

CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this 13th day of June 2019, by and between the Idaho Public Charter School Commission (the “Authorizer”), and Vision 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 8, 2006, the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year 2007; 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 create well educated, respectful citizen leaders in a K-12th grade College Prep Science and Art School.
- B. Grades Served.** The School may serve students in grades Kindergarten through 12th.
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- Arts and Sciences: Language arts, fine arts, and science will be emphasized at all grade levels. Students will acquire and apply knowledge.
 - Character and Leadership Development: Character development is considered a fundamental purpose of education and will be fostered through a child-centered educational model built on high behavioral and academic expectations. The comprehensive character education plan will tap into each child's innate need to know boundaries while protecting his/her dignity.
 - Small School Environment: The school will provide a small, safe educational setting in which students and faculty know each other personally.
 - Music Training: Elementary students will be taught basic keyboarding through general music courses. A music curriculum for older students will focus on the development of fundamental musician skills, while also exposing students to local musical heritage and culture.
 - Second Language: Students in all grades will be exposed to a second language, with a primary emphasis on Spanish.
 - An Enriched Curriculum for All Students: An enriched, gifted and talented curriculum will be offered for all students. At the high school level, advanced or college credit level courses will be available for all core subjects.
- D. Standardized Testing.** Students of the School shall be tested with the same standardized tests as other Idaho public school students.
- E. Accreditation.** The School shall be accredited as provided by rule of the state board of education.

SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

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

- G. Site Visits.** In addition to the above procedures, the Charter School shall grant reasonable access to, and cooperate with, the Authorizer, its officers, employees and other agents, including allowing site visits by the Authorizer, its officers, employees, or other agents, for the purpose of allowing the Authorizer to fully evaluate the operations and performance of the School. The Authorizer may conduct a site visit at any time if the Authorizer has reasonable concern regarding the operations and performance of the School. The Authorizer will provide the School reasonable notice prior to its annual site visit to the School. The School shall have an opportunity to provide a written response to the site visit report no later than fourteen (14) days prior to the meeting at which the report is to be considered by the Authorizer. If no written response is provided, the School shall have the opportunity to respond orally to the site visit report at the meeting.
- H. Required Reports.** The School shall prepare and submit reports regarding its governance, operations, and/or finances according to the established policies of and upon the request of the Authorizer. However, to the extent possible, the Authorizer shall not request reports from the School that are otherwise available through student information systems or other data sources reasonably available to the Authorizer.

SECTION 5: SCHOOL OPERATIONS

- A. In General.** The School and the Charter Board shall operate at all times in accordance with all federal and state laws, local ordinances, regulations and Authorizer policies applicable to charter schools.
- B. Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be 910 students, with annual per-class and overall enrollment caps as outlined in the approved Charter attached as Appendix C.
- 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.** 19291 Ward Rd. Caldwell, ID 83605. 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: Galloway Road on the North boundary, in a line east to Kingsbury, then south in a line on Kingsbury to Linden Road, then west along Linden Road to the Caldwell School District boundary, north along the Caldwell School District boundary to the Boise River, follow the Boise River west to Old Hwy 30 (this is the existing boundary between the Middleton and Caldwell School Districts), north on Old Hwy 30 to Galloway Road. This primary attendance area contains

land in both the Middleton and Vallivue School Districts.

- F. Staff.** Instructional staff shall be certified teachers as provided by rule of the state board of education. All full-time staff members of the School will be covered by the public employee retirement system, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.
- G. Alignment with All Applicable Law.** The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are amended, the School shall be bound by any such amendment upon the effective date of said amendment.

SECTION 6: SCHOOL FINANCE

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

SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION

- A. Termination by the School.** Should the School choose to terminate its Charter before the expiration of the Certificate, it may do so upon written notice to the Authorizer. Any school terminating its charter shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix D.
- B. Nonrenewal.** The Authorizer may non-renew the Charter at the expiration of the Certificate if the School failed to meet one (1) or more of the terms of its Certificate. Any

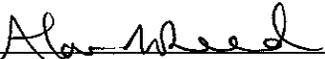
school which is not renewed shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix D.

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

SECTION 8: MISCELLANEOUS

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

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



Alan Reed
Chairperson, Idaho Public Charter School Commission



David Snow
Chairperson, Vision Charter School Inc. Board

Appendix A: Conditions of Authorization/Renewal

Appendix B: Performance Framework

Appendix C: Charter

Appendix D: Public Charter School Closure Protocol

Appendix A: Conditions of Authorization / Renewal

No conditions of authorization or renewal are applicable.

Appendix B: Performance Framework

VISION CHARTER SCHOOL [YEAR] ANNUAL PERFORMANCE REPORT

INTRODUCTION

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

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

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

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

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

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

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

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

PERFORMANCE FRAMEWORK STRUCTURE

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

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

ACCOUNTABILITY DESIGNATIONS

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

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

SCHOOL OVERVIEW

Mission Statement	To create well educated, respectful citizen leaders in a K-12th grade College Prep Science and Art School.		
Key Design Elements	<p>Arts and Sciences – Language arts, fine arts, and science will be emphasized at all grade levels. Students will acquire and apply knowledge.</p> <p>Character and Leadership Development - Character development is considered a fundamental purpose of education and will be fostered through a child-centered educational model built on high behavioral and academic expectations. The comprehensive character education plan will tap into each child’s innate need to know boundaries while protecting his/her dignity.</p> <p>Small School Environment - The school will provide a small, safe educational setting in which students and faculty know each other personally.</p> <p>Music Training - Elementary students will be taught basic keyboarding through general music courses. A music curriculum for older students will focus on the development of fundamental musician skills, while also exposing students to local musical heritage and culture.</p> <p>Second Language - Students in all grades will be exposed to a second language, with a primary emphasis on Spanish.</p> <p>An Enriched Curriculum For All Students - An enriched, gifted and talented curriculum will be offered to all students. At the high school level, advanced or college credit level courses will be available for all core subjects.</p>		
School Location	19291 Ward Road Caldwell, Idaho 83605	School Phone	208-455-9220
Surrounding District	Vallivue School District		
Opening Year	2007		
Current Term	July 1, 2019 – June 30, 2024		
Grades Served	K-12		
Enrollment (Approved)	910	Enrollment (Actual)	

SCHOOL LEADERSHIP

STUDENT DEMOGRAPHICS

	School	State	Surrounding District	Neighboring District (Middleton)
Non-White				
Limited English Proficiency				
Special Needs				
Free and Reduced Lunch				

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

GO-ON RATE (Post-secondary enrollment within 12 months of graduation)	

ACADEMIC	Measure	Points Possible	Points Earned						
		K-8	K-8	9-12	9-12	K-12	K-12	Alternative	Alternative
State Proficiency Comparison	1a	50	0	50	0	50	0		
	1b	50	0	50	0	50	0		
District Proficiency Comparison	2a	50	0	50	0	50	0	50	0
	2b	50	0	50	0	50	0	50	0
Criterion-Referenced Growth	3a	100	0			50	0		
	3b	100	0			50	0		
Norm-Referenced Growth	4a			100	0	50	0	50	0
	4b			100	0	50	0	50	0
Post-Secondary Readiness	5a			125	0	125	0	100	0
Total Academic Points		400	0	525	0	525	0	300	0
% of Academic Points			0%		0%		0%		0%

MISSION-SPECIFIC	Measure	Points Possible	Points Earned
	1		
	2		
	3		
	4		
	5		
	6		
Total Mission-Specific Points		0	0
% of Mission-Specific Points			

Vision has chosen not to include mission-specific measures.

