHPCS recognizes that education 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 Charter School emphasizes both

the acquisition and application of knowledge.

The Rolling Hills Public Charter School curriculum contains both traditional academic subjects and additional language areas that make the Charter unique. The Idaho State Department of Education's curriculum standards serves as the starting point and is enhanced with unifying themes and other creative methods. The subjects that make up the curriculum are listed and briefly discussed below. Traditional core curriculum areas--language, arts, math, science, and social studies--remain strongly emphasized. They are augmented by music, theater, art, health, physical, and environmental education.

*Language Arts (English and Foreign).* The goal is to develop learners who are effective communicators, who love literature, and are lifelong readers and writers. The curriculum is literature based. Comprehensive 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 and expository writing. Communication skills include speaking and writing, and expand into presentation skills, using modern technological tools.

*Science and Health.* The science curriculum is a multiyear sequence that 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 Grade 3 students will focus on the basic science process skills of observing, inferring, measuring, communicating, classifying, and predicting. Grades 4 through 8 (I would add a footnote here indicating our plans for expansion) students will add the integrated science process skills of identifying variables, constructing tables or data, constructing graphs, describing relationships between variables, acquiring and processing data, constructing hypotheses, and designing investigations.

*Mathematics.* Kindergarten through Grade 8 students will master the arithmetic processes of addition, subtraction, multiplication, and division of whole numbers, fractions, and decimals, as well as algebra and geometry. Concept and manipulative experiences that engage students in exploring, conjecturing, and thinking will continue in these grades. Students will view and use math as a tool for reasoning and problem solving in purposeful ways.

*Social Studies and Community Service.* Kindergarten through Grade 8 will follow the basic elements of the Idaho State Department of Education curriculum standards in social studies, with a focus on local, state, national, and world history. In addition there will be a strong emphasis on community service in Grades 6 through 8 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.

*Environmental Education.* Rolling Hills Public Charter School emphasizes responsibility for the health of our cities and our planet. Learners will participate in hands-on projects intended to form an awareness of the critical relationships between the built and natural environments. Learners will study and debate real-life issues such as coping with diminishing resources. Consistent participation in community projects will show learners how they can affect the future quality of our cities and health of our green spaces.

*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. Rolling Hills Public Charter School will provide our learners with technology skills that prepare them for future employment. *RHPCS will comply with all requirements set forth in the Children's Internet Protection Act.*

## **2. Improvement of Student Learning**

Multiple learning opportunities will be afforded to RHPCS 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 practice new skills by tackling both real-world problems and problems simulated to model the current work world. For example, the school's requirement for students to perform genuine community service not only informs students about real needs our community has, but also encourages them as a group to decide which needs they can reasonably address, plan an approach, implement the plan, and then evaluate the result. Peer teaching, when appropriate, 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 through working with a "learning buddy." Projects will include a balance of individual effort and group collaboration to ensure mastery of important basic skills, content, and interaction skills.

Rolling Hills 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 and may excel in the following areas: linguistic; mathematical/logical; intrapersonal (self); interpersonal (others); bodily-kinesthetic; spatial; and musical. Although all seven areas will be examined and encouraged through instruction and the gifted and talented program (described later in this petition in Section III.E.2.), RHPCS will retain the traditional focus on linguistic and mathematical / logical areas, and implement a unique musical component, a piano lab.

Use of the Personalized Learning Goal concept will encourage learners to take responsibility for their own learning, while encouraging teachers, parents and the community to share in that responsibility. Working together, student, parent, and educator will consider learner strength and weaknesses. They will then identify an academic and personal goal for each learner. These goals capitalize on learner strength and shore up areas of weakness, while enhancing parental involvement.

Through the use of personalized goals, the Rolling Hills Public Charter School ensures that children are not penalized for the rate at which they learn. The faster learner is continuously presented with new challenges, while the slower learner benefits from extra adult help, multiple methods, and multiple environments. The learning program supports Rolling Hills Public Charter School's mission of developing lifelong learners. It is designed to stimulate the desire to learn, and is based on the belief that all learners possess an innate and unique creativity that can be developed given the appropriate environment. It allows for the joy of knowledge, self-expression, and the thrill of exploration. It is flexible to accommodate the individuality of learners and to evolve as Rolling Hills Public Charter School learns and grows.

The staff and parents of the Rolling Hills 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. The staff at Rolling Hills Public Charter School will ensure a safe, kind environment allowing students to acquire essential information and attitudes that will help them lead productive lives.

## **3. Curriculum Requirements**

It is the intent of the Rolling Hills Public Charter School to remain aligned with the general goals and curriculum standards of the Idaho State Department of Education as they are adopted.

## **4. Curriculum Development and Approval**

Curriculum development will be an ongoing process directed by the Principal with the approval of the

Board of Directors. The curriculum will be implemented and evaluated through observations of teachers and students, with follow-up discussions with the Principal to include written future goals.

## **5. Copies of Curriculum and Textbooks**

Rolling Hills Public Charter School will generally follow the Idaho Department of Education curriculum, with specifics outlined by the Principal. Copies will be provided prior to the opening of the school. Textbooks will be approved by the State Department of Education.

## **6. Educational Programs and Services**

Provision of educational programs and services such as physical education, HIV/AIDS education, family life/sex education, occupational education, driver education, guidance and counseling services, Safe/Drug Free Schools programs, summer school programs, parent education programs, social work, and psychological services will be identified based on need. The Board of Directors, Principal, and PFA will work together to determine the need for, and estimated cost and value of, these programs.

There will be reciprocal agreement between the RHPCS and the local school district to meet dual enrollment requirements.

