

# CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this 13<sup>th</sup> day of June 2019, by and between the Idaho Public Charter School Commission (the “Authorizer”), and Victory Charter School, Inc. (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq*, as amended (the “Charter Schools Law.”)

## RECITALS

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

WHEREAS, the School began operations in the year 2004; and

WHEREAS, the School’s charter was renewed on March 1, 2019, for a five-year term of operations,

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

## SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

- A. **Continued Operation of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the continued operation of the School on the terms and conditions set forth in this Charter School Performance Certificate (the “Certificate”). The approved Charter is attached to this Certificate as Appendix C.
- B. **Term of Agreement.** This Certificate is effective as of July 1, 2019, and shall continue through June 30, 2024, unless earlier terminated as provided herein.

## SECTION 2: SCHOOL GOVERNANCE

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

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

### SECTION 3: EDUCATIONAL PROGRAM

- A. School Mission.** The mission of the School is as follows: To develop students who are competent, confident, productive and responsible young adults who possess the habits, skills and attitudes to succeed in high school and to be offered the invitation of a post-secondary education, satisfying employment, and life-long opportunities.
- B. Grades Served.** The School may serve students in Kindergarten through grade 12.
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- Teach to the high, and through strict adherence to the Harbor School Method, use the Method's educational approach, curricula, and tools to provide multiple opportunities for mastering concepts, and to exceed State benchmarks in required academic testing.
  - Ensure instructional fidelity across grade levels with core instructional methodology being consistent among teachers and grades, ensuring that students learn the instructional routines in early grades which accelerates their ability to focus on new information, skill development and thinking skills.
  - In addition to emphasizing the traditional core curriculum areas of language arts, math, science, social studies, incorporate the Harbor Method's educational features of providing self-contained 7th & 8th grade classes, the study of a foreign language beginning in at least the 3rd grade, and participation in music, PE and computer classes.
  - Provide a School-to-Work experience that, in addition to the school's academic program, purposefully trains students to demonstrate "Attitude and Effort," along with the characteristics of enthusiasm, efficiency and excellence in the work they do. Work-related programs appropriate for each grade level will be carried out, and will include an eighth-grade experience when each student spends two weeks working in the café under the direct supervision of the administrator. Working alongside the students, the administrator will give students feedback and issue a final grade based upon their work performance.

- Provide a School-to-Work emphasis and school culture by adopting policies that are intentionally designed to prepare students for the rigors and challenges of the workplace, including school policies establishing strict attendance requirements, respect for authority, real-life consequences for both positive and negative behaviors, and a culture of respect and kindness.
- Remove fear, threat and intimidation from the learning environment by implementing and carrying out the Harbor Method's character education program that emphasizes kindness and a zero tolerance policy for teasing, taunting, bullying, and negative peer pressure. The character education program will also emphasize and require adults in the school to model the expectations and behaviors for character required of students.
- Hold the school's principal(s) directly accountable for the environment in which teachers teach and students learn. The principals' primary responsibility will be to support teachers and protect teaching time and to be present throughout all student contact areas during school hours. The principal(s) will be visible to students in the classroom, in the hallways, in the lunchroom, and on the playground, and will perform before- and after-school duties, and lunchroom duty in order to model attitude and effort and servant leadership. The principal(s) will also provide daily supervision and support of teachers to ensure instructional fidelity.
- Provide a college-bound, high school experience that sets a substantial academic foundation so that graduates possess key advantages upon entering college or post-high school/professional-technical training, and helps ensure that each graduating student who has college as a goal will have been offered the opportunity to complete a minimum of 9 college credits.

**D. Standardized Testing.** Students of the School shall be tested with the same standardized tests as other Idaho public school students.

**E. Accreditation.** The School shall be accredited as provided by rule of the state board of education.

#### **SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES**

**A. Oversight Allowing Autonomy.** The Authorizer shall comply with the provisions of Charter School Law and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School. The Authorizer's Role will be to evaluate the School's outcomes according to this Certificate and the Performance Framework rather than to establish the process by which the School achieves the outcomes sought.

**B. Charter School Performance Framework.** The Charter School Performance Framework ("Performance Framework") is attached and incorporated into this agreement as Appendix B. The Performance Framework shall be used to evaluate the School's academic, financial and operational performance, and shall supersede and replace any and all assessment measures, educational goals and objectives, financial operations metrics, and operational performance metrics set forth in the Charter and not explicitly incorporated

into the Performance Framework. The specific terms, form and requirements of the Performance Framework, including any required indicators, measures, metrics, and targets, are determined by the Authorizer and will be binding on the School.

**C. 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:

- a. The School's comparison group shall include all schools in the following school district: Nampa School District (131).

**D. Authorizer to Monitor School Performance.** The Authorizer shall monitor and report on the School's progress in relation to the indicators, measures, metrics and targets set out in the Performance Framework. The School shall be subject to a formal review of its academic, mission-specific, operational, and financial performance at least annually.

**E. School Performance.** The School shall achieve an accountability designation of *Good Standing* or *Honor* on each of the three sections of the Performance Framework. In the event the School is a party to a third party management contract which includes a deficit protection clause, the School shall be exempt from some or all measures within the financial portion of the Performance Framework. In accordance with Charter School Law, the Authorizer shall renew any charter in which the public charter school met all of the terms of its performance certificate at the time of renewal.

**F. Performance Framework As Basis For Renewal of Charter.** The School's performance in relation to the indicators, measures, metrics and targets set forth in the Academic and Mission-Specific, Operational and Financial sections of the Performance Framework shall provide the basis upon which the Authorizer will decide whether to renew the School's Charter at the end of the Certificate term. As part of the Performance Framework, the Authorizer agrees to consider mission-specific, rigorous, valid, and reliable indicators of the School's performance. These negotiated indicators will be included in the Mission-Specific portion of the Academic and Mission Specific section of the Performance Framework.

**G. Authorizer's Right to Review.** The School will be subject to review of its academics, operations and finances by the Authorizer, including related policies, documents and records, when the Authorizer deems such review necessary. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.

**H. Site Visits.** In addition to the above procedures, the Charter School shall grant reasonable access to, and cooperate with, the Authorizer, its officers, employees and other agents, including allowing site visits by the Authorizer, its officers, employees, or other agents, for the purpose of allowing the Authorizer to fully evaluate the operations and performance of the School. The Authorizer may conduct a site visit at any time if the Authorizer has reasonable concern regarding the operations and performance of the School. The Authorizer will provide the School reasonable notice prior to its annual site visit to the School. The School shall have an opportunity to provide a written response to the site visit

report no later than fourteen (14) days prior to the meeting at which the report is to be considered by the Authorizer. If no written response is provided, the School shall have the opportunity to respond orally to the site visit report at the meeting.