OPERATIONAL	Measure	Points Possible	Points Earned	FINANCIAL	Measure	Points Possible	Points Earned
Educational Program	1a	25	0	Near-Term	1a	50	0
	1b	25	0		1b	50	0
	1c	25	0		1c	50	0
	1d	25	0		1d	50	0
Financial Management & Oversight	2a	25	0	Sustainability	2a	50	0
	2b	25	0		2b	50	0
	2c	25	0		2c	50	0
Governance & Reporting	3a	25	0	Total Financial Points	2d	50	0
	3b	25	0		400	0	
	3c	25	0		% of Financial Points		0%
	3d	25	0				
	3e	25	0				
	3f	25	0				
School Environment	4a	25	0	The financial measures above are based on industry standards. They are not intended to reflect nuances of the school's financial status. Please see the financial section of this framework for relevant contextual information that may alleviate concern.			
Additional Obligations	4b	25	0				
Total Operational Points	5a	25	0				
% of Operational Points		400	0				
			0%				

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

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

ACADEMIC K-12

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

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

INDICATOR 2: DISTRICT PROFICIENCY COMPARISON																				
<p>Measure 2a</p> <p>Math Proficiency Rate Comparison to District</p> <p>Notes</p>	<p>Do math (or similar subject area) proficiency rates meet or exceed the district average?</p> <p>Exceeds Standard: The school's proficiency rate in math either exceeds the district average by 16 percentage points or more, or is at least 80%.</p> <p>Meets Standard: The school's proficiency rate in math is equal to the district average, or exceeds it by 1 - 15 percentage points.</p> <p>Does Not Meet Standard: The school's proficiency rate in math is 1 - 15 percentage points lower than the district average.</p> <p>Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the district average.</p> <p>The district average will be determined using the same grade set as is served by the public charter school. Vallivue School District will be used for comparison purposes.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0		30 - 45	0		15 - 29	0		0 - 14	0			0
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	0 - 14	0																		
		0																		
<p>Measure 2b</p> <p>ELA Proficiency Rate Comparison to District</p> <p>Notes</p>	<p>Do ELA (or similar subject area) proficiency rates meet or exceed the district average?</p> <p>Exceeds Standard: The school's proficiency rate in ELA either exceeds the district average by 16 percentage points or more, or is at least 80%.</p> <p>Meets Standard: The school's proficiency rate in ELA is equal to the district average, or exceeds it by 1 - 15 percentage points.</p> <p>Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 15 percentage points lower than the district average.</p> <p>Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the district average.</p> <p>The district average will be determined using the same grade set as is served by the public charter school. Vallivue School District will be used for comparison purposes.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0		30 - 45	0		15 - 29	0		0 - 14	0			0
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INDICATOR 3: CRITERION-REFERENCED STUDENT GROWTH (GRADES K-8)		
Measure 3a Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade? Criterion-Referenced Growth Math Exceeds Standard: At least 85% of students are making adequate academic growth in math. Meets Standard: Between 70% and 84% of students are making adequate academic growth in math. Does Not Meet Standard: Between 50% and 69% of students are making adequate academic growth in math. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth in math. Notes	Result 	Points Possible 39-50 26-38 13-25 0-12 <hr/> 0 Points Earned 0 0 0 0 <hr/> 0
Measure 3b Are students making adequate academic growth to achieve English Language Arts proficiency within 3 years or by 10th grade? Criterion-Referenced Growth ELA Exceeds Standard: At least 85% of students are making adequate academic growth in ELA. Meets Standard: Between 70% and 84% of students are making adequate academic growth in ELA. Does Not Meet Standard: Between 50% and 69% of students are making adequate academic growth in ELA. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth in ELA. Notes	Result 	Points Possible 39-50 26-38 13-25 0-12 <hr/> 0 Points Earned 0 0 0 0 <hr/> 0

INDICATOR 4: NORM-REFERENCED STUDENT GROWTH (GRADES 9-12)																				
Measure 4a	Are students making expected academic growth in math compared to their academic peers?	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>39-50</td> <td>0</td> </tr> <tr> <td></td> <td>26-38</td> <td>0</td> </tr> <tr> <td></td> <td>13-25</td> <td>0</td> </tr> <tr> <td></td> <td>0-12</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		39-50	0		26-38	0		13-25	0		0-12	0			0
Result	Points Possible	Points Earned																		
	39-50	0																		
	26-38	0																		
	13-25	0																		
	0-12	0																		
		0																		
Norm-Referenced Growth																				
Math	Exceeds Standard: The school's median student growth percentile in math falls between the 66th and 99th percentile.	39-50 0																		
	Meets Standard: The school's median student growth percentile in math falls between the 43rd and 65th percentile.	26-38 0																		
	Does Not Meet Standard: The school's median student growth percentile in math falls between the 30th and 42nd percentile.	13-25 0																		
	Falls Far Below Standard: The school's median student growth percentile in math falls below the 30th percentile.	0-12 0																		
Notes	Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.	<hr style="width: 100%;"/> 0																		
Measure 4b	Are students making expected academic growth in English Language Arts compared to their academic peers?	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>39-50</td> <td>0</td> </tr> <tr> <td></td> <td>26-38</td> <td>0</td> </tr> <tr> <td></td> <td>13-25</td> <td>0</td> </tr> <tr> <td></td> <td>0-12</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		39-50	0		26-38	0		13-25	0		0-12	0			0
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	26-38	0																		
	13-25	0																		
	0-12	0																		
		0																		
Norm-Referenced Growth																				
ELA	Exceeds Standard: The school's median student growth percentile in ELA falls between the 66th and 99th percentile.	39-50 0																		
	Meets Standard: The school's median student growth percentile in ELA falls between the 43rd and 65th percentile.	26-38 0																		
	Does Not Meet Standard: The school's median student growth percentile in ELA falls between the 30th and 42nd percentile.	13-25 0																		
	Falls Far Below Standard: The school's median student growth percentile in ELA falls below the 30th percentile.	0-12 0																		
Notes	Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.	<hr style="width: 100%;"/> 0																		

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

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

Four-Year Adjusted Cohort Graduation Rate

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

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

Notes

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

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

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

OPERATIONAL

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

OPERATIONAL

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

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT																	
<p>Measure 2a Financial Reporting and Compliance</p>	<p>Is the school meeting financial reporting and compliance requirements?</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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	25																
	15																
	0																
		0															
<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable) periodic financial reports as required by PCSC, and any reporting requirements if the board contracts with an Education Service Provider; on-time completion and submission of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>																	
<p>Notes</p>																	
<p>Measure 2b GAAP</p>	<p>Is the school following General Accepted Accounting Principles (GAAP)</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit option, an audit devoid of significant findings and conditions, material weakness, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit. Any matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>																	
<p>Notes</p>																	
<p>The school's audit notes that the school was compliant with GAAP, except for GASB Statement 75, which requires actuarial calculations performed for post-employment benefits other than pensions (OPEB). While the PCSC must note that the school was not entirely compliant with GAAP, points have not been deducted from this measure for failure to comply with GASB 75.</p>																	
<p>Measure 2c Enrollment Variance</p>	<p>Is the school successfully enrolling the projected number of students?</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
Result	Points Possible	Points Earned															
	25																
	15																
	0																
		0															
<p>Meets Standard: Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year.</p> <p>Partially Meets Standard: Enrollment variance was between 90 and 95 percent in the most recent fiscal year.</p> <p>Does Not Meet Standard: Enrollment variance was less than 90 percent in the most recent fiscal year.</p>																	
<p>Notes</p>																	
<p>Enrollment variance is calculated by dividing actual mid-term enrollment by the enrollment projection in the school's board-approved budget, as submitted to the SDE at the beginning of the fiscal year.</p>																	

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

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

OPERATIONAL

Measure 3e	Is the school meeting employee credentialing and background check requirements?	Result	Points Possible	Points Earned
Credentialing & Background Checks	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification and background check requirements.</p> <p>Partially Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification and background check requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to state and federal certification and background check requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
Notes				0
Measure 3f	Is the school handling information appropriately?	Result	Points Possible	Points Earned
Information Handling	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of student records under the Family Educational Rights and Privacy Act and other applicable authorities; storing and transferring student and personnel records; and securely maintaining testing materials.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
Notes				0