## **7. Academic Freedom, Controversial Issues, and Religion**

The Rolling Hills Public Charter School shall offer an educational program appropriate to the level of student understanding which:

- allows students to study and discuss controversial issues,
- provides opportunities to examine evidence, facts, and differing viewpoints,
- and teaches the importance of fact, the value of judgment, and the respect of conflicting opinions.

## **D. Student Assessment**

### **1. Student Educational Standards**

The Charter School's Board of Directors, in cooperation with the school Principal, will clearly define the essential knowledge and skills for student learning in each program area, making standards subject-specific within the first year of operation, focusing on one subject area at a time beginning with language arts. Students' progress will be evaluated periodically by each individual teacher for progress in the following areas in addition to academic skills:

*Personal Responsibility.* Students will have positive attitudes and perceptions about creating quality work, striving for excellence and interpersonal skills.

*Expanding and Integrating Knowledge.* Students will acquire and integrate knowledge and experiences from different subject areas. Students will gather and use subject-area information effectively in order to

gain new information knowledge, classify and organize information, support inferences, and justify conclusions appropriate to the context and audience.

*Communication Skills.* Students will communicate with clarity, purpose, and an understanding of audience using a variety of communication forms and skills. Students will develop their talents in music, visual arts, and/or performance. Students will develop oral and written skills in a non-native language.

*Thinking and Reasoning Skills.* Students will utilize, evaluate, and refine the use of multiple strategies to solve a variety of problems.

*Social Responsibility and Skills.* Students will deal with disagreement and conflict caused by diversity of opinions and beliefs. Students will evaluate and manage their behavior as group members. Students will participate in community service that reflects responsible citizens in a democratic society.

## **2. Assessment of Student Educational Progress**

Standards and standardization are the basis of assessment. Learners are shown exemplary performances for given tasks. An assessment of their efforts reflects how closely it matches this performance. The goal is not only to give a grade, but to encourage students to do their personal best and show them their own improvement throughout the year.

Performance will be assessed on at least three levels:

- Student progress relative to previous performance will be assessed through portfolios of videotaped oral presentations, written reports, individual and group projects and via computer learning packages;
- Attitudes and personal/academic habits will be assessed through teacher evaluations of projects and video presentations and parental input;
- Performance will be assessed relative to district and state developed standards using the Idaho Standards Achievement Test and other tests.

Self-assessment will provide a unique learning opportunity for Rolling Hills Public Charter School students. As active participants in assessment of their own work, learners are encouraged to develop an understanding of their strengths and deficiencies, and an objective view of their accomplishments. In addition, an individual score on a piece of work can be improved if the learner is willing to accept the challenge for improvement put forth by the assessment.

We will meet the school goals when students demonstrate the following:

- write at grade level by Grade 4,
- read at grade level by Grade 3,
- and compute math at grade level by Grade 4.

Student performance will be assessed relative to other learners of the same age, up to Grade 9<sup>th</sup> through district, state, and national testing. Specifically, the Idaho Standards Achievement Test will be given once a year, in order to evaluate student performance. Rolling Hills Public Charter School will coordinate the time, within a four-week period, when it will give the state-mandated assessments with the Idaho State

Department of Education’s timelines for administering those same assessments. A student baseline will be established during the first year of testing and evaluated each year thereafter, using a composite assessment in comparison to the previous year’s results.

The goals for students enrolled at Rolling Hills Public Charter School for two (2) years will be to:

- Meet the statewide performance standards developed by the Idaho State Department of Education. These standards include the subjects of Language Arts, Mathematics, Science, Social Studies, Physical Education, *Humanities, Health and Wellness*.
- Demonstrate annual improvement or maintain scores in the top quartile of the school’s relative rank using the following assessments:
  - Idaho Standards Achievement Test– Grades 3, 4, 5, 6, 7, 8,9
  - Idaho Reading Indicator – Grades K- 3
  - Idaho State Assessment Test- Science – Grades 5 and 7
- Achieve Idaho State Department of Education standards for age levels, content areas, and outcomes not addressed by the Idaho State Department of Education. These standards will be measured by student products, performances, exhibitions, and tests that are directly related to locally developed expectations.

Student assessment evaluation, reported annually to the Idaho State Charter Commission, will consist of:

- a student baseline developed during the first year using Iowa Test of Basic Skills (survey test) 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 disaggregation analysis to identify areas for improvement.

Monitoring the progress of our students and evaluating innovations in education procedures are an important part of our curriculum development process. Rolling Hills Public Charter School welcomes members of the Idaho State Charter Commission to monitor the administration of these standardized tests. The annual report of student progress will be made to the Idaho State Charter Commission no later than October 15 of each year for the previous school year. In addition to the data listed above, it will provide formative and summative data to demonstrate that the school is meeting performance standards proscribed by the State. These data may also include emerging Idaho State Department of Education standards and/or Rolling Hills Public Charter School-developed criteria. *The Administrator will work with the State Department of Education to ensure compliance with Idaho’s Statewide Testing Program or any other required assessments adopted in the future.*

## **E. Special Needs Students**

*Please refer to Appendix F—Special Education Manual*

## 1. Special Education Services

- a. Rolling Hills Public Charter School will provide assessments to admitted students as required, meeting individual student needs and IDEA requirements. Assessments will be made by the following personnel as needed: psychologist, speech/language pathologist, occupational therapist, vision specialist, and any other professionals listed in the students' IEP.
- b. Provide or contract with a part-time speech/language pathologist for on-site services to qualified students enrolled at Rolling Hills Public Charter School regardless of the district in which the student resides.
- c. Provide an occupational therapist for on-site consultation, monitoring and direct services as needed to qualified students enrolled at Rolling Hills Public Charter School.
- d. Provide vision services to qualified students.
- e. The Idaho State Department of Education will provide Rolling Hills Public Charter School with Title VI-B funds proportionate to the number of students on the current school year's December 1 child count with an approved, completed application meeting State and Federal criteria. RHPCS will be responsible to report the December 1 child count to the Idaho State Charter Commission and the Idaho State Department of Education by December 15.
- f. RHPCS will provide IDEA required assessments to all RHPCS students suspected of having a disability. RHPCS may contract with a school district or other qualified providers for Special Education Services.
- g. RHPCS will employ or contract with personnel using Title VI-B or other funds as needed to:
  - conduct academic assessments, classroom observations and behavioral rating scales,
  - develop IEPs as required by the IDEA,
  - provide academic interventions to qualified students,
  - monitor evaluation and IEP timelines.