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

## SECTION 5: SCHOOL OPERATIONS

- A. In General.** The School and the Charter Board shall operate at all times in accordance with all federal and state laws, local ordinances, regulations and Authorizer policies applicable to charter schools.
- B. Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be 440 students.
- C. Enrollment Policy.** The School shall make student recruitment, admissions, enrollment and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or proficiency in the English language. If there are more applications to enroll in the charter school than there are spaces available, the charter school shall select students to attend using a random selection process that shall be publicly noticed and open to the public.
- D. School Facilities.** 9779 Kris Jensen Lane, Nampa, ID83686. The School shall provide reasonable notification to the Authorizer of any change in the location of its facilities.
- E. Attendance Area.** The School's primary attendance area is as follows:  
North Boundary: The center of Lake Lowell Avenue (turning into E. Amity Avenue) to include only property on south side of road(s). [Approx. 3 miles north of school.]  
East Boundary: The center of Happy Valley Rd. to include only property on west side of the road. [Approx. 3 miles east of school.]  
South Boundary: The center of Missouri Rd/Kuna Rd to include only property on north side of road(s). [Approx. 2 miles south of school.]  
West Boundary: The center of Midland Rd to include only property on east side of road. [Approx. 2 miles west of school.]
- F. Staff.** Instructional staff shall be certified teachers as provided by rule of the state board of education. All full-time staff members of the School will be covered by the public employee retirement system, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.

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

## **SECTION 6: SCHOOL FINANCE**

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

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

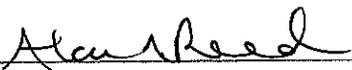
- A. Termination by the School.** Should the School choose to terminate its Charter before the expiration of the Certificate, it may do so upon written notice to the Authorizer. Any school terminating its charter shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix D.
- B. Nonrenewal.** The Authorizer may non-renew the Charter at the expiration of the Certificate if the School failed to meet one (1) or more of the terms of its Certificate. Any school which is not renewed shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix D.

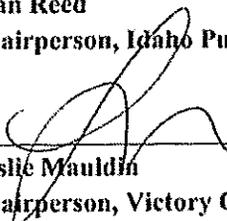
- C. Revocation.** The School’s Charter may be revoked by the Authorizer if the School has failed to meet any of the specific, written renewal conditions attached, if applicable, as Appendix A for necessary improvements established pursuant to Idaho Code§ 33-5209B(1) by the dates specified. Revocation may not occur until the public charter school has been afforded a public hearing, unless the Authorizer determines that continued operation of the public charter school presents an imminent public safety issue. If the School’s Charter is revoked, the School shall work with the Authorizer ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix D.
- D. Dissolution.** Upon termination of the Charter for any reason by the Charter Board, or upon nonrenewal or revocation, the Charter Board will supervise and have authority to conduct the winding up of the business and other affairs of the School; provided, however, that in doing so the Authorizer will not be responsible for and will not assume any liability incurred by the School. The Charter Board and School personnel shall cooperate fully with the winding up of the affairs of the School.
- E. Disposition of School’s Assets upon Termination or Dissolution.** Upon termination of the Charter for any reason, any assets owned by the School shall be distributed in accordance with CharterSchools Law.

## **SECTION 8: MISCELLANEOUS**

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

IN WITNESS WHEREOF, the Authorizer and the School have executed this Performance Certificate to be effective July 1, 2019.

  
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**Alan Reed**  
**Chairperson, Idaho Public Charter School Commission**

  
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**Leslie Mauldin**  
**Chairperson, Victory Charter School, Inc. Board**

Amendment 1

WITNESS WHEREOF, the Authorizer and Victory Charter School have executed this amendment to the Performance Certificate, effective 12/1/2020:

1. To incorporate the PCSC Performance Framework (revised on 10/8/20) as Appendix B of this Performance Certificate.
2. To include the following language as Section 4C of this Performance Certificate:

**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:

- a. The School's comparison group shall include all schools in the following school district: Nampa School District (131).
3. To remove the following language from section 5B of this Performance Certificate:

With annual per-class and overall enrollment caps as outlined in the approved Charter attached as Appendix C.

*Alan Reed*

Alan Reed (Nov 18, 2020 11:34 MST)

**Chairman, Idaho Public Charter School Commission**

*Leslie Mauldin*

Leslie Mauldin (Nov 18, 2020)

**Chairman, Victory Charter School Board**

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

**Appendix B: Performance Framework**

**Appendix C: Charter**

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

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

No conditions of authorization or renewal are applicable.

**Appendix B: Performance Framework**



IDAHO PUBLIC CHARTER SCHOOL COMMISSION  
**PERFORMANCE FRAMEWORK**



Idaho Public Charter School Commission  
304 North 8<sup>th</sup> Street, Room 242  
Boise, Idaho 83702

Phone: (208) 332-1561  
[pcsc@osbe.idaho.gov](mailto:pcsc@osbe.idaho.gov)

Alan Reed, Chairman  
Jenn Thompson, Director

## ACADEMIC MEASURES

### All School Measures

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

### Identified Comparison Group Options:

- All schools in the traditional district in which the school is located as reported on the Idaho Report Card.
- A custom group of individual schools from across Idaho that have similar demographic attributes to the charter school.
- All alternative schools in Idaho.

## 1. MATH PROFICIENCY

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

Math and ELA Proficiency Rubric	
Exceeds Standard	The school’s proficiency rate is greater than one standard deviation above the mean of the identified comparison group, or the school’s proficiency average is in 90 <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, OR the school has been identified for comprehensive or targeted support for three consecutive years as per the Idaho Consolidated Plan.

## 2. ELA PROFICIENCY

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

Math and ELA Proficiency Rubric	
Exceeds Standard	The school’s proficiency rate is greater than one standard deviation above the mean of the identified comparison group, or the school’s proficiency average is in 90 <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, OR the school has been identified for comprehensive or targeted support for three consecutive years as per the Idaho Consolidated Plan.

### 3. MATH GROWTH

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

Growth Rubric Math	
Exceeds Standard	The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment but who did make adequate growth toward proficiency is greater than one standard deviation above the mean of the identified comparison group, OR the school's growth rate is in the 90 <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 PCSC will use the proficiency rates as determined by the Idaho Accountability Framework and reported via the Idaho Report Card.

Growth Rubric ELA	
Exceeds Standard	The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment but who did make adequate growth toward proficiency is greater than one standard deviation above the mean of the identified comparison group, OR the school's growth rate is in the 90 <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 PCSC will use the proficiency rates as determined by the Idaho Accountability Framework and reported via the Idaho Report Card.

Literacy Proficiency Rubric	
Exceeds Standard	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; OR The fall to spring change in proficiency rate is 20% or greater.
<b>Meets Standard</b>	<b>The school's proficiency on the spring administration of the statewide literacy assessment is equal to the mean or within one standard deviation above the mean of the identified comparison group; OR the school's fall to spring change in proficiency rate is between 10%-19%.</b>
Approaches Standard	The school's proficiency on the spring administration of the statewide literacy assessment falls within one standard deviation below the mean of the identified comparison group.
Does Not Meet Standard	The school's proficiency rate on the spring administration of the statewide literacy assessment is more than one standard deviation below the mean of the identified comparison group.