INDICATOR 4: SCHOOL ENVIRONMENT																	
Measure 4a	Is the school complying with transportation requirements?	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
Result	Points Possible	Points Earned															
	25																
	15																
	0																
		0															
Transportation	<p>Meets Standard: The school provides student transportation within its primary attendance area and materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to transportation.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to transportation; and/or provides an incomplete form of transportation services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board; and/or the school does not provide transportation.</p>																
Notes																	
Measure 4b	Is the school complying with facilities requirements?	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
Result	Points Possible	Points Earned															
	25																
	15																
	0																
		0															
Public Transparency	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds, including but not limited to: Americans with Disabilities Act, fire inspections and related records, viable certification of occupancy or other required building use authorization, and documentation of requisite insurance coverage. The school facility is clean, well-maintained, and adequate for school operations.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Additional facility maintenance and/or updates have been recommended by DBS.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the school facilities and grounds; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. The school facility may be in need of modification or repair required by DBS.</p>																
Notes																	

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

FINANCIAL

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

FINANCIAL

INDICATOR 2: SUSTAINABILITY			Result	Points Possible	Points Earned
Measure 2a Total Margin and Aggregated 3-Year Total Margin	Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues. Meets Standard: Aggregated 3-yr Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i> Does Not Meet: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard". Falls Far Below 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.	50 30 0	50 30 0	0	
Notes	Aggregated 3-year total margin is positive and the most recent year total margin is positive. Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.				
Measure 2b Debt to Asset Ratio	Debt to Asset Ratio: Total Liabilities divided by Total Assets Meets Standard: Debt to Asset Ratio is less than 0.9. Does Not Meet: Debt to Asset Ratio is between 0.9. and 1.0 Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0	50 30 0	50 30 0	0	
Notes	Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.				
Measure 2c Cash Flow	Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One -Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash Meets Standard: Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i> Does Not Meet: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard" Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative.	50 30 0	50 30 0	0	
Notes					
Measure 2d Debt Service Coverage Ratio	Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments) Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1 Does Not Meet: Debt Service Coverage Ratio is less than 1.1	50 0	50 0	0	
Notes	Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.				

Appendix C: Charter

Vision Charter School, Inc.

Revised December 15, 2011

Opened: 2007-2008 school year

School districts affected: Vallivue School District #139 and Middleton School District #134

Authorized representative:

Lee Hannah, Chairman

3733 N. 39th Street

Boise, ID 83703

Phone: 426-2508

Fax: 426-2199

Email: elizabethhannah@boisestate.edu

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TAB 1: Articles of Incorporation, By-Laws, Signatures, and Mission Statement

Articles of Incorporation

The undersigned, in order to form a Non-Profit Corporation under the provisions of Title 30, Chapter 3, Idaho Code, submits the following articles of incorporation to the Secretary of the State.

ARTICLE 1: Name

The name of the corporation shall be: Vision Charter School.

ARTICLE 2: Purposes and Powers

This Corporation is organized for the basic purpose to do all things reasonable and proper in the operation of a nonprofit charter school within the state of Idaho and to deal generally therein. This corporation is organized exclusively for educational purposes within the meaning of IRC Section 501(c)(3) of the Internal Revenue Code.

Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal Income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 (or corresponding provision of any future United States Internal Revenue Law), or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law).

This corporation is a nonprofit corporation under the laws of the state of Idaho, and is not formed for pecuniary profit. No part of the income or assets of the corporation are distributable to or for the benefit of its Incorporators, Directors, or Officers, except to the extent permissible by law. The Corporation shall have all powers allowed by law, including, without limitation, those powers described in Section 30-2-24 of the Idaho Code, as amended and supplemented.

ARTICLE 3: Registered Office and Agent

The address of the registered office of the Corporation is 23640 Lansing Lane, Middleton, Idaho 83644, and the name of its initial registered agent is Michelle R. Lambright.

ARTICLE 4: Directors

The number of directors that shall constitute the Board of Directors of the Corporation shall be fixed by the Bylaws, but in any event shall not be less than five (5) and no more than seven (7). The number of directors constituting the initial Board of Directors of the Corporation shall be five (5) and the names and addresses of these persons who are to serve as directors until their successors are elected and shall qualify are:

Jody Benson 14460 Sand Hollow Road, Caldwell, ID 83607
Michelle R. Lambright 23640 Lansing Lane, Middleton, ID 83644
Kamille Crawford 16266 Mink Rd, Caldwell, ID 83607
Tracie Wood 14450 Chukar St., Caldwell, Idaho 83607

ARTICLE 5: Incorporators

The name and address of the initial incorporator is Michelle R. Lambright 23640 Lansing Lane, Middleton, ID 83644.

ARTICLE 6: Mailing Address

The mailing address of the corporation shall be 23640 Lansing Lane, Middleton, ID 83644.

ARTICLE 7: Membership

The corporation shall have no members and shall exist perpetually or until dissolved according to law.

ARTICLE 8: Dissolution and Distribution

Upon the dissolution of the Corporation the assets of the Corporation shall be distributed to creditors pursuant to Sections 30-3-114 and 30-3-115 of the Idaho Code. Upon winding up and dissolution of this corporation, and paying or adequately providing for the debts and obligations of the corporation, after paying or adequately providing for the debts and obligations of the corporation, the remaining assets shall be distributed to the Idaho Public Charter School Commission, Boise, Idaho.

ARTICLE 9: Non-stock Corporation

The corporation shall not issue certificates of stock and no dividends or pecuniary profits shall be declared or paid to the Incorporators and Directors thereof.

ARTICLE 10: Bylaws

Provisions for the regulation for the internal affairs of the corporation shall be set forth in the Bylaws.

ARTICLE 11: Amendment to Articles

These Articles may be amended only upon the unanimous consent of the Directors.

Revised effective the 23rd day of November 2005.

Incorporators:

Jody Benson

Michelle R. Lambright

Bylaws of Vision Charter School An Idaho Nonprofit Corporation

ARTICLE 1: Offices

Section 1.1 Offices

The Corporation's principal office shall be fixed and located in the County of Canyon, State of Idaho as the Board of Directors ("Board") shall determine. The Board is granted full power and authority to change the principal office from one location to another within the County of Canyon, State of Idaho.

ARTICLE 2: Purpose

Section 2.1 Purpose

The Corporation is organized exclusively for educational purposes within the meaning Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provisions of any future Federal income tax code.

Notwithstanding any other provision of these Bylaws to the contrary, the Corporation shall not carry on any activities not permitted of:

- a corporation exempt from Federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 or the corresponding provisions of any future Federal income tax code, or
- a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, or the corresponding provisions of any future Federal income tax code.

ARTICLE 3: No Members

Section 3.1 No Members

The Corporation shall have no members. Any action which would otherwise by law require approval by a majority of all members or approval by the members shall require only approval of the Board. All rights, which would otherwise by law vest in the members, shall vest in the Board.

Section 3.2 Associates

Nothing in the Article 3 shall be construed to limit the Corporation's right to refer to persons associated with it as "members" even though such persons are not members, and no such reference by the Corporation shall render anyone a member within the meaning of Section 30-3-34 of the Idaho Nonprofit Corporation Act. Such individuals may originate and take part in the discussion of any subject that may properly come before any meeting of the Board, but may not vote.

ARTICLE 4: Board of Directors

Section 4.1 Board of Directors

The number of Directors constituting the Board of the Corporation shall be not less than five (5) or more than seven (7) Directors. The function of the Board can be described as policy making, advising and evaluating. The Board shall have the further duty of directing the financial means by which the educational program is conducted. They shall also ensure that the community be informed of the needs, purposes, values and status of the charter school.