In keeping with the RHPCS's plan to provide all special education services to eligible students, the charter school agrees to the following provisions required by the adopted Idaho Special Education Manual:

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

*Child Find activities and evaluations.* RHPCS will conduct Child Find activities and evaluations as described in the IDEA Manual. Advertising for Child Find will be done in the local newspaper and registration locations, as well as newsletters sent home with existing students. In order to comply with time requirements for evaluations, children will be evaluated by the special education teacher and outside contracted personnel as directed by the Child Study Team.

*Meet LRE requirements.* Rolling Hills Public Charter School will provide special education and related services to eligible RHPCS students in the Least Restrictive Environment as identified on each student's IEP. In many cases, the LRE will be specified as RHPCS. In other cases, the LRE might be a district school site or an alternative site, depending on the needs of each student.

*Implement IDEA discipline procedures.* The discipline procedures adopted in the Idaho Special Education

Manual, will be utilized in disciplinary matters for students with disabilities attending RHPCS. These adopted policies and procedures meet the requirements of the IDEA.

*Protect student and parent rights.* RHPCS will be responsible to protect student and parent rights as described in the Idaho Special Education Manual.

The Idaho State Department of Education will extend an invitation to RHPCS personnel to attend any professional development activities sponsored by the State. This will include activities designed to meet the needs of students with disabilities who attend the charter school.

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

The Charter School will transport any special education student enrolled at RHPCS who may, because of the nature of their disabilities, be entitled to specialized transportation as a related service. RHPCS will apply for applicable funds from the Idaho State Department of Education Transportation Department.

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

## **2. Other Special Needs Student Services**

Students attending Rolling Hills Public Charter School who are identified as limited English proficient, disadvantaged to the extent that they may require Title I services, gifted and/or talented, or require other accommodations will be afforded access to local school district programs and services that address the needs of these special populations. Such services may be offered at Rolling Hills Public Charter School or at a local school district school site. Transportation to such services, if necessary, will be the responsibility of Rolling Hills Public Charter School.

## **3. Corrective Action**

Those students not reading at grade level or computing grade level math will be identified and receive a variety of services including Special Education, Title 1 (if funded), tutoring by volunteers, and the opportunity with parental support to attend school during one or more intercessions.

## **F. Instructional Arrangements**

Rolling Hills Public Charter School plans to open in August of 2004. Grade organization will generally consist of traditional single-grade classrooms. The Principal will determine the school calendar, schedule, and hours of operation. The Charter School calendar will be similar to the local school district's nine-month calendar, with similar beginning and ending dates. Within that general format, the Principal, in consultation with the Board of Directors, will establish the school year calendar in compliance with the requirement of providing 900 hours of instruction. The school day is initially planned to begin at 8:00 am and end at 2:30 pm. This schedule will be reviewed on an annual basis and may be changed, as necessary, by the Principal in consultation with the Board of Directors. Copies of the school's calendar, the school day schedule, and hours of operation will be provided to the Idaho State Charter School Commission prior to the opening of school. State-required hours of attendance will be met. Minimum and maximum enrollment levels for each grade are discussed in Section IV.B.



## **G. Instructional Resources**

Rolling Hills Public Charter School's Principal and staff will determine the school's library services and how materials will be selected and challenged, based on the American Library Association's guidelines. The Principal will determine how technology will be integrated with the instructional program and the type and level of technology to be used by students. The school's plans for field trips will be determined by the Principal and staff as appropriate. Parents and the public will have input in the school's instructional resources through the PFA.

## **H. Grading, Homework, and Promotion**

Rolling Hills Public Charter School's Principal will establish policies and procedures for grading, homework, promotion, and retention. A parent committee will be formed to develop these policies in coordination with the Principal.

## **I. Audit of Programmatic Operations**

An annual educational program and financial audit will be conducted after the completion of each charter school year. Rolling Hills Public Charter School will conduct a programmatic audit through information obtained via its own instruments, timeline, and processes. A financial audit will be conducted by an independent auditing firm. The Idaho State Charter Commission may choose to do an independent audit at their own expense. An independent audit may be performed as specified for the Renewal Audit or at such time as revocation or non-renewal of the charter may be initiated.

*The financial audit shall be submitted to the Bureau of Public School Finance and the Bureau of Curriculum and Accountability at the State Department of Education by October 15<sup>th</sup> for the previous year ending June 30<sup>th</sup>. Both the programmatic audit and the financial audit shall be submitted to the Idaho State Charter Commission by October 15<sup>th</sup> for the previous year ending June 30<sup>th</sup>.*

## **J. Accreditation**

Rolling Hills Public Charter School will obtain accreditation in accordance with *Idaho Code 33-119*. An accreditation committee appointed by the Principal will choose the appropriate accreditation standard and oversee the accreditation process. After accreditation, the Principal will submit annual accreditation reports to the Idaho State Department of Education *and the Idaho State Charter School Commission*. *The accreditation standard will be chosen from among the Idaho Elementary/Secondary State Accreditation Standards.*

# **IV. STUDENTS**

## **A. Admission Procedures**

Rolling Hills Public Charter School has identified the following admission/Lottery procedures:

- Prospective students will be given the opportunity to enroll regardless of race, color, national or ethnic origin, religion, sex, familial status, social or economic status, or special needs.
- The RHPCS Enrollment Lottery is held annually to fill enrollment positions not taken by existing RHPCS students. Once enrolled, students do not have to reapply in the lottery process to continue enrollment at RHPCS.