## 6. COLLEGE AND CAREER READINESS

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

**Graduation Rate:** The PCSC will use either the 4-Year ACGR or the 5-Year ACGR as determined by the Idaho Accountability Framework and reported via the Idaho Report Card.

C&C Readiness Rubric	
Exceeds Standard	The school's 4-Year or 5-Year ACGR is greater than one standard deviation above the identified comparison group, OR the school's ACGR is 90%.
<b>Meets Standard</b>	<b>The school's 4-Year or 5-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 or 5-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 or 5-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.
<b>Meets Standard</b>	<b>Board Bylaws are compliant with ID law. Articles of Incorporation are current. No investigations were conducted into either ethical behavior or conflict of interest regarding any board director. The board did not experience an Open Meeting Law violation that needed to be cured this year.</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.

### 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.
<b>Meets Standard</b>	<b>The board reviews academic data in a timely and thorough manner. The board reviews financial reports in a timely and thorough manner. The board maintains compliant policies. The board engages in strategic planning. The board conducts a compliant annual evaluation of their school leader and/or management organization.</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.

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.
<b>Meets Standard</b>	<b>The PCSC did not issue any courtesy letters or notify an external investigative body of compliance concerns this year.</b>
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

## OPERATIONAL MANAGEMENT

### 4. Student Services Rubric

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

Student Services Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years.
<b>Meets Standard</b>	<b>The school's English Language Learner program is in good standing. The school's Special Education program is in good standing. The school's college and career readiness program is in good standing.</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.

## 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.
<b>Meets Standard</b>	<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). The school did not experience any issues involving data security this year. The school did not experience any compliance issue regarding public records requests this year.</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.

## 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.
<b>Meets Standard</b>	<b>The school’s occupancy certificate is current. The school maintains current safety inspections and drills. The school provides daily transportation to students in compliance with Idaho Code. The school provides a compliant lunch program.</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.

## 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.
<b>Meets Standard</b>	<b>Required reports are submitted accurately and on time. The school maintains a compliant enrollment process. No correct action plans were issued by the SDE this year.</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.

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

### 3. Default

Calculation: No calculation.

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

Default Rubric	
Exceeds Standard	The school has met standard for at least 3 consecutive years.
<b>Meets Standard</b>	<b>The school is not in default of any financial obligations, and did not experience any instances of default during the fiscal year. Financial obligations include, but are not limited to, making payments to vendors and utility services on time, complying with all loan covenants, filing any reports required for maintenance of grants or philanthropic funds, meeting all tax obligations, and operating without financial judgements or property liens.</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: Enrollment Projections (as submitted to the PCSC in July) divided by Mid-Term ADA.

Data Source: Mid-Term ADA report

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

## SUSTAINABLE HEALTH

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

Calculation:

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

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

Data Source: Annual Fiscal Audit Report

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

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

Calculation (example years are included as reference):

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

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

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

Data Source: Annual Fiscal Audit Report

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

## 7. Debt Service Coverage Ratio

### Calculation:

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

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

Data Source: Annual Fiscal Audit Report

### Debt Service Coverage Ratio Rubric

Exceeds Standard	The school's debt service coverage ratio is 1.5 or greater OR 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, OR 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.
<b>Meets Standard</b>	<b>Accounting Practices: finances are managed in compliance with GAAP.</b> <b>Financial Transparency: expenditures and contracts are posted on the school's site.</b> <b>Internal Controls: the school's internal controls are compliant.</b>
Approaches Standard	The school was informed of non-compliance with accounting practices, financial transparency, or internal controls, and prompt action to correct is in evidence.
Does Not Meet Standard	The school is operating under a notification of fiscal concern or a notification of possible or imminent closure OR the school was informed of non-compliance with accounting practices, financial transparency, or internal controls and the issues were not corrected within 30 days.

## **Appendix C: Charter**

# VICTORY CHARTER SCHOOL

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# VICTORY CHARTER SCHOOL

*“...We held on to our central truth - that it is not possible to change significantly what happens in schools unless you change significantly the nature of the human relationships that form the educational experiences.”*

*-Olds & Pearlman, Designing the New American School*

## INTRODUCTION

This proposal was made possible by Idaho Code, Chapter 52, Title 33, passed by the Idaho Legislature in 1998. Charter schools provide opportunities for teachers, parents, pupils and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

- Effectively using technology as a tool;
- Improve pupil learning;
- Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low-achieving;
- Encourage the use of different and innovative teaching methods;
- Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site;
- Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system;
- Hold the school established under this plan accountable for meeting measurable pupil outcomes, both behaviorally and academically.

We respectfully submit this proposal to allow parents the opportunity to qualify for the lottery in accordance with the Charter legislation.

Our proposal for Victory Charter School is an alternative educational opportunity that mirrors Liberty Charter School by offering students the promise of a Kindergarten through Grade 12 education, which will lead to a successful high school experience and/or admission to an institution of higher education. This promise is made with the understanding that an education is a shared responsibility of the public schools, the parents, the community and the individual learners.

### **Unique Aspects:**

The distinctive aspects of Victory Charter School include the addition of seventh and eighth grade, as well as the high school grades, the study of a second language, piano lessons for Kindergarten through third grade students, enriched gifted and talented services, integration of community service into the learning process, and within eighteen months a full integration of technology as a learning tool.

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*Seventh/Eighth Grade Opportunity* - Realizing that the junior high years are critical to a child's self esteem, we will offer seventh grade the school year 2002/2003 and eighth grade the following year. The focus of the seventh and eighth grades will be to provide a different environment where students will experience less stress. There will be less movement from room to room, fewer teachers and students, therefore a smaller arena that is not as threatening to a student's self esteem when taking risks or making mistakes.

*High School Opportunity* - The focus of Victory High School's curriculum will be math and science, while integrating and ensuring all required academic areas are covered. Student learning in every curricular area will be most notably advanced using independent and group learning projects to achieve the learning goals of each student. Mini-labs, conducted weekly in small groups, will specifically address student needs in the areas of math and science. Academic challenge opportunities in the math/science focus will include Advanced Placement exams and Concurrent Credit courses, with the goal of helping each graduating student who has college as a goal to obtain a minimum of nine (9) college credits. Additionally, apprenticeships and internships will be organized to encourage math/science opportunities, with other academic interests supported, outside of the classroom for career exploration. Eligible Victory Charter School students will also be able to participate in dual enrollment opportunities with other school districts as provided for in Chapter 2, Title 33, Idaho Code, and Victory Charter School's policies regarding dual enrollment. All coursework (e.g. content) will be designed in light of Northwest Regional Accreditation and state standards. All teachers will be accredited in one of the following fields: mathematics, science, language arts or social studies.