Section 4.2 Powers of the Board of Directors

The Board, as a board, shall have the full power and duty to manage and oversee the operation of the Corporation's business and to pledge the credit, assets and property of said Corporation when necessary to facilitate the efficient operation thereof. Authority is given to the Charter School Board of Directors by the State of Idaho as provided in the "Public Charter Schools Act of 1998." (I.C. 33-5201)

Section 4.3 Appointment of Directors

During the initial year of operation, the Board shall be comprised of the Directors nominated and appointed by the organizing members and founders of Vision Charter School. One additional non-voting member may be appointed by the Idaho Public Charter School Commission. Two additional Directors may be added at the discretion of the Directors, as established with a two-thirds majority vote.

After the initial year of operation, Directors shall be appointed in accordance with the provisions of Section 4.3 (c).

After the initial year of operation, Directors will be appointed to fill vacancies on the Board by the process outlined below;

All Board of Directors applicants will be required to fill out a questionnaire. All Board of Directors applicants will be required to go through a screening process, overseen by a committee that is nominated by the Board of Directors. The committee shall consist of staff members, members of the Parent Faculty Association (PFA), and members of the Board of Directors.

The committee will then recommend to the Board of Directors, at least one but no more than three, candidates for each open position.

The Vision Charter School Board of Directors will vote to select the top candidate.

The time, date and location of all appointments will be advertised by Vision Charter School using, but not limited to, the following methods; posting on the school web site and sending notification home with students.

Section 4.4 Terms

Directors shall be appointed to a two (2) year term of office. However, during the initial year of operation one Director shall be selected by the founders of the charter school for a term of only one (1) year; two Directors will be appointed for a term of two (2) years and two Directors will be appointed for a term of three (3) years.

Each Director shall serve until the Board appoints his/her successor.

Section 4.5 Resignation and Removal

Subject to the provisions of Section 30-3-69 of the Idaho Nonprofit Public Corporation Act, any Director may resign effective upon giving written notice to the Chairman of the Board, or the Secretary of the Board, unless the notice specifies a later effective time. If the resignation is effective at a future time, a successor may be selected before such time, to take office when the resignation becomes effective. A director may be removed from office by a vote of the directors.

Section 4.6 Vacancies

A Board vacancy or vacancies shall be deemed to exist if any Director dies, resigns, or is removed, or if the authorized number of Directors is increased.

The Board may declare vacant the office of any director who has been convicted of a felony, or has been found to have breached any duty arising under Article 30-3-85 of the Idaho Nonprofit Public Corporation Act or to be of unsound mind, by any court of competent jurisdiction, or has failed to attend four (4) or more meetings of the Board in any calendar year.

Removal of a Director for one or more of the reasons listed in Section 4.6(b) above may be initiated by any member of the Board or by a majority vote petition of the Stakeholders. The Board shall hold a public meeting within ten (10) school attendance days of receiving such a request or petition. Such meeting shall be conducted with regard for the reasonable due process rights of all parties and in public, except where either the Board or the Director whose removal is sought requests a closed session. Where a closed session is held, the final action of the Board shall be taken in public.

A vacancy on the Board may be filled by a majority vote of the remaining Directors, although less than a quorum.

No reduction of the authorized number of Directors shall have the effect of removing any Director prior to the expiration of the Director's term of office.

Section 4.7 Compensation of Directors

Directors shall not receive any compensation for their services; however, the Directors may approve the reimbursement of a Director's actual and necessary

expenses incurred in the conduct of the Corporation's business. The Corporation shall carry liability insurance covering the Corporation's business.

Section 4.8 Employees

The Board shall have the power to hire employees of the Corporation whose duties shall be specified by the Board.

Section 4.9 Voting

Voting by the Board shall be in person and no proxy voting on the Board may occur. Tie votes will be broken by the Chairman of the Board.

Section 4.10 Quorum

A quorum consisting of a majority or more of the then current Directors must be assembled to vote and conduct business.

Section 4.11 Rights of Inspection

Every Director has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation provided such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the Corporation's obligations to maintain the confidentiality of certain books, records and documents under any applicable federal, state or local law.

ARTICLE 5: Board Meetings

Section 5.1 Place of Meeting

The place of all meetings of the Directors shall be the principal office of the Corporation in the County of Canyon, Idaho, or at such other place as shall be determined from time to time by the Board; and the place at which such meetings shall be held shall be stated in the notice and call of meeting. No change in the place of meeting shall be made within three (3) days before the day on which an appointment of directors is to be held.

Section 5.2 Annual Meeting

The annual meeting of the Directors of the Corporation for the appointment of Directors and Officers to succeed those whose terms expire and for the transaction of other business as may properly come before the meeting, shall be held each year during June, at the principal office of the Corporation in the County of Canyon, Idaho. If the annual meeting of the Directors be not held as herein prescribed, the appointment of Directors and Officers may be held at any meeting called thereafter, pursuant to these Bylaws.

Section 5.3 Monthly Meetings

Monthly meetings of the Directors of the Corporation will not be mandatory, but will be scheduled each month if a Director sees the need to have a meeting during the month.

Section 5.4 Notice of Meeting

Notice of the time and place of the annual meeting of the Directors or of any monthly meetings of the Directors shall not be given by mailing written or printed notice of the same but shall be posted at the school bulletin board at least three (3) days prior to the meeting. Notice of all school meetings will be posted on the school web site.

ARTICLE 6: Officers and Duties

Section 6.1 Officers

The Officers of the Corporation shall be Chairman of the Board, Vice Chairman, Secretary, and Treasurer. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as the Chairman of the Board. Officers of the Corporation shall also be Directors of the Corporation. The Officers shall be elected each year at the annual meeting by the Board and serve a one (1) year term.

Section 6.2 Chairman of the Board

The Chairman of the Board is the general manager and chief executive officer of the Corporation and has, subject to the control of the Board, general supervision, direction and control of the business of the Corporation. The Chairman of the Board shall preside at all meetings of the Board. The Chairman of the Board has the general management powers and duties usually vested in the office of President and General Manager of a corporation as well as such other powers and duties as may be prescribed from time to time by the Board.

Section 6.3 Vice Chairman

In the absence or disability of the Chairman of the Board, the Vice Chairman will perform all the duties of the Chairman of the Board and, when so acting, shall have all the powers of, and be subject to all the restrictions upon, the Chairman of the Board. The Vice Chairman shall have such other powers and perform such other duties as the Board may prescribe from time to time.

Section 6.4 Secretary

The Secretary shall keep or cause to be kept, at the principal office or such other place as the Board may order, a book of minutes of all meetings of the Board and its committees, including the following information for all such meetings: the time and place of holding; whether regular or special; if special, how authorized; the notice thereof given; the names of those present and absent, and the proceedings thereof. The Secretary shall keep, or cause to be kept, at the principal office in the State of Idaho the original or a copy of the Corporation's Articles of Incorporation and Bylaws, as amended to date, and a register showing the names of all Directors and their respective addresses.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and any committees thereof required by these Bylaws or by law to be given, and shall distribute the minutes of meetings of the Board to all its members promptly after the meetings; shall see that all reports, statements and other documents required by law are properly kept or filed, except to the extent the same are to kept or filed by the Treasurer; and shall have such other powers and perform such duties as may be prescribed from time to time by the Board.

Section 6.5 Treasurer

The Treasurer of the Corporation shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and business transactions of the Corporation, including accounts of its assets, liabilities, receipts and disbursements. The books of account shall at all times be open to inspection by any Board member.

The Treasurer shall deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as may be designated from time to time by the Board. The Treasurer shall disburse the funds of the Corporation as may be ordered by the Board, and shall render to the Board, upon request, an account of all transactions as Treasurer and of the financial condition of the Corporation. The Treasurer shall present an operating statement and report, since the last preceding regular Board meeting, to the Board at all regular meetings. The Treasurer shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

Section 6.6 Removal

Any Officer may be removed, either with or without cause, by a majority of the Directors then in office.