- To participate in the RHPCS enrollment lottery for the school year, complete the current year Enrollment Lottery application and submit it with required documents by the specified lottery application deadline. RHPCS enrollment lottery applications do not rollover from year to year; a new application must be submitted each year for your child/children to be eligible for the current lottery drawing.
- During the lottery process, RHPCS has five admission priority pools, as follows:
  - a. Children of founding families (those families that participated in the founding of RHPCS) and children of RHPCS Staff, not to exceed 10% of the school's enrollment
  - b. Siblings of currently enrolled RHPCS students
  - c. Applicants living within the Primary Attendance Area. RHPCS' PAA is defined as residences within the following geographic boundaries: East of Eagle Rd., West of Glenwood or Gary Lane, South of Beacon Light, North of Chinden Blvd.
  - d. Applicants from within the state of Idaho but outside the Primary Attendance Area (Idaho residences outside the area described above).
  - e. Applicants currently living outside of the state of Idaho.
    - Instead, late applicants will be added at the end of the waiting list that is established by the lottery drawing process.
    - You will be notified of the lottery results by email within 5 business days after the lottery. Please contact the school office if you have not been notified by April 26, 2019.
- The lottery or other random method that determines enrollment shall begin with kindergarten to the highest grade level.

RHPCS reserves the right to amend the primary attendance area and procedures.

## **1. Public School Attendance Alternative**

Because Rolling Hills 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 area. . Students located within the attendance area of the Charter School would have the option to enroll in existing public schools presently serving the area. No student will be required to attend Rolling Hills Public Charter School.

## **2. Over-Enrollment Procedures**

Rolling Hills Public Charter School has identified the following over-enrollment procedures:

- During the lottery process, RHPCS has five admission priority pools, as follows:
  - a. Children of founding families (those families that participated in the founding of RHPCS) and children of RHPCS Staff, not to exceed 10% of the school's enrollment
  - b. Siblings of currently enrolled RHPCS students
  - c. Applicants living within the Primary Attendance Area. RHPCS' PAA is defined as residences within the following geographic boundaries: East of Eagle Rd., West of Glenwood or Gary Lane, South of Beacon Light, North of Chinden Blvd.
  - d. Applicants from within the state of Idaho but outside the Primary Attendance Area (Idaho residences outside the area described above).
  - e. Applicants currently living outside of the state of Idaho.
    - Instead, late applicants will be added at the end of the waiting list that is established by the lottery drawing process.

- You will be notified of the lottery results by email within 5 business days after the lottery. Please contact the school office if you have not been notified by April 26, 2019.

#### **4. Non-Discrimination**

Prospective students will be given the opportunity to enroll regardless of race, color, national or ethnic origin, religion, sex, familial status, social or economic status, or special needs as required by federal state and local laws. The number of special education students that the school expects to have depends upon the application of students and the number of special education students in the attendance area.

#### **B. Minimum Enrollment**

The minimum enrollment for financial viability depends on the financial status of the school at the moment. It is expected that the minimum enrollment for financial viability is approximately 180 students, or about an average of 20 students per class, extending for longer than six months. A more precise estimate will be available three months prior to school opening.

As enrollment approaches the minimum for financial viability, the Board of Directors shall take action including, but not limited to, the following:

- Increase enrollment demand through a marketing campaign.
- Increase fund-raising from external sources through the PFA.
- Request voluntary donations from parents.
- Eliminate or defer expenses.
- Prepare for the termination of operation as necessary.

#### **1. Attendance Requirements**

*School Attendance Philosophy.* Students, parents, and educators recognize the importance of attendance and punctuality at school. Key reasons for regular and punctual attendance are employability, educational benefits, and success in school.

- *Employability—Punctuality* and attendance are important skills for employment identified by employers. Developing these skills is critical whether students plan to work during the school year, after graduation, or after college.
- *Educational Benefits—Regular attendance* assures that students stay current in academic skills, personal management skills, and teamwork skills.
- *Success—Students must be present* in order to experience success. Further, each student's presence enhances the success of the entire class.

*Excused Absences.* Absences from school with the knowledge and approval of a student's parents/guardian are excused absences, but such absences are counted toward the maximum allowed per semester. In order for an absence to be excused, oral or written communication from the student's parents/guardian must be received within 48 hours of the last day of the absence, except for school approved activity absences.

*Make-up Work.* Make-up work is allowed for students who have excused absences. The classroom teacher will provide the student or the parent/guardian who requests make-up work with: a) a list of pages covered

during the absence; b) information about assignments or special projects; c) a copy of all handout materials given during the absence. Credit for make-up work is not allowed for an unexcused absence.

*Tardies.* A student is tardy if he or she is not in the assigned classroom when the bell rings. In general, tardiness will be dealt with on an individual basis. For Grade 7-9 students, parents will be notified of the 4th, 5th, and 6th tardies during each semester. A loss of class credit may occur if the student is tardy a 7th time unless it is successfully appealed.

*Attendance Requirements.* Students may have a maximum of nine (9) absences per semester, or the number of absences permitted by the Idaho State Department of Education, whichever is fewer. Absence from class for any reason, including family convenience, shall be counted when the percentage of attendance and eligibility for promotion or credit is being considered.

*Notification of Absences and Discipline.* Parents/guardians will be notified of the 5th, 8th, and 10th absences from class during a semester. Notice of the 10th absence will inform the parent/guardian of the loss of credit, and include the appeal rights to challenge the loss of credit. The school Principal may deny a promotion to the next grade or deny credit for a class to any student who exceeds the maximum number of absences.