*Foreign Language* - The study of a foreign language is an integral and distinguishing aspect of the Charter curriculum. The foreign language choice will be Spanish. Research demonstrates that the study of a second language boosts English proficiency, improves memory and self-discipline and enhances verbal and problem-solving skills. Studies also show that learning a foreign language actually contributes to better SAT and ACT scores. Most colleges and universities require a second language for incoming students. In addition:

- Knowledge of a second language is essential in over 60 occupations
- Each of the major U.S. corporations routinely employs 500 to 5,000 persons abroad
- Commercial language schools now have waiting lists, due to increased demands in Business and industry for people with strong language skills
- 1,261 companies surveyed reported 60,687 positions requiring a second language

The initial emphasis will be with intermediate level learners (ages 9-13). An expected outcome is that learners will communicate and interact effectively in a second language.

*Music; Piano Lessons - Kindergarten through third grade. .5 hours per week* - It is our belief that early musical training - particularly on the piano - can dramatically boost a child's brain power, building the kind of skills necessary to succeed in high level math and science. Recent studies of California and Wisconsin showed that after only six months, pre-school piano students out-performed those who had not studied by 35% on measured intelligence tests! Further studies have shown that the best time to boost brainpower through music is between the ages of two and ten. The explanation for this phenomenon is simple: when a child makes music, brain cells begin

firing in patterns - linking with each other and forming a network of lasting connections. This exercises and strengthens the same bridges in the brain that are believed to lay the framework for logic, order, and abstract reasoning.

Therefore, we propose to create a piano lab within the first two years of the inception of the Victory Charter School where primary students (grades K - 3) will learn the basics of playing the keyboard. Older students will continue their musical instruction through expanded choir, band, and orchestra programs. It is not our intent to turn every child into a Mozart or an Einstein. But it is our desire to stimulate as much brain activity as possible...for the stimulus a child receives early in life will determine how well their brain functions through life.

*Gifted and Talented Enrichment* - In a society based on democratic principles, each person has the right to learn at the most appropriate level where growth will take place. Because gifted and/or talented students have special needs, they will be provided educational experiences that will strive to meet those needs in the regular classroom. The Harbor Method is a direct instruction method which requires teachers to teach above grade level and provides multiple opportunities for students to reach higher learning levels. Students are also encouraged to pursue challenges beyond the scope of the regular curriculum, including Hall of Fame, Famous I, Famous II, and Famous III, regardless of their areas of giftedness or talents. At the high school level, this is accomplished through, but not limited to, clustering, competitions, consultations, curriculum compacting, concurrent credit college courses, and career exploration.

*Community Service* - Community service is a vital and distinctive element of the Charter curriculum. Learners reap the rewards that come from being active, contributing community members. They experientially discover the interrelationships of community members. They feel the satisfaction of seeing their activity produce positive changes in their community and their lives. The community service requirement is designed to instill a sense of individual, social, and civic responsibility. It enables learners to become whole people whose presence in society is valuable because of their development of values and newly found knowledge to solve for the needs of others. Specifics of the program are determined by the learners and Victory Charter staff during the initial weeks of each school year, based on current community needs and interaction with community and governmental leaders.

*Technology* - Technology provides learners with skills that prepare them for future employment. The term “technology” includes learning tools such as computers, interactive video equipment, audio-visual aids, scientific equipment and networks linked to local and nationwide resources. These tools help students guide their own education. They support a child’s natural way of learning through individual and group discovery, and through seeking solutions to real life challenges. “Learning how to learn” is the real purpose of education. Those who succeed in this goal become lifelong learners. Interactive technologies properly used for this goal leap the barriers of time, space and limited attention span and bring the world to our fingertips.

In our charter effort within the first 24 months, computers will be tools used for activities such as:

- Research - Access information via electronic reference books, databases, networks, etc.
- Authoring - Create and illustrate stories and reports to share with others in media such as printed documents videos and digital film.

- Drill, Practice, Remediation - Computers take over tedious routines, providing instant feedback on mistakes and how to correct them. It is possible to evaluate learning needs and take learners back to foundation knowledge they may have missed.
- Computation - Learning mathematical skills through spreadsheets and other software applications helps prepare learners for future careers.
- Record Keeping and Storage - Charter learners discover that computer databases are effective tools for tracking school and business records, schedules, inventories, etc.
- Communication - Network link learners at school with their homes, other schools and national resource centers.

**ELEMENT ONE: CHARTER REQUEST**

In accordance with Idaho Code Section 33-5205, we, the undersigned, formally request the Nampa School District Board of Trustees to grant a charter to operate the Nampa II Charter School from July 1, 2002 until June 30, 2007 with the opportunity to request a renewal of the Charter as described in Idaho Code Section 33-5209.

_____	_____
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**ELEMENT TWO: PHILOSOPHY AND MISSION**

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 multiply, information management, technology and communication will become tools for success. Successful workers will need to be literate 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, some education or training will be required at an institution of higher learning.

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

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

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

They will develop personal habits and attitudes of:

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

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

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

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- 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.

***The philosophy of Victory Charter School is grounded in the belief that when there is low threat and content is highly challenging, accelerated learning takes place.***

Each child has the right to come to school without fear of taunting, teasing or violence. Each parent has the right to expect a school to provide a safe, kind environment for his/her child. Each staff member has the right to teach without fear of violence. Students, parents and teachers will experience peace of mind in the Victory Charter School setting. We believe that a “kind” environment should be extended through the potentially tumultuous junior high years.

### **ELEMENT THREE: THE GOVERNANCE STRUCTURE OF THE SCHOOL**

The Governing Board of the Victory Charter School will be organized and managed under the Idaho Nonprofit Corporation Act. The Governing Board will provide copies of the articles and bylaws of this non-profit corporation to the Public Charter School Commission. The Victory Charter Governing Board will be deemed public agents to control the articles and bylaws of the non-profit corporation known as Victory Charter School. The Governing Board will have all the power and duties afforded to a Board of Trustees. Victory Charter School will be considered a public school for all purposes and, as such, shall be responsible to identify and comply with all statutory requirements affecting the operation of a public school. Therefore, the Governing Board meetings will follow the open meeting laws, keeping accurate minutes and making said minutes available to the public. If Victory Charter School is voluntarily relinquished, revoked, or expires, the school’s sponsor will be the recipient of all moveable assets.

Victory Charter School will be liable for all acts, omissions, debts or other obligations. Victory Charter School shall defend, hold harmless and indemnify the Victory Charter Board and its sponsor, the Idaho Public Charter School Commission, against any claim, action, loss, damage, injury liability, cost or expense of any kind or nature, including, but not limited to, attorney’s fees and court costs, arising out of the operation of Victory Charter School and/or arising out of the acts or omissions of the agents, employees or contractors of Victory Charter School. Victory Charter School will secure and maintain insurance for liability, errors and omissions, and property loss. Documentation of insurance coverage will be filed with the Public Charter School Commission. Victory Charter School 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 condition as a public school district. All employees, directors and officers shall enjoy the same immunities as employees, directors and officers of public schools.