Section 6.7 Vacancies

A vacancy in any office because of death, resignation, removal, disqualification or any other cause shall be filled in the manner prescribed in these Bylaws for regular appointment to such office, provided that such vacancies shall be filled as they occur and not on an annual basis.

ARTICLE 7: Fiscal Affairs

Section 7.1 Fiscal Year

The fiscal year of the Corporation shall be from July 1st to June 30th.

ARTICLE 8: Notices

Section 8.1 Manner of Giving Notice

Whenever provisions of any statute or these Bylaws require notice to be given to any Director, Officer or other individual, they shall not be construed to mean

personal notice. Such notice shall be given in writing and placed on the bulletin board of the Corporation in sufficient amount of time prior to the meeting or action to be taken as required by Statute, the Articles of Incorporation or these Bylaws; said notice need not be given individually and may be given in one notice document.

Section 8.2 Waiver

A waiver of any notice in writing, signed by a Director or Officer, whether before or after the time stated in said waiver for holding a meeting, or presence at any such meeting, shall be deemed equivalent to a notice required to be given to any Director, or individual.

ARTICLE 9: Dissolution

Section 9.1 Dissolution

Upon dissolution of the Corporation, assets shall be distributed to creditors pursuant to Sections 30-3-114 and 30-3-115 of the Idaho Code. All remaining assets will be distributed the Idaho Public Charter School Commission, Boise, Idaho.

ARTICLE 10: Amendments

Section 10.1 Bylaws

New Bylaws may be adopted or these Bylaws may be amended or repealed by a majority vote of the Board. Whenever any amendment or new Bylaws are adopted, copies shall be placed in the Book of Bylaws with the original Bylaws, and immediately after them, and shall not take effect until so copied. If any Bylaws are repealed, the fact of repeal with the date of the meeting at which the repeal was enacted must be stated in the book and until so stated, the repeal must not take effect. Whenever any provision of the Bylaws is either amended or repealed, a marginal note shall be made thereon indicating the place or page where the amendment or repeal may be found.

Certificate of Bylaws

I certify that I am the initial agent of Vision Charter School, Inc., an Idaho Nonprofit Corporation, and that the foregoing Bylaws, constitute the Bylaws of such corporation. IN WITNESS WHEREOF, I have signed my name to this Certificate on

_____ (date).

Michelle R. Lambright, CPA

Signatures of qualified electors

Copies of the signatures are included behind Tab 10.

Mission Statement

The mission of Vision Charter School is to provide a classical education to all students in an effort to produce well-educated, respectful citizen leaders. A classical education is one which utilizes concepts and facts from History, Language Arts, Literature, Science, Mathematics, Fine Arts, and Social Studies to impart skills in reasoning, problem-solving, and critical thinking. Classical education depends on a three-part process of training the mind. First students spend time learning facts, systematically laying the foundations for advanced study. Then, students learn to think through arguments and finally, they learn to express themselves. This classical pattern is called the trivium. The skills learned in this classical education are mandatory in today's changing society.

The Vision Charter School plans to help students learn how to think and share ideas through group inquiry. The goal is to strengthen critical thinking skills, encourage reading, and form the foundation for a lifelong appreciation of literature.

Leaders are identified by their moral character and intellectual qualities. Vision Charter School will nurture the intellectual capacity of our students with a foundation in reading and writing. Problem-solving and cognitive development will be heightened through the teaching of mathematics and the scientific method. These skills will be enhanced with application to real-world problems. Many studies have suggested that early musical training can increase cognitive development in abstract thinking and logical skills. Through the use of a second language and music from cultures around the world, we will enhance student understanding of different historical and cultural settings. We will also study local, state, regional, and national heritage and culture to promote greater understanding and appreciation of our nation and its diverse population.

As part of our mission we will seek to help our students develop the following academic and personal habits:

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

from various sources;

- the ability to make easy and flexible connections among various disciplines of thought; and
- respecting others' individuality and creativity, as well as one's own, while seeking to work within teams to create common solutions.

In addition, we hope to help them develop the following personal habits and actions:

- accepting responsibility for personal decisions and actions;
- academic honesty and the ability to face challenges with courage and integrity;
- a healthy lifestyle;
- empathy and courtesy for others and respect for differences among people and cultures;
- self-confidence and willingness to risk setbacks in order to learn;
- concentration and perseverance;
- managing time in a responsible manner;
- seeking a fair share of the workload; and
- working cooperatively with others, which includes the ability to listen, share opinions, negotiate, compromise, and help a group reach consensus.

TAB 2: Proposed Operation and Potential Effects of the Public Charter School

Target Student Population

Vision Charter School will open in the Fall of 2007 with grades Kindergarten through 7th. Each year thereafter, we plan to add one additional grade (i.e. in Year 2 we will add 8th grade). Upon moving to the permanent school site, slated for the 2010 school year, we plan to expand out K- 12 grades to two classes each. In the event that we do not have enough students to fill either 7th or 8th grade, the Board may decide to add those grades in subsequent years – adding a second class of 7th grade in the 2011 school year and 8th in the 2012 school year. Expansion will be at the discretion of the Board of Directors based on enrollment demand and adequate finances. Class size will range from 24 to 35 students. Our long-term goal is to add one grade per year until the school serves two classes of the K – 12th grades. Class size for each high school grade could range from 30 – 35 students, allowing a maximum of 70 students in each grade.

Distinguishing Features

The school will be distinguished by five features: an **Arts and Sciences** emphasis, character and leadership development, a small environment for the students, study in a second language, and music training. These five features distinguish our program and establish the basis for offering a unique learning program and environment.

Arts and Sciences - We desire to instill in our students a love of literature, fine arts, and scientific inquiry. Success will be defined as a student with fundamental knowledge of Language Arts, Fine Arts, and Science. This education will allow students to pursue any life career with confidence. Career opportunities in science, medicine, and mathematics-based jobs, such as engineering, are on the rise and students prepared to take advantage of these careers through a fundamental understanding of these subjects will have the knowledge and reasoning skills necessary for success.

Character and Leadership Development - We intend to reprioritize character development as a fundamental purpose of education. This will generally be accomplished by embracing a child centered educational model built on high expectations for both student behavior and academic endeavor. We will provide a comprehensive plan for character education that taps into each child's innate need to know boundaries, while protecting each child's dignity. The heart of character education curriculum is simply being kind to one another. The result of character education is a school free of teasing, taunting, bullying, negative peer pressure and students who help create a kinder community around them, whether at school, at home or in their neighborhoods.

Small School Environment - Not all students thrive in schools with large student populations. Our small school offers a safe and small alternative for these students. Our students and faculty will come to know each other on a more personal basis.

Music Training - A number of studies have found a strong correlation between cognitive development and musical training. Further studies have shown that the best time to boost intellectual development through music is between the ages of two and ten. Therefore, we will create a keyboard lab within the first two years of the inception of Vision Charter School where students will learn the basics of playing the keyboard. In addition, a music curriculum for older students will focus on the development of fundamental musician skills, while also exposing students to local musical heritage and culture.

Second Language – Vision Charter School recognizes the importance of a second language to the scholastic development and future careers of students. Knowledge of a second language will become increasingly important to effective leadership in the 21st century. In addition, research has suggested that knowledge of a second language may boost English proficiency, improve memory and self-discipline, and enhance verbal and problem-solving skills. The school intends to expose students from kindergarten onwards to a second language, with a primary emphasis on the Spanish language. Initially, parents who are fluent speakers of Spanish will be invited on at least a bi-weekly basis and under the direct supervision of a Highly Qualified Teacher, will assist with Spanish classes at the school. These parent assistants will utilize existing Spanish language curricula as a framework for lessons provided to each grade. This will not only achieve our goal of exposing student to a second language, but will also encourage more parental involvement within the school. Additional languages may be added at the discretion of the Board of Directors based on demand and adequate finances.