*Grounds for an Appeal.* Those students who have valid reasons to believe that all or part of their absences are the result of extraordinary circumstances may request a review of their case following the attendance appeal process below. Extraordinary circumstances may include, but are not limited to, verified illness or medical treatment, death in the family or death of close friends, and medical or dental professional appointments.

*Attendance Appeal Process.* If a parent/guardian wishes to appeal loss of credit or a denial of promotion to the next grade due to the attendance requirement, truancies, or the number of tardies, the following policy applies:

- The parent/guardian has five (5) school days from the date shown on the notification to appeal the loss of credit or denial of promotion.
- The appeal process starts with the Principal. An adverse decision may be appealed to the Board of Directors. The decision of the Board of Directors is final.
- In each situation, representatives of the school and the parent/guardian have five (5) days in which to respond to the appeal or the ruling. Appeals and responses shall be in writing.

## **C. Student Rights and Responsibilities**

Rolling Hills Public Charter School will assemble a student handbook, following state law that outlines a Code of Conduct including expectations and consequences for unacceptable behavior. Suspension or expulsion will be considered only as the final option in a series of efforts to avoid such measures including but not limited to the following steps:

Step 1: Parent/Guardian Incident *Written* Notification Procedure

Step 2: *Peer Mediation and/or Principal Intervention after written notification to parent/guardian. Principal Intervention includes disciplinary measures within the school designed to address the behavior problem while insuring the safety of all staff and students.*

Step 3: *Suspension by the principal or RHPCS Board of Directors in compliance with requirements of section 33-205, Idaho Code.*

Step 4: Expulsion by the *RHPCS Board of Directors in compliance with requirements of section 33-205, Idaho Code.*

*The RHPCS Board of Directors shall have the right to expel or deny enrollment to any student as set out in section 33-205, Idaho Code. Readmission of any student suspended or expelled, or admission of any student who has been denied admission shall be governed by section 33-205, Idaho Code.*

## **D. Health and Safety**

Rolling Hills Public Charter School will comply with the following health and safety procedures:

- Conduct criminal history checks for all employees in compliance with Idaho Code 33-130. This requirement is a condition of employment.
- Require that all students show proofs of immunization before being enrolled at the Rolling Hills Public Charter School.
- Require that all visitors sign in at the office and receive and wear a visitor's pass 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 a comprehensive set of health, safety and risk management policies. These policies will be developed in consultation with the Rolling Hills Public Charter School's insurance carriers and at a 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.
  - A policy that the school will be housed in a facility that has received fire marshal approval and has been evaluated by a qualified structural engineer who has determined the facilities present no substantial safety hazard.
  - Policies establishing that the school functions as a gun-free, drug, alcohol 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.

## ***E. Student Activities***

Rolling Hills Public Charter School's Principal and staff will determine the school's student activities, as appropriate and necessary, including student government, student organizations, trips, before and after school care, interscholastic and intramural sports and activities, band, orchestra, and choir.

## ***F. Student Fees***

No fees from students are planned at this time. Some fees may be identified in the future by the Principal, as appropriate, and as allowed by the state law. Accommodations for low-income students will be made through fundraising efforts of the Parent-Faculty Association. Rolling Hills Public Charter School is a public charter school and will not charge tuition.

# **V. COMMUNITY RELATIONS**

## ***A. Public Relations***

As outlined in the following sections, Rolling Hills Public Charter School intends to implement a solid plan to attract a sufficient and diverse student body, to provide for open communication, and to convey information about the school competently and accurately.

### **1. Recruiting and Marketing**

RHPCS will actively recruit students for enrollment through advertising in a local newspaper, in both English and Spanish, and through announcements at local schools and public offices, to attract a sufficient pool of potential applicants that includes disabled, low-income and racially diverse students. The advertising process for RHPCS will include all current requirements as stated in Idaho code 33-5205.

### **2. Information Sharing**

Rolling Hills Public Charter School's Principal will determine plans for sharing the school's annual report and other relevant information on the school's performance.

### **3. Public Information Personnel**

The Principal will administer the public information program, under the direction of the Board of Directors.

## ***B. Public Participation***

As described earlier, parents of students who attend Rolling Hills Public Charter School will be involved in the education of their children and in the school at many levels. The process to ensure parental

involvement will be as follows:

- Parents will receive a student/parent handbook at registration.
- Parents will fill out an in-depth profile of their child.
- Parents will be encouraged to attend two parent teacher conferences per year.
- Parents will be asked to complete surveys throughout the school year addressing the following issues: safety of students, classroom discipline, school-wide discipline, child's response to classroom atmosphere, and parents' perception of learning environment.
- Parents will be encouraged to be involved in the Parent-Faculty Association (PFA) and to volunteer for school projects, programs, and committees, and to work specifically with students who are challenged academically.
- Parents will be encouraged to provide an appropriate learning environment at home for study.

## **1. Complaint Process**

Rolling Hills Public Charter School's procedures for a complaint process for parents/guardians and the public will be similar to that of local school districts, with the ultimate authority residing with the Board of Directors of the Rolling Hills Public Charter School.

## **2. Public Accountability**

The Board of Directors of Rolling Hills Public Charter School will determine the process for addressing issues related to public accountability.

## **C. Public Access**

Rolling Hills 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 local public schools. The Charter School will comply with Idaho statutes relating to public records and public meetings, as indicated in the Bylaws. Rolling Hills Public Charter School gives permission for public inspection.

## **D. Public Conduct for Safe Schools**

Rolling Hills Public Charter School's plans and policies for public conduct in the school which protects the safety, welfare, and education of students, will be aligned generally with that of the Idaho State Department of Education's standards.