The five founding members of the Governing Board are Leslie Mauldin, Gayle O’Donahue, Joe Huff, Monte Schlerf and Anne Martin.

The Governing Board will direct Victory Charter School. Governing Board members will be appointed as provided by and in accordance with Idaho non-profit corporation law.

Victory Charter School will be on a year-round, single-track schedule. The calendar will be presented to the Idaho Public Charter School Commission, the school's sponsor.

The governing board will employ an administrator to operate the school on a day-to-day basis (see Attachment 6.)

Ancillary support personnel, including clerical and custodial, will be hired and supervised by the administrator employed by the charter school. The state funding formula will provide the money to hire staff through the regular budgetary process. Volunteers will provide additional help, particularly in the physical set-up of the school for operation during its first year.

In its initial years of operation, Victory Charter School classrooms will be housed in portable buildings located at 1081 Lewis Lane, Nampa, ID, adjacent to Liberty Charter School. It is projected that Victory will build a permanent facility in the same location within three years of start-up. Victory Charter School will arrange to use Liberty Charter School's gym, library, computer lab, and music room, and will use Liberty's kindergarten classroom in the afternoon until the permanent facility is constructed.

### ***PARENTAL INVOLVEMENT***

Parents of the students who attend Victory Charter School will be involved at many levels. Parents bring an in-depth understanding of their children's personalities, learning styles and strengths and weaknesses. . The process to ensure parental involvement will be as follows:

1. Parents will sign the following eight specific policy letters: fighting and its consequences, liability issues concerning supervision on the premises, field trips, bus safety, concerning insurance and student injuries, homework policy, dress guidelines, and the discipline plan.
2. Parents will be encouraged to attend two parent teacher conferences a year.
3. Parents will complete one survey throughout the school year addressing one of the following issues; safety of students, classroom discipline, school-wide discipline, child's response to classroom atmosphere, and parent's perception of learning environment.

In addition, parents will be encouraged to provide an appropriate learning environment at home for their child to study, and to volunteer at the school setting.

## **ELEMENT FOUR: THE EDUCATIONAL LEARNING PROGRAM**

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

Our students will be able to:

- Develop their aesthetic talents in music, visual arts or performance;
- Develop oral and written skills;
- Have the opportunity to develop oral and written skills in a non-native language;
- Possess the ability to use knowledge and skills, think logically and solve problems related to mathematics;
- Have sufficient knowledge of science to be responsible users of scientific information;
- Participate in a comprehensive program of community service that reflects responsible citizens in a democratic society and an inter-dependent world;
- Understand and apply the knowledge, concepts, principles and themes embedded in each of the social studies - history, geography, political science and economics.

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

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

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

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

The Educational Learning Program will be accomplished within the context and focus of the Thoroughness Standards as defined in section 33-1612 of Idaho Code and Administrative Rules

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for the Board of Education 08.02.03 Rules of Governing Thoroughness. The architects of Victory Charter School understand that a “thorough system of public schools” in Idaho is one in which:

- A safe environment conducive to learning is provided;
- Educators are empowered to maintain classroom discipline;
- The basic values of honesty, self-discipline, unselfishness, respect for authority and the central importance of work are emphasized;
- The skills necessary to communicate effectively are taught;
- A basic curriculum necessary to enable students to enter academic or vocational post secondary educational programs are provided;
- The skills necessary for students to enter the work force are taught;
- The students are introduced to current technology; and
- The importance of students acquiring the skills to enable them to be responsible citizens of their homes, schools and communities is emphasized.

Victory Charter School will achieve the Thoroughness Standards through its basic curriculum and the unique aspects. The instruction of the curriculum will be accomplished by using an aligned proactive method. A combination of a strong emphasis on kindness, the “golden rule”, and a reward system (Citizen of the Week and Citizen of the Month) which honors children who are hard working, responsible, honest, respectful, etc. creates an environment allowing for student peace of mind which then maximizes learning potential. We will focus on the memorization and dramatization of classic poetry rich in moral education. Through daily recitation, discussion, and application to life situations, this aligned proactive approach will create sensitivity for mankind in staff and students.

Victory Charter School will be accredited by the Idaho Department of Education.

### **A Basic Curriculum**

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

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

The subjects that comprise the curriculum are listed and briefly discussed below. The traditional core curriculum areas - language, arts, math, science, social studies - remain strongly emphasized. They are augmented by music, theater, art, health, physical, and environmental education.

## **Core Curriculum**

*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, expository writing. Communication skills include speaking and writing, and expand into presentation skills, using modern technological tools.

*Science and Health* - The Victory Charter School science curriculum is a multi-year sequence, which emphasizes hands-on experimentation and functional knowledge of scientific phenomena.

Science must take students beyond the factual approach of reading, reciting, drilling and testing science to actually “doing” and “feeling”. This process approach lets students experience the excitement of science so they can better understand facts and concepts.

Kindergarten through third grade students will focus on the basic science process skills of observing, inferring, measuring, communicating, classifying and predicting. Fourth through eighth grade students will add the integrated science process skills of identifying variables, constructing tables of data, constructing graphs, describing relationships between variables, acquiring and processing data, constructing hypotheses and designing investigations.

*Math* - Kindergarten through eighth grade students will master the arithmetic processes of addition, subtraction, multiplication, and division of whole numbers, fractions, and decimals through Hall of Fame Drills. However, since mathematical learning is not a spectator sport, we will continue to have concept and manipulative experiences that engage students in exploring, conjecturing and thinking. Students will view and use math as a tool for reasoning and problem solving in purposeful ways.

*Social Studies and Community Service* - Kindergarten through 12<sup>th</sup> grade will follow the state standards and benchmarks. In addition, there will be a strong emphasis on community service in the seventh thru twelfth grades as students apply their understanding of and their contributions to the world around them. We will seek out ways for the students to discover and experience responsibilities and rights as members of our democratic community.

*Environmental Education* - Victory Charter School emphasizes responsibility towards 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 Nampa community projects will show learners how they can affect the future quality of our cities and health of our green spaces.

*Technology* - Victory Charter School emphasizes the area of technology as outlined in Attachment 3. This will provide our learners with skills, which will prepare them for future

employment. This supports a child's natural way of learning through individual and group discovery and seeking solutions to real life challenges. Learning how to learn is not only the real purpose of education, but it also leads to our goal of becoming lifelong learners.

## **Methods**

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

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

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

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

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

## **Learning Opportunities**

Multiple learning opportunities will be afforded to Victory Charter School students. Some are familiar, some are novel, but all strive to make learning relevant and purposeful and to actively engage the learner.