An Enriched Curriculum For All Students – While gifted and talented students will be identified in accordance with Idaho Code (33.2001, 33.2003, IDAPA 08.02.03.999), we will offer an enriched gifted and talented curriculum for ALL students. Teachers, with the help of educational assistants and a team of parent volunteers will be engaged in the act of direct teaching throughout the day, using every method available to them (tactile, visual, kinesthetic, auditory, group and independent approaches). By taking into account and addressing the varying developmental rates and learning modalities of the student population, it is possible through this direct-teaching and monitoring approach to keep the curricula challenging and the expectations for learning high. The result is above grade level performance, high standardized-test scores, and extraordinary levels of parent and student satisfaction, and meeting the needs of identified gifted and talented students.

Core Values

Vision Charter School's core values are reflected in its philosophy and mission statement. It is important for students to be challenged, to be taught as individuals, and to learn in a safe environment.

School Status

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

Facilities to be utilized

Vision Charter School is located at 19291 Ward Lane in Caldwell, ID, 83605. This site is approximately 22 acres. This land is our permanent location and was purchased in March of 2010 and the portables were moved onto the site over the summer break in 2010. The 2010 school year opened at the permanent site. Vision Charter School will increase the student population to two classes per grades K-8 and may double 9-12th over the next several years starting in the 2010 school year. This will provide the revenue necessary to finance the land purchase, site improvements, and construction loan. The projected school budget has been revised to accommodate the construction loan. These costs have been included in budget calculations and are consistent with the continuing financial planning and capabilities of the charter school.

Impact on Middleton School District

Based on a recent conversation with Dr. Rich Bauscher, the opening of Vision Charter School in the 2007-2008 school year did not have a significant impact on Middleton School District. They were able to retain the emergency levy that was in place and, through retirements, the impact on teachers in the Middleton School District was minimal. We believe that the impact of the charter school will be neutral by year 2 and that the district will continue to grow despite the charter school taking an estimated additional 30 students from the district each year over the next 5 years.

Impact on Vallivue School District

We have tried to establish a compact, contiguous, and logical primary attendance area to minimize confusion in potential attendees. We hope that Vallivue School District will benefit from an expanded tax based as the land we use, which is currently agricultural, is improved.

Administrative Services

Administrative services for the school will be provided by the Administrator with support from the Board of Directors. The Board Treasurer is also a CPA and has agreed to provide accounting services to the school for the first three years of operation. We will hire a full-time secretary who will assist with handling paperwork and required reporting for the school. A part-time administrative assistant may be added as needed. An independent audit will be performed each year by an outside auditor (not affiliated with Vision Charter School). Board members and founding family members will be utilized according to their background and experience, which includes prior teaching experience, grant writing expertise, and civil engineering.

Civil Liability

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

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

Types of Insurance

Vision Charter School will procure and maintain a policy of general liability insurance in the amount required by state law and errors and omissions insurance with limits not less than one million dollars. Insurance companies who

have and maintain a rating of “A” according to the A.M. Best Company will provide insurance. Potential insurance companies in Idaho who meet this standard include, but may not be limited to, Farmer’s Insurance, Farm Bureau, Woodsman, Regence Blue Shield of Idaho, Blue Cross of Idaho, State Farm, Primary Care of Idaho, and the Principal Group Insurance. Vision Charter School will have the same role as a public school in matters of civil liability. The appropriate insurance and legal waivers of all district liability will be obtained as required of other nonprofit users of district resources and facilities. Liability and property insurance will be similar to the coverage purchased by the district. A copy of the proof of insurance will be given to the Idaho Public Charter School Commission each time it is renewed to insure continuous coverage. Vision Charter School will provide a list of all other types and amounts of insurance required prior to the opening of the school.

TAB 3: Educational Program and Goals

Core Educational Philosophy

No matter how skilled the teacher, or elaborate the classroom, learning takes place in the mind of the student. The ideal educational environment, therefore, is the one that stimulates and engages the mind of the student. The core educational philosophy of Vision Charter School is grounded in the belief that a highly challenging content in a safe environment creates the setting for accelerated learning. Vision Charter School's core educational philosophy is that learning occurs when:

- learners construct meaning;
- learners see the connection between what they learn and the real world;
- learners are actively engaged in purposeful tasks;
- activities are integrated and meaningful;
- learners work individually and as members of a group;
- learners work side by side with community members to develop solutions and opinions on issues that can be presented to local policy makers;
- learners are expected and encouraged to learn;
- learners internalize that what they learn and do in school makes a positive change in the community;
- challenged learners have an individual plan, and support is an intrinsic part of the educational program;
- learners are supported with teachers, mentors, and advocates;
- all learners have advanced learning opportunities; and
- learners see themselves as part of the community and find ways to serve the community.

Vision Charter School represents a partnership among its students, parents, faculty, administration, and staff. The Vision Charter School is committed to the concept that each child has the right to come to school without fear of taunting, teasing, or violence. Parents have the right to expect a school to provide a safe, kind environment for their children, but also have a responsibility to ensure that their child understands the standards and expectations of behavior that is expected by the school. Teachers have the right to teach in an orderly environment without fear of violence. We strongly believe that a kind environment should be extended through the potentially tumultuous middle school years.

We draw not only on time-honored practices, but also on many valuable insights into childhood cognitive and developmental processes realized in recent decades. Moreover, we place strong emphasis on the relationship between the school and the home, recognizing the critical role of parents in fostering children's education.

Above all else, we see ourselves as allies of the family, reinforcing parents' efforts to guide the intellectual, emotional, and moral development of their children. By providing and enforcing moral and ethical standards, the school prepares its students to accept the privileges and responsibilities of citizenship. Every child is capable of achieving his potential to the fullest extent when afforded respect, fairness, kindness, discipline, and appropriate instruction.

A 21st century education

Vision Charter School intends to meet the goal of producing students who possess the academic and personal habits and attitudes desired of an educated citizen in the 21st century. Goal attainment will be monitored by quarterly student assessment and staff professional development. Student enrollment will be small, with generally one class in each grade so that students move up together. The receiving teacher will have intimate knowledge of what has been taught and which students struggle with which concepts. The school will know if it accomplishes these goals by the continuing success of its students and by student scores on statewide evaluation tools.

Thoroughness Standards (Idaho Code 33-1612)

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

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

Goal: Maintain a positive and safe teaching and learning climate. Every student has the right to attend a school that encourages positive and productive learning, provides a safe and orderly environment, and promotes student respect for themselves and others.

Objectives: Vision Charter School will:

- Develop guidelines for physical safety. These guidelines will include, but not be limited to, the procedures for fire drills, reporting unsafe equipment, methods for checking students in and out of school, notification of parents' rights, and staff monitoring responsibilities.
- Provide a facility and adopt policies that meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools.
- Establish, publish, and enforce policies that define acceptable and unacceptable behavior, including zero tolerance for weapons, violence, gangs, and use or sale of alcohol and drugs.
- Create an environment that encourages parents and other adults to visit the school and participate in the school's activities.

Standard b. Educators are empowered to maintain classroom discipline.

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

Objectives: Vision Charter School will:

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

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

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

Objectives: Vision Charter School will:

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

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

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

Objectives: Vision Charter School will:

- Emphasize meaningful language experience in the language arts, enhanced by dramatization, memorization and a foreign language.
- Provide access to computers to teach students basic computer skills and, in the older grades, appropriate communication through technology (via e-mail and the Internet).
- Provide instruction in a foreign language. Knowledge of a second language is essential in many occupations. In addition, knowledge of a second language will boost English proficiency, improve memory and self-discipline, and enhance verbal and problem-solving skills.