# **VI. PERSONNEL**

## **A. Employment Practices**

Rolling Hills 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, mission, and expectations of Rolling Hills Public Charter School as outlined within this petition. The Principal will make recommendations to the Board of Directors for approval of instructional staff.

Rolling Hills Public Charter School reserves the right to seek waivers or limited certification options as provided by rule of the Idaho State Board of Education when deemed in the best interests of the educational program. *RHPCS will meet the No Child Left Behind Highly Qualified Teacher requirements.* Additionally, Rolling Hills Public Charter School reserves the right to hire any person for temporary assistance under the direct supervision of certified staff members. These provisions are intended to allow various community experts and other specialized persons who may not hold certification to contribute to the school according to their talents, experience, creativity, or expertise on a short-term or seminar basis.

*All employees shall undergo criminal history background checks as described in Section 33-130, Idaho Code.*

Job announcements and all other hiring practices will be free of discriminatory language.

### **1. Professional Opportunities**

Faculty at Rolling Hills Public Charter School will work in an environment where they have opportunities to work with other faculty to align subject areas. The Principal will determine in-service training days in order to provide teachers with training in the teaching methods described in this petition.

### **2. Background Checks**

All employees will undergo State of Idaho criminal background checks and FBI fingerprinting checks.

### **3. Potential Applicants**

Names and positions of potential employees of the charter school, their backgrounds and experiences, and three (3) professional references for each are not available at this time.

### **4. Targeted Staff Size**

Rolling Hills Public Charter School will employ one teacher per class, with additional staff for history, music, foreign language, and physical education. The goal is to have one instructor per 25 students.

### **5. Teacher Certification**

A copy of the certificates for all certified teachers/staff members will be provided to the Idaho State Charter Commission.



## **B. Employee Benefits**

All employees will participate in the following programs and benefits: group health insurance, leave benefits, Public Employee Retirement System, Federal Social Security, Unemployment Insurance, and Worker's Compensation Insurance to the extent allowed and required by law. *Accumulation of sick leave for teachers shall be up to ninety (90) days and be governed by section 33-1217, Idaho Code.*

## **C. Transfer Rights**

Employees of Rolling Hills Public Charter School retain the following transfer rights:

1. A local school district-certificated employee who leaves the district for employment at a Charter School, but requests to be re-employed by the district within two (2) years of the date when he/she was last employed by the district shall be provided, if appropriate, with a position similar to the one held prior to leaving the district.
2. A Rolling Hills Public Charter School certificated employee who requests to be re-employed by the previous district after two (2) years, but within five (5) years, of the date that he/she was last employed by the district, shall be placed on manifests, as appropriate in compliance with district policies and procedures, and as a part of the district's process for new employees if the employee is seeking an assignment in the same area of certification as when he/she was formerly employed by the district and if the employee provides the district with the following information: an updated transcript and resume, a recommendation and/or evaluations from the charter school, and an indication of his/her preferences for assignment(s), grade(s), or subject(s).
3. A Rolling Hills Public Charter School certificated employee who requests to be re-employed by a school district after two (2) years of the date that he/she was last employed by the district and who is seeking an assignment in a different area of certification as when he/she was formerly employed by the district must apply through the district's equal opportunity employment procedures.
4. A Rolling Hills Public Charter School certificated employee who requests to be re-employed by a local school district after five (5) years of the date that he/she was last employed by the district must apply through the district's equal opportunity employment procedures.
5. A Rolling Hills Public Charter School certificated staff member who has never been employed by the local school district and who wishes to be employed by the district, must apply through the district's equal opportunity employment procedures.
6. Return of a former local school district employee to the district during an academic year shall be at the sole discretion of the district.
7. *Employment of teachers and administrator shall be on written contract in a form as approved by the State Superintendent of Public Instruction, conditional upon a valid certificate being held by such professional personnel at the time of entering upon the duties of thereunder.*

## **D. Experience for Salary Schedule**

Certified teachers at Rolling Hills Public Charter School shall be considered public school teachers.

Educational experience shall accrue for service at the school, and such experience shall be counted by the local school district if a teacher returns after employment in the charter school. Certificated employees who are hired by the local district from the Rolling Hills Public Charter School shall have their charter school experience count on the salary schedule the same as the certificated employees hired from other school districts. Rolling Hills Public Charter School certificated employees who are re-employed by the local district shall receive full credit for their years of service in the district.

## **E. Collective Bargaining**

Rolling Hills Public Charter School's *staff* will be a separate unit for purposes of collective bargaining.

## **F. Health and Safety**

Rolling Hills Public Charter School will comply with the following health and safety procedures:

1. Conduct criminal history checks for all employees in compliance with Idaho Code 33-130. This requirement is a condition of employment.
2. Require that all students show proofs of immunization before being enrolled at the Rolling Hills Public Charter School.
3. Require that all visitors sign in at the office and receive and wear a visitor's pass when visiting the school building.
4. Provide for inspection of the facility in compliance with 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.
5. Adopt and implement a comprehensive set of health, safety and risk management policies. These policies will be developed in consultation with the Rolling Hills Public Charter School's insurance carriers and at a 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.
  - A policy that the school will be housed in a facility that has received fire marshal approval and has been evaluated by a qualified structural engineer who has determined the facilities present no substantial safety hazard.
  - Policies establishing that the school functions as a gun-free, drug, alcohol 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.

## **G. Staff Development**

### **1. Staff Development Plans**

Rolling Hills Public Charter School's Principal will ensure that the school's employees understand and are able to implement the school's vision upon hiring and through in-service training.

### **2. Technology Competency**

Rolling Hills Public Charter School shall meet the state's accreditation requirement for technology competencies for all certified staff.