Problem-solving groups apply knowledge they have acquired and to practice new skills by tackling both real world problems and problems stimulated to model the current work-world. For example, the Victory Charter School's requirement for students to perform genuine community service not only informs students about real needs our community has, but encourages them as a group to decide which ones they can reasonably address, plan an approach, implement the plan and then evaluate the result.

Peer teaching provides an opportunity for learners to become educators and reinforce their own knowledge and mastery of new skills through presentation of their own work and “learning buddy” activities.

## **Assessment**

The purpose of assessment is to support and guide the learning process. It is a tool to recognize accomplishment and certify that knowledge has been gained. Assessment also discerns those areas where understanding is still incomplete and enables students to focus their efforts where they will produce the greatest benefit.

Assessment is a means of measuring each learner’s progress according to clearly recognizable standards. It is a tool for helping students learn more about their own strengths and weaknesses without intimidation, fear, or feeling there are winners and losers. It is a source of motivation for the learners and a guide for helping them achieve personal mastery.

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.

Self-assessment is a unique learning opportunity for Victory Charter students. As active participants in assessment of their own work, learners are encouraged to develop intrapersonal understanding of their strengths and deficiencies and an objective view of their accomplishments. In addition, a 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.

Performance will be assessed on at least three levels. Student progress relative to previous performance will be assessed through portfolios of video taped oral presentations, written reports, individual and group projects and via computer learning packages. In addition, we will assess the attitudes and personal /academic habits listed in Element 2 through teacher evaluations of projects and video presentations, as well as parental input. Performance will be assessed relative to district and state developed standards. Victory Charter School will assess its students on the Iowa Test of Basic Skills (ITBS).

## **ELEMENT FIVE: THE MEASURABLE STUDENT EDUCATIONAL STANDARDS**

Victory Charter School lists below the standards, which are driven by the philosophy of the charter. Victory Charter School’s guiding coalition 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. The technology unique aspect strand will be evidenced throughout the following standards.

## **Standards:**

### Personal Responsibility

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

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

### 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 and 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.

## **Measurement**

Victory Charter School learners are exposed to some traditional examination methods. As required by the Charter, student performance is assessed relative to other learners of the same age, grade, through district, state and national testing. At the beginning of each year, all Victory Charter School students will be given a baseline assessment during the first three weeks of

school. Kindergarten through second grade will be tested on the Metropolitan. Third through eighth grade students will be tested on the Iowa Tests of Basic Skills.

Students as a group will:

- Meet the statewide performance standards adopted by the Idaho State Board of Education. These standards include the subjects of Language Arts, Mathematics, Science, Social Studies and Physical Education;
- Achieve in the top quartile of the school's relative rank in all aspects of the following assessments:
  - Direct Write Assessment (State) - Grades 4, 8, 11
  - Direct Math Assessment (State) - Grades 4, 8, 11
  - Metropolitan Reading and Math - Grades 1 & 2;
  - Waterford Testing, Kindergarten - Grade 3;
  - Idaho Reading Assessment – Grades K – 3,
  - Idaho Standards Achievement Test (ISAT) – Grades 2-10
  - Reading as a Discipline.
- Achieve State Board of Education and State Department of Education developed standards for age levels, content areas and outcomes. These standards will be measured by student products, performances, exhibitions and tests that are directly related to locally developed expectations, such as the Math Exit Test and any future tests developed by the State Board of Education and State Department of Education, as well as any new state assessments developed in the future.
- We will meet the goals identified in this Charter petition when students demonstrate the following;
  - Score in the top quartile on standardized tests on the national, state, or district levels after a period of two consecutive academic years at Victory Charter School;
  - Reading at grade level by 3rd grade;
  - Computing math at grade level by 3rd grade;
  - Student absenteeism is less than 4%;
  - Student tardies are less than 2%;

7th through 12<sup>th</sup> grade students will receive a positive evaluation when completing the community service piece of the charter which is designed to instill a sense of individual, social, and civic responsibility where learners will use new found knowledge of solve community problems;

Students reflect positive growth on the parent surveys done yearly on the child's attitudes and habits toward, but not limited to, work ethic, honesty, taking responsibility, self-confidence, etc.;

Samples of student work depicting acquired, integrated, extended, refined and meaningful utilization of knowledge;

Students reflect positive growth on self-assessment surveys done yearly on attitudes and habits toward task performance.

**Special Note:** 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.

## **ELEMENT SIX: QUALIFICATIONS TO BE MET BY INDIVIDUALS TO BE EMPLOYED BY THE CHARTER**

All individuals to be employed by Victory Charter School must possess the personal characteristics, knowledge base and successful experiences in the responsibilities and qualifications identified in the posted job description. Administrative and instructional staff will be certified teachers, as provided by rule of the State Board of Education. The Charter School will follow the supervision, evaluation, and dismissal as detailed in the Idaho Code.

## **ELEMENT SEVEN: HEALTH AND SAFETY OF PUPILS AND STAFF**

Victory Charter School will comply with the provisions of Idaho Code § 33-5205(3)(f). Each new employee not possessing a valid Idaho State Teaching Credential must submit two sets of fingerprints to the State Department of Law Enforcement for the purpose of obtaining a criminal background check. This requirement is a condition of employment.

Victory Charter School will follow the same procedures to ensure the health and safety of pupils and staff as are followed by Attachment 4.

The primary learning space for Victory Charter School will be located at 1081 E. Lewis Lane, Nampa, Idaho. The facility will be maintained to code and will ensure that all existing codes are met. The facility will be open to the public at large for visitation at any time.

## **ELEMENT EIGHT: ADMISSION REQUIREMENTS**

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

Victory Charter School has established an admission preference for students residing within the primary attendance area of the school. In addition, Victory has established admission preferences for returning students, for children of founders and full-time employees of the school, for siblings of students already attending the school, for students seeking to transfer from Legacy Charter School in Nampa, and for students residing outside the primary attendance area.

### **Priority of Admission Preferences**

Preferences for admission to Victory Charter School shall be as follows:

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- a. First, to pupils returning to Victory in the second or any subsequent year of operation. Returning students are automatically enrolled in the appropriate grade and do not need to be selected by a lottery.
- b. Second, to children of founders and full-time employees provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of Victory Charter School.
- c. Third, to siblings of pupils already enrolled in Victory Charter School.
- d. Fourth, to students seeking to transfer from Legacy Charter School in Nampa, and who have been enrolled at Legacy for at least one year, so long as there is an existing written agreement in place for this preference between Victory and Legacy Charter Schools.
- e. Fifth, to prospective students residing in the primary attendance area of Victory Charter School, defined as:
  - North Boundary: The center of Lake Lowell Avenue (turning into E. Amity Avenue) to include only property on south side of road(s). [Approx. 3 miles north of school.]
  - East Boundary: The center of Happy Valley Rd. to include only property on west side of the road. [Approx. 3 miles east of school.]
  - South Boundary: The center of Missouri Rd/Kuna Rd to include only property on north side of road(s). [Approx. 2 miles south of school.]
  - West Boundary: The center of Midland Rd to include only property on east side of road. [Approx. 2 miles west of school.]
- f. Sixth, to prospective students residing outside the primary attendance area of Victory Charter School.