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

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

Objectives: Vision Charter School will:

- Use the Idaho State Standards as a starting point to be enhanced by unifying themes and other creative methods.
- Use a variety of methods to ensure student learning, including but not limited to: Spalding (phonics); CORE (reading/ spelling research); 6-Traits (writing); the Shurley method (English); teaching of mathematics through direct instruction, mathematics manipulative and relevant activities; computation and mathematics for homework; hands-on experimentation for science learning; and emphasis on community service in social studies.
- Develop a personalized learning goal for each student. Together, the student, parents and educator will consider the student's strengths and weaknesses. Faster students will continuously be presented with new challenges. Learners who need more time will benefit from extra help, multiple methods and different environments.
- Emphasize Fine and Language Arts and the Scientific Method.
- Health knowledge and physical activity are very important for students. A comprehensive health curriculum will be taught, as required by the state. Physical activity during the school day will be difficult in a temporary setting, but we are planning for ample playground space.

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

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

Objectives: Vision Charter School will:

- Provide a strong foundation in reading, writing, problem solving, math concepts, science, social studies, and computational skills.
- Provide a technology-rich environment, encouraging the effective use of technology as a tool in the workplace of the 21st century.
- Enable students to develop the following intellectual habits important in the work place: adapting to new situations and responding effectively to new

information; solving problems; locating and evaluating information from a variety of sources; making flexible connection among various disciplines of thought; thinking logically and making informed judgments.

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

Standard g. The students are introduced to current technology.

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

Objectives: Vision Charter School will:

- Use interactive technology as tools in an integrated educational program rather than as primary instructional delivery systems.
- All students leaving Vision Charter School will be proficient in using both a word processing and spreadsheet package.
- Use computers as tools for such activities as accessing research information, authoring, computation, record keeping and data storage, and communication.

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

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

Objectives: Vision Charter School will:

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

Vision Charter School will achieve the Thoroughness Standards through its taught curriculum and the unique aspects of the school, including our small size and the ability of the Administrator and teachers to be fully cognizant of the curricula taught at all grade levels within the school. With one Administrator and 8 teachers in the first year, collaboration time can be accomplished during regularly scheduled staff meetings and in-service days. Instruction of the curriculum will be accomplished using an aligned proactive method. A combination of a strong emphasis on kindness, the “golden rule,” and a reward system which honors children who are hard working, responsible, honest, and respectful creates an environment allowing for student peace of mind which then maximizes learning potential.

Instructional Methods

Vision Charter School is distinguished by the multiplicity of ways in which it seeks to ensure student learning. Some of these are highlighted in the sections that follow. The Charter School uses uncommon means to achieve common ends. Through its multiple methods, all students are potentially successful and capable of fulfilling their individual potential. Vision Charter School plans to use the specific methods mentioned earlier (see “Standard e” in Section III.B. Idaho Thoroughness Standards) and the following instructional methods:

- a. 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.
- b. 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.
- c. The *Individualized Learning Method* attempts to personalize the learning process to the interests of the individual by allowing students to develop goals for their self-study. The reasons for learning thus become intrinsic--one’s own curiosity and personal applicability of the information learned.
- d. 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.
- e. In addition, we will employ a comprehensive plan for character education and a rigorous program of core subject instruction that taps into each child’s innate need to know boundaries while protecting every child’s dignity. It will provide an enriched gifted-and-talented curriculum for all students.

Curriculum Overview

All students will participate in a common core of learning that will fulfill the school's mission to develop virtuous citizen leaders. It is the intent of the Vision Charter School to remain aligned with the general goals and curriculum of the Idaho State Standards. However, acceleration will take place whenever possible. Our students will learn to:

- Develop oral and written skills;
- Use knowledge and skills, think logically, and solve problems related to mathematics;
- Have a working understanding of the scientific method to promote responsible use of scientific information;
- Develop their aesthetic talents in music, visual arts, or performance;
- Develop oral, written and listening skills in a non-native language;
- Participate in a comprehensive program of community service that reflects responsible citizens in a democratic society and an interdependent world;
- Understand and apply the knowledge, concepts, principles, and themes embedded in each of the social studies--history, geography, political science, and economics.

In keeping with Vision Charter School's mission, we recognize that education is more than the assimilation of facts. Proficiency in a discipline means that the learner becomes a capable practitioner and has a sufficient foundation to pursue advanced study. The Charter School emphasizes both the acquisition and application of knowledge.

The Vision Charter School curriculum contains traditional academic subjects, foreign language instruction, fine arts opportunities and a community service component that make the Charter unique. The Idaho State Standards serve as the starting point and are enhanced with unifying themes and other creative methods. The subjects that make up the curriculum are listed and briefly discussed below. Traditional core curriculum areas; language, mathematics and science remain strongly emphasized. The core curriculum will be enhanced with a second language and the fine arts.

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 reading curriculum is literature based. Comprehension skills and vocabulary development 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 using the 6-Traits writing model in conjunction with creative and expository writing. Communication skills include speaking, writing and listening and expand into presentation skills. Grammar

usage, punctuation and capitalization skills are specifically taught, used and practiced daily. Spelling is taught methodically, focusing on patterns, phonograms, rules and stages that children pass through as they develop spelling proficiency. The innovative teaching methods used in language arts are Spalding's phonics, the 6-Traits, CORE research and the Shurley method.

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

Science and Health. The science curriculum is a multiyear sequence that emphasizes hands-on experimentation and functional knowledge of scientific phenomena. Science must take students beyond the factual approach of reading, reciting, drilling, and testing science to actual experiments with instruments. This process approach lets students experience the excitement of science so they can better understand facts and concepts and is in line with the Idaho State Standards. Emphasis will be placed on the Idaho Standards addressing student understanding of the importance of health behaviors and lifestyles, including nutrition and physical activity.

Social Studies and Community Service. All grades will follow the basic elements of the Idaho State Standards curriculum in social studies. In addition there will be a strong emphasis on community service as students apply their understanding of and their contributions to the world around them. We will seek out ways for the students to discover and experience responsibilities and rights as members of our democratic community.

Technology. Technology will be used to support a child's natural way of learning through individual and group discovery and seeking solutions to real-life challenges. Vision Charter School will provide our learners with technology skills that prepare them for future employment. One source of technology will be the Internet. We have developed a draft Computer Use Policy, included in Tab 10. This policy will be in compliance with the Children's Internet Protection Act. We will allocate up to \$50,000 per year for technology expenditures, including hardware, software, training, maintenance, and repair costs. We will solicit technology donations in an effort to reduce direct costs to our budget that will need to be used for technology purposes.

Curriculum Development and Approval

Curriculum development will be an ongoing process directed by the Administrator, with the approval of the Board of Directors. The curriculum will be implemented and evaluated through observations of teachers and students, with

follow-up discussions with the Administrator to include written future goals.

Textbooks

Vision Charter School will follow the Idaho State Standards. Textbooks for the school are not yet chosen and will be selected by the Administrator with input from teachers and parents. Textbooks will enrich, not drive instruction.

Educational Programs and Services

Provision of supplemental educational programs and services such as physical education, HIV/AIDS education, family life/sex education, occupational education, driver education, guidance and counseling services, summer school programs, parent education programs, social work, and psychological services will be provided to students who require them. The Board of Directors, Administrator, and PFA will work together to determine the need for, and estimated cost and value of, these programs. As needed, we will seek outside contracts to meet identified needs, with the understanding that all required services will be performed.

Special Needs Students

Vision Charter School will identify special needs students, including LEP (Limited English Proficient), special education, gifted and talented, and students qualifying for section 504. Vision Charter School will utilize the Idaho Special Education Manual as now adopted or as amended in the future and will comply with federal regulations dealing with these areas. The Idaho Special Education Manual will be used for identifying, evaluating, programming, developing individualized education plans, planning services, developing our discipline policy, budgeting, and providing transportation for special needs students, as necessary. The Vision Charter School Special Education administrator will be the Section 504 Compliance Officer.