## **VII. ADMINISTRATION**

Administrative services will be provided by the Rolling Hills Public Charter School Principal supplemented by other contracted services as needed. Annual programmatic and financial reports will be presented to the Board of Directors as outlined in section VIII.D.2. of this petition. The Principal will also serve as the liaison between the Rolling Hills Public Charter School and its Board of Directors, the Idaho State Charter Commission, and parents. Financial operations will be contracted out to licensed and bonded entities or provided by the Idaho State Charter Commission as an in-kind donation. Funding sources will include state allocation per pupil, federal start-up grants, private grants, business partnerships, and donations.

### **A. Day-to-Day Operations**

The Principal in coordination with the Charter School Board of Directors will determine the day-to-day operations of Rolling Hills Public Charter School.

### **B. Administrator Qualifications**

Refer to Appendix D for the job description and qualifications for Principal of the Rolling Hills Public Charter School.

## **VIII. FINANCIAL MANAGEMENT**

### **A. Budget**

## **1. Startup Budget**

The budget for Rolling Hills Public Charter School will be prepared in compliance with section 33-801, Idaho Statutes and policy of the State Board of Education, will be presented at a public hearing in June of the year the school will open, and will be delivered to the State Department of Education as required on or before July 15 prior to the start of the school year. Copies of the budget will be provided to the Idaho State Charter Commission. The budget will be prepared, approved and filed using the Idaho Financial Accounting Reporting Management System (IFARMS) format. (Please refer to Appendix E.)

## **2. Long-Term Budget**

A five-year budget and cash flow analysis is attached. (See Appendix E.)

### ***B. Income Sources***

Funding sources will include state allocation per pupil, federal start-up grants, private grants, business partnerships, and donations.

#### **1. Working Capital and Assets**

Rolling Hills Public Charter School does not expect to have working capital and assets until after the Charter is approved.

#### **2. Fundraising**

A committee has been established to conduct fundraising efforts to generate capital or to supplement the per-pupil allocations.

### ***C. Expenditures***

Expenditures will be handled as described in the following sections.

#### **1. Purchasing Process**

Rolling Hills Public Charter School's Principal will determine procedures for procuring goods and services, with approval of the Board of Directors. Purchasing procedure will be in compliance with State Law, Idaho Code 33-601.

#### **2. Payroll Processing**

Rolling Hills Public Charter School intends to outsource its payroll processing as determined by the Principal, with approval of the Board of Directors.

## ***D. Reports and Audits***

Rolling Hills Public Charter School will provide the following audits and reports.

### **1. Cash-Flow Projection**

Rolling Hills Public Charter School will provide a monthly cash-flow projection, to the Idaho State Charter Commission that details revenues and expenditures for the first year of operation.

### **2. Annual Audit and Reporting**

Rolling Hills Public Charter School will conduct an independent financial audit annually. The Idaho State Charter Commission may choose to do an independent audit at its own expense. An independent audit may be performed as specified for the Renewal Audit at such time as revocation or non-renewal of the charter may be initiated. Rolling Hills Public Charter School will follow the requirements set forth by Idaho statute regarding audit reporting.

## ***E. Financial Operations***

Financial operations of the Rolling Hills Public Charter School are outlined in the following sections.

### **1. Financial Management**

The accounting records will be kept in accordance with generally accepted accounting principles. Rolling Hills Public Charter School will follow the requirements set forth by the Idaho State Department of Education, including formats for account numbering.

### **2. Financial Management Personnel**

The Principal of Rolling Hills Public Charter School will be responsible for financial management.

### **3. Bonding**

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

## **IX. NONINSTRUCTIONAL OPERATIONS**

### ***A. Insurance and Liability***

To the fullest extent permitted by law, Rolling Hills Public Charter School, Inc. agrees to indemnify and

hold harmless the state of Idaho, the Idaho State Charter Commission, or any other sending districts, and their officers, directors, agents, or employees from and against all claims, damages, losses and expenses, including but not limited to attorneys' fees, arising out of or resulting from any action of the school, provided that such claim, damage, loss or expense (a) is attributable to bodily injury, sickness, disease or death, or to injury or to destruction of tangible property including the loss of use resulting therefrom; and (b) is issued in whole or in part by any negligent act or omission of the school, any contractor of the school, or anyone directly or indirectly employed by any of them who may be liable, regardless of whether or not it is caused in part by a party indemnified hereunder. Such obligation will not be construed to negate, abridge, or otherwise reduce any other right or obligation of indemnity, which would otherwise exist as to any party or person, described in this paragraph. No host, or receiving district, will be held liable for damages in an action to recover for bodily injury, personal injury, or property damage arising out of the establishment or operation of the school.

The Idaho State Charter Commission shall have no liability for the acts, omissions, debts or other obligations of any charter schools, except as may be provided in an agreement or contract between the Commission and Rolling Hills Public Charter School.

## **1. Types of Insurance**

Rolling Hills Public Charter School will procure and maintain a policy of general liability insurance and errors and omissions insurance in the amount required by state law. Insurance will be provided by insurance companies who have and maintain a rating of "A" according to the A.M. Best Company. Rolling Hills Public Charter School will have the same role as a public school in matters of civil liability. A copy of the proof of insurance will be given to the Idaho State Charter Commission each time it is renewed to insure continuous coverage. In addition the Idaho State Charter Commission will be listed as an additional insured.

The Rolling Hills Public Charter School will provide a list of all other types and amounts of insurance required by the Idaho State Charter Commission prior to the opening of the school.

## **2. Liability**

*RHPCS may sue or be sued, purchase, receive, hold and convey real and personal property for school purposes, and borrow money for such purposes, to the same extent and on the same conditions as a traditional public school district, and its employees, directors and officers shall enjoy the same immunities as employees, directors and officers of traditional public school districts and other public schools, including those provided by chapter 9, title 6, Idaho Code.*

## **B. Transportation**

Student transportation will be decided upon approval of final site plans.