**Equitable Selection Process for the Victory Charter School Waiting List**

Victory Charter School will comply with Idaho State Board of Education Rules Governing Public Charter Schools IDAPA 08.02.04 for the Equitable Selection Process.

**Notification and Acceptance Process**

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

Prior to admission, all parents/guardians will sign a letter indicating they understand the Charter outcomes, philosophy and program. An admissions test will not be required.

## **ELEMENT NINE: REQUIREMENT FOR ANNUAL AUDIT AND PROGRAMMATIC OPERATION OF VICTORY CHARTER SCHOOL**

Victory Charter School will follow the requirements set forth by Idaho Statutes regarding an annual audit. The accounting records will be kept in accordance with generally accepted accounting principles as dictated by Idaho Statutes. Victory Charter School will follow the requirements set forth by the Idaho Department of Education. The same format for account numbering will be used as set forth by the Department of Education.

Victory Charter School will submit to its sponsor copies of all accounting reports that are required to be submitted within the same time frame as required by the Department of Education. Budget reports will be submitted to its sponsor in the prescribed form and dates as outlined by Idaho Statutes.

More detail on accounting procedures will be kept by the Treasurer in an accounting manual.

Victory Charter School will present a programmatic operation report to its sponsor annually. Victory Charter School will be responsible and accountable for the learning program, student standards, measurable educational standards, and unique aspects of the contract.

## **ELEMENT TEN: PROCEDURES FOR THE SUSPENSION AND EXPULSION OF VICTORY CHARTER SCHOOL PUPILS**

The procedures for suspension and expulsion and re-enrollment of Victory Charter School will follow the procedures as stated in Attachment 5.

## **ELEMENT ELEVEN: STUDENT SERVICES OF THE CHARTER SCHOOL POPULATION**

Victory Charter School will identify special needs students, including LEP (Limited English Proficient), special education, gifted and talented, compensatory education, and provide successful special needs education for them. Victory Charter School will comply with the “Special Education Manual” from the State Department of Education as now adopted, or as amended. The Victory Charter School administrator will be the Section 504 Compliance Officer.

Transportation is provided to Victory Charter School students who reside in the school’s contiguous primary attendance area, defined as the Nampa School District. If a special needs student needs transportation while attending Victory Charter School, it will be provided if the student is not capable of getting to school in the same manner as other students.

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

Victory Charter School will form a multidisciplinary team to consider a student's eligibility for special education. If a team determines the need for an evaluation by personnel, such as a school psychologist, speech therapist, or occupational therapist, not currently employed by Victory Charter School, such evaluations will be contracted with a private provider.

A certificated special education teacher will be responsible to monitor Individual Education Plans (IEPs) are being implemented as written. The special education teacher, or an educational assistant under his/her guidance, will provide services in an inclusion or a pull-out model depending on the degree of intervention necessary to meet the student's needs. The special education teacher will consult with the general education staff to utilize effective classroom interventions, adaptations, and modifications.

Related services, such as speech or language therapy, occupational therapy, or transportation, refer to those services necessary for a student to benefit from their special education. Victory Charter School will contract with a private provider or a nearby school district for the provision of related services. Direct speech, language, or OT services may be provided by a paraprofessional under the direct supervision of a licensed therapist. The supervision of paraprofessionals will be outlined in the student's IEP.

In the event that the IEP team determines that the student's academic needs cannot be met on site, the Victory Charter School will contract with a nearby school district to provide an alternative placement to meet the needs of the student.

Victory Charter School will use a home-language survey upon student's registration. In addition, the "Woodcock Munoz" test will determine the student's eligibility and language level – L1, L2, and L3. The "Woodcock Munoz" test will be used as a pre-post test to document the progress in both content areas and English language development.

## **ELEMENT TWELVE: THE MANNER BY WHICH VICTORY CHARTER SCHOOL STAFF MEMBERS WILL BE COVERED BY PERSI OR FEDERAL SOCIAL SECURITY**

All employees who currently are members of PERSI will continue their participation. Employees will contribute at the rate established by PERSI.

All employees shall contribute to the Social Security System.

Victory Charter School will make all employer contributions as required by PERSI and Federal Social Security. They will also pay for workers compensation insurance, unemployment insurance and any other payroll obligations of an employer.

### **ELEMENT THIRTEEN: RIGHT OF SCHOOL DISTRICT EMPLOYEES LEAVING THEIR DISTRICT TO WORK AT VICTORY CHARTER SCHOOL**

Any current school district employee in Idaho who becomes an employee of Victory Charter School, certificated and non-certificated, will not be considered employees of any Idaho School District and therefore, will not have transfer rights. If a Victory Charter School employee wishes to return to a school district, he or she must apply through that District's employment procedures for new employees.

### **ELEMENT FOURTEEN: ARTICULATION WITH THE PUBLIC CHARTER SCHOOL COMMISSION**

Victory Charter School will ensure an efficient exchange of pupil records to follow the State's accepted practices and procedures in the areas of transitioning students from elementary schools into middle schools and middle schools into high schools.

The Public Charter School Commission and the governing board of Victory Charter School will resolve disputes relating to provisions of the charter following the procedures set forth in Idaho Code 33-5209 and the applicable rules of the State Board of Education for notice of defect and submission of a corrective action plan.

In order to promote efficient communication, all requests for public information of Victory Charter School will be made in writing. Upon receipt of the request Victory Charter will reply in accordance to Idaho Code Subsection 9-335 through 9-348.

Eligible Victory Charter School students will participate in dual enrollment in local school districts in which they reside as provided for in Chapter 2, Title 33, Idaho Code, and the Victory Charter School's policies regarding dual enrollment. When appropriate the students will enroll in the non-charter school within their attendance zone. Transportation to and from dual enrollment classes/activities will be provided by the parents or guardians of Victory Charter School students. Reimbursement when appropriate for these dual enrollment opportunities will be the same amount as all students who enroll from private schools, home schools, and other public schools.

## **ELEMENT FIFTEEN: STUDENT ENROLLMENT OF THE CHARTER SCHOOL**

The enrollment capacity at Victory Charter School will be 425 students.

## **ELEMENT SIXTEEN: ADDITIONS, DELETIONS, AMENDMENTS, & MODIFICATIONS OF THE CHARTER**

Any and all revisions to the charter of Victory Charter School must be approved by the Public Charter School Commission. Any element of the Charter that, through legislation or legal ruling, is deemed to be outside the intent of Idaho Code Section 33-5205 shall be revised or removed from the Charter. Such a situation would not result in the loss of the Charter.

## **ELEMENT SEVENTEEN: OTHER CHARTER ELEMENTS**

Victory Charter School will be nonsectarian in its programs, admission policies, employment practices and all other operations, and shall not discriminate against any student or employee on the basis of ethnicity, national origin, gender or disability. Victory Charter School will not charge tuition, levy taxes or issue bonds.

## **ELEMENT EIGHTEEN: SALARY, HEALTH BENEFITS AND RETIREMENT BENEFITS OF THE NAMPA EDUCATION ASSOCIATION MEMBERS EMPLOYED BY THE CHARTER SCHOOL**

The members of the Nampa Education Association and non-union members on the Victory Charter School staff will have at minimum the same salary and health benefits no less than the state's allocation. The staff of Victory Public Charter School shall be considered a separate unit for purposes of collective bargaining.

## **ELEMENT NINETEEN: TRANSPORTATION AND LUNCH PROGRAM**

Transportation will be provided for those students residing in the primary attendance area. Victory Charter School will access the federal lunch program.

## **ELEMENT TWENTY: IDAHO NON PROFIT CORPORATION ACT**

The Governing Board of the Charter School is organized and managed under the Idaho Nonprofit Corporation Act. The Governing Board are deemed the public agents to control the charter school. The Governing Board has all the power and duties afforded to a Board of Trustees. The charter school will be considered a public school for all purposes. Therefore, the Governing Board meetings follow the open meeting laws, keeping accurate minutes and making said minutes available to the public. If the charter school is voluntarily relinquished, revoked, or expires, the Public Charter School Commission will be the recipient of all moveable assets.

## **ELEMENT TWENTY ONE: POTENTIAL CIVIL LIABILITY**

Victory Charter School will be liable for all acts, omissions, debts or other obligations. The Victory Charter School shall defend, hold harmless and indemnify the Victory Governing Board and its sponsor the Charter Commission against any claim, action, loss, damage, injury liability, cost or expense of any kind or nature, including, but not limited to, attorney's fees and court costs, arising out of the operation of Victory Charter School and/or arising out of the acts or omissions of the agents, employees or contractors of Victory Charter School.

There will be no liability for the approving authority, the Public Charter Commission. The Victory Charter School 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 condition as a public school district. All employees, directors and officers shall enjoy the same immunities as employees, directors and officers of public schools.

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

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

**CLOSURE  
PROTOCOL**

**August 2013**



## Background

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

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

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

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

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

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

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# Introduction

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

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

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

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

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

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

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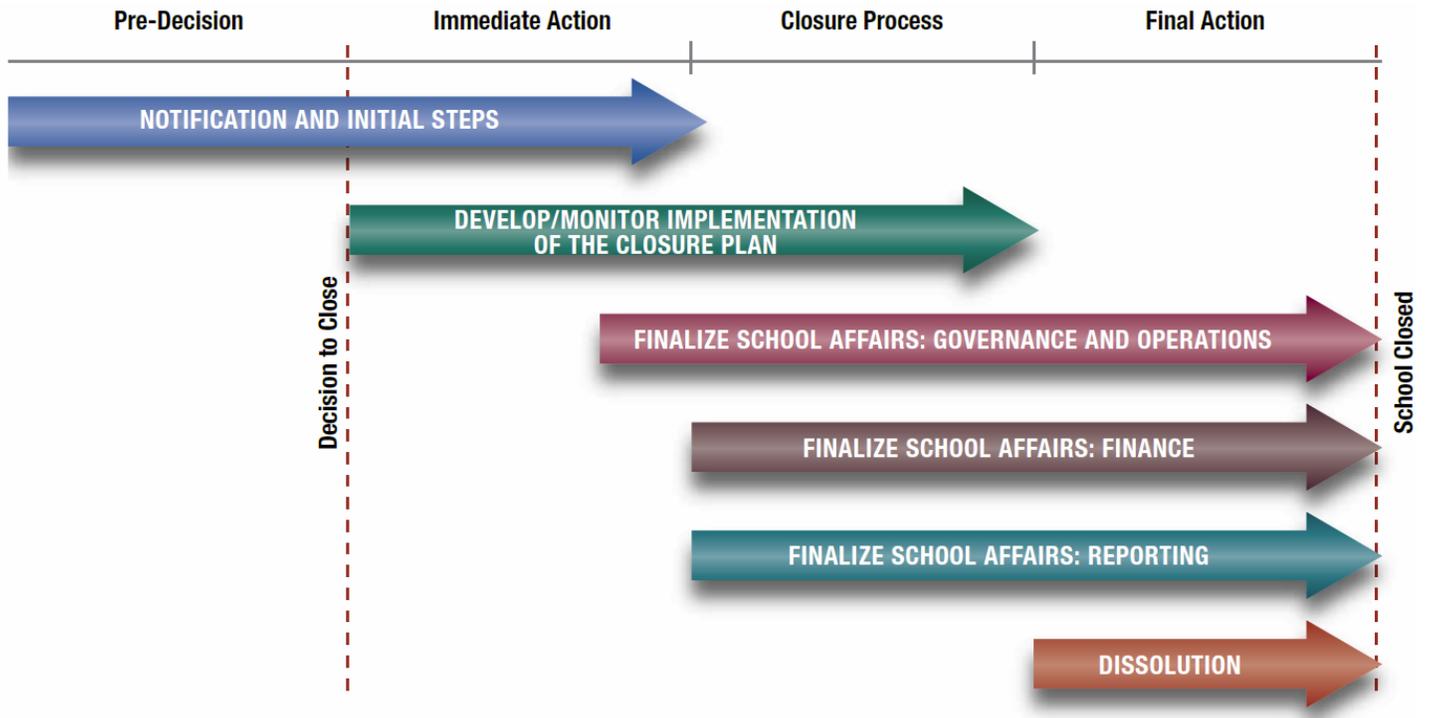
## Endnotes

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

<sup>2</sup> I.C. § 33-5212

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

# A Conceptual Timeline for Closure



## Notification and Initial Steps

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

**Send Additional and Final Notifications**

1. Notify parents and affected school districts in writing after key events (e.g., denial of an appeal) and when the closure decision is final.
2. The letters notifying staff, parents, and other districts of the final closure decision should include:
  - The last day of instruction.
  - Any end-of-the-year activities that are planned to make the transition easier for parents and students.
  - Assistance that will be provided to families in identifying new schools. This may include a list of school options; application deadlines or open house dates for traditional public, public charter, or private schools; or individual meetings with families.
  - Basic information about the process for access and transfer of student and personnel records.

School,  
PCSC

## Develop/Monitor Implementation of the Closure Plan

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

## Finalize School Affairs: Governance and Operations

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

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

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

## Finalize School Affairs: Finance

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

## Finalize School Affairs: Reporting

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

## Dissolution

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

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

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

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