## **C. Food Service**

No food service is planned during the initial operation of the school. However, the Charter School may contract for food service at any time in the future.

## **D. Clerical Services**

Rolling Hills Public Charter School's Principal will determine plans for clerical services, including preparing and submitting state reports.

## **1. School Records**

*Rolling Hills Public Charter School's Principal will determine how the school will maintain school records and required information. Student records shall be maintained and stored on secure electronic media with hard copies in secure files. The records shall be kept at the school location. The principal or his or her designee shall have access of the records unless a hearing, proceeding or other incident requires the disclosure of those records to the RHPCS Board of Directors or other third parties, including but not limited to law enforcement and other State agencies. Any disclosure shall be subject to applicable State and Federal statutes. RHPCS shall comply with the Family Educational Rights and Privacy Act (FERPA).*

## **2. Attendance Reporting**

Rolling Hills Public Charter School will follow similar procedures to local public schools' methods for reporting attendance and enrollment information to the state for funding purposes.

## **3. IRS Regulations**

Rolling Hills Public Charter School will comply with all Internal Revenue Service (IRS) regulations and reporting requirements.

## **E. Custodial Services**

Rolling Hills Public Charter School's Principal will determine plans for custodial services.

# **X. SCHOOL FACILITIES**

## **A. Facility Description**

Prior to the start of school, the facilities will be inspected to ensure compliance with applicable state and federal guidelines as provided in Section 39-4130, Idaho Code and the Americans with Disabilities Act.

*Site Suitability*—Rolling Hills Public Charter School has chosen two locations and will consult with the Idaho State Charter School Commission in selecting the most appropriate location.

## **B. Lease/Purchase Documentation**

Rolling Hills Public Charter School will provide complete documentation for the lease or purchase of the facilities prior to the opening of the Charter School and by the date stipulated in the contract.

### **C. *Inspection Reports***

Rolling Hills Public Charter School will provide certification that the facilities meet all requirements for health, safety, fire, and accessibility for the handicapped prior to the opening of the school and by the date specified in the contract. RHPCS also will provide regular inspections of the facilities for health, safety, and fire compliance and provide copies of those reports to the Idaho State Charter School Commission.

## **XI. RELATIONS WITH THE COMMISSION**

### **A. *Commission/Charter School Communications***

Rolling Hills Public Charter School will engage in periodic discussions with the Idaho State Charter Commission concerning the implementation of the charter contract. The intent of these discussions would be to work out the concerns of both parties early and to be proactive.

### **B. *Length of the Contract***

Once approved, the renewal of RHPCS' charter will be ongoing until revoked, in compliance with current Idaho code.

### **C. *Project Timeline***

A project timeline for opening the school will be provided to the Idaho State Charter Commission after approval of the Charter. It will include the steps that must be accomplished before the Rolling Hills Public Charter School opens, including marketing, recruiting students, buying equipment, constructing the building, and training the staff.

### **D. *Additional Services***

The following services may be provided under a separate annual contract agreement: payroll, accounting, purchasing, food service, special education, activity programs, and health insurance.

### **E. *Policy Manual***

Rolling Hills Public Charter School will develop a policy manual with approval of the Board of Directors. A copy of the policy manual will be provided to the Idaho State Charter Commission.

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



## **F. Additional Reporting**

Additional reports may be provided at the discretion of the Charter School as information that may be useful to the Idaho State Charter Commission is discovered.

## **G. Right to Evaluate Contract Compliance**

The Idaho State Charter School Commission, or designee shall retain the right at any time to evaluate the degree to which Rolling Hills Public Charter School is meeting the terms of the contract. The Commission may choose to have a representative(s) or an independent evaluator(s):

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

To enact any of the above measures, the Idaho State Charter School Commission or designee must state the specific nature of the concern and that the concern must be substantial. The request must be reasonable in terms of the timing and the amount or types of information required.

## **H. Dispute Resolution**

*The Public Charter School Commission and RHPCS 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 State Board of Education for notice of defect and submission of a corrective action plan.*

## **I. Amending the Contract**

A material revision of the terms of the Charter School contract requires the approval of the Idaho State Charter Commission and the Charter School's Board of Directors.

## **J. Termination**

Rolling Hills Public Charter School understands that the Idaho State Charter Commission may terminate the charter if it finds that the Charter School has:

1. Committed a material violation of any condition, standard or procedure set forth in the charter petition or contract.
2. Failed to substantially meet one or more of the student educational standards identified in the charter contract.
3. Failed to meet generally accepted accounting standards of fiscal management.
4. Failed to submit required reports to the Commission.

5. Lost substantial support of the school's students, parents, staff, and/or community.
6. Shown that it is not in the best interest of students for the school to continue operation.
7. Violated any provision of law.
8. Filed for bankruptcy or financial reorganization and is unable to pay its creditors.
9. Except in emergency situations, the Idaho State Charter School Commission will provide thirty (30) days written prior notice and an opportunity for the school's board of directors to be heard by the Commission before the Commission can terminate the charter contract.
10. A decision to terminate or not to renew a charter may be appealed directly to the Idaho State Board of Education.

## ***K. Dissolution***

In cases of termination or non-renewal, the Chair of the Board of Directors of Rolling Hills Public Charter School is responsible for the dissolution of the business and affairs of the school. Rolling Hills Public Charter School will fully cooperate with the Idaho State Charter Commission for the dissolution process. All records of students will be immediately transferred to the receiving district.

## Appendix D: IPCSC Closure Protocol



## Closure Protocol

Idaho Public Charter School Commission

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Boise, Idaho 83702

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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.