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

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

Disciplinary problems by special education students will be assessed by the multidisciplinary team. Teachers and administrators will follow the Idaho Special Education Manual (as currently defined in Chapter 7, Section 13, and titled "Student Discipline") to address these issues. See the draft

policies for disciplining students with disabilities and Drug and Alcohol Use in Tab 10.

Appropriate personnel will be responsible to monitor Individual Education Plans (IEPs) and supervise the implementation as written. A certificated teacher will provide services in an inclusion or a pullout model depending on the degree of intervention necessary to meet the student's needs. A paraprofessional will be used to support instruction as allowed by IDEA and the ESEA. The appropriate personnel will consult with the general education staff to utilize effective classroom interventions, adaptations, and modifications.

Vision Charter School will contract with a private provider 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. In the event that the IEP team determines that the student's academic needs cannot be met on site, Vision Charter School will determine the least restrictive environment complying with PL 94-142.

Vision Charter School will apply the federal definition of Limited English Proficient (LEP) as defined in Title III and IX of the ESEA. We 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. Students who are eligible for the LEP program will participate in the Vision Charter LEP program according to state and federal guidelines. State and federally mandated testing of LEP students will be administered as they become available. LEP services may be provided on-site or contracted out.

Other Special Needs Student Services

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, LEP, Title I and Section 504 students have special needs, they will be provided educational experiences that will strive to meet those needs in the regular classroom as well as in special classes, seminars or workshops. The Charter environment will allow areas to be pursued beyond the scope of the regular curriculum - regardless of their areas of special needs. This will be accomplished through, but not limited to, the following: clustering, competitions, consultations, curriculum compacting, special topic classes, independent study, interest-based workshops, remediation, tutoring and pullout classes. Transportation will be provided as needed and required.

Dual Enrollment

There will be reciprocal agreement between the Vision Charter School and both Middleton School District and Vallivue School District to meet dual enrollment requirements as specified in Idaho Code 33-203. Middleton School District already has a policy in place (Dual Enrollment Policy #630) which it is using successfully.

Academic Freedom, Controversial Issues, and Religion

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

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

TAB 4: Assessment of Student Educational Progress

Measurable Student Standards

Standards and standardization are the basis of assessment. Performance will be assessed on at least three levels:

- student progress relative to previous performance will be assessed following state requirements
- attitudes and personal/academic habits will be assessed through teacher evaluations
- performance will be assessed relative to district and state developed standards.

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

The goals of this school are as follows:

- show improvement or score in the top quartile on standardized tests offered at the national or state level, after a period of two consecutive academic years at Vision Charter School
- strive for all students to write, read, compute and solve mathematical problems at grade level
- aim for a student absenteeism of less than 4%
- samples of each students' work reflects acquired, integrated, extended, refined and meaningful utilization of knowledge
- students will show positive growth on annual parental/student/teacher surveys that address attitudes and habits toward, but not limited to; work ethic, honesty, showing initiative, taking and accepting responsibility and self-confidence.

Student performance will be assessed relative to other learners of the same age through district, state, and national testing. We will follow the timeline established by the Idaho State Department of Education in administering student assessments. A student baseline will be established during the first year of testing and will be evaluated each year thereafter. As other state mandated tests are required, Vision Charter School will administer these tests.

Student Assessment

A goal for students enrolled at Vision Charter School for two (2) years will be to meet the statewide performance standards developed by the Idaho State Department of Education. These standards include the subjects of English, Reading, Science, Social Studies, Health/Wellness, Humanities, and Mathematics.

Student assessment evaluation, reported annually, will consist of:

- a student baseline developed during the first year using testing results;
- 1. a comparison of annual results with baseline scores to assess progress; grade-level and school composite scores;
- 2. a graph of annual results showing year-to-year change;
- 3. a graph of school scores relative to state and national averages; and
- 4. sub-analysis of a variety of variables to identify areas for improvement.

Monitoring the progress of our students and evaluating innovations in education procedures are an important part of our curriculum development process. The annual report of student progress will be made to the Idaho Public Charter School Commission no later than June 30 of each year for the previous school year. In addition to the data listed above, it will provide formative and summative data to demonstrate that the school is meeting performance standards prescribed by the state. This data will also include Vision Charter School-developed assessment information.

Student Educational Standards

The State Standards clearly define the essential knowledge and skills for student learning in each program area. Vision Charter school will meet or exceed the state standards in reading, language arts, math, science, social studies, health/wellness, and humanities. Students will be evaluated for progress in the following areas in addition to academic skills:

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

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

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.

Accreditation

Vision Charter School will obtain accreditation in accordance with Idaho Code 33-119. Idaho Administrative Procedures Act (IDAPA) 08.02.02.140, Accreditation, which defines the State Board of Education's accreditation requirements, will be utilized. This would include developing the following:

- a School/District Strategic Plan,
- a Continuous School Improvement Plan,
- an aligned and focused plan for the improvement of school and staff capacity (including structure, resource allocation, and teacher skill sets) to increase student achievement,
- a plan to meet state approved accreditation standards,
- submitting reports as requested, and
- meeting the Elements of Thoroughness.

Improvement Planning

If it were ever determined that, based on student performance, the school was in need of improving performance, the Administrator and the Board of Directors would meet both internally and with outside experts, such as the Idaho Charter School Network, to develop a comprehensive plan for improving performance. Vision Charter School is committed to a school where student success is our top priority. We would examine the current processes and develop a detailed performance improvement plan to address each process deemed important to achieve increased student learning. These processes may include the amount of time spent on critical subjects, the teaching method employed, the textbooks and other learning materials utilized, and the integration of core subjects.

Improvement of Student Learning

Multiple learning opportunities are afforded the 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 practice new skills by tackling both real-world problems and problems simulated to model the current work world. For example, the school's requirement for students to perform genuine community service not only informs students about real needs our community has, but also encourages

them as a group to decide which needs they can reasonably address, plan an approach, implement the plan, and then evaluate the result. Peer teaching, when appropriate, provides an opportunity for learners to become educators and reinforces their own knowledge and mastery of new skills through presentation of their own work and through working with a “learning buddy.” Projects will include a balance of individual effort and group collaboration to ensure mastery of important basic skills, content, and interaction skills.

Vision Charter School’s learning program is built on the belief that all children can learn, but not in the same way, at the same pace, or from the same sources. It recognizes that children are gifted in different ways and may excel in the following areas: linguistic; mathematical/logical; intrapersonal (self); interpersonal (others); bodily kinesthetic; spatial; and musical.

Although all seven areas will be examined and encouraged through daily instruction, Vision Charter School will retain a traditional focus on linguistic, kinesthetic, mathematical/ logical areas, and implement a unique musical component. The staff at Vision Charter School will ensure a safe, kind environment allowing students to acquire essential information and attitudes that will help them lead productive lives.

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

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

TAB 5: Governance Structure

Vision Charter School is a non-profit organization organized and managed under the *Idaho Nonprofit Corporation Act*. The School's Bylaws and Articles of Incorporation are provided in Tab 1. The Board of Directors will be the public agents who control and govern the charter school. Vision Charter School shall be responsible to identify and comply with all statutory requirements affecting the operation of a public school. The Board of Directors' meetings will follow the open meeting laws, keep accurate minutes, and make the minutes available to the public, according to the Bylaws of the charter school.

Organizing Group

The organizing group of founding families has written the Charter petition and elected the initial Board of Directors. The Board of Directors will recruit candidates for the position of school Administrator, and establish a preliminary operating budget. The current function of the organizing group is to serve as a data-gathering resource and to provide input and advice to the Board of Directors. We anticipate a total of 10 founding families.

Board of Directors

Initial Formation

The Board of Directors of Vision Charter School will consist of no less than five (5) and no more than seven (7) members. Two additional Directors may be added subject to the Bylaws of Vision Charter School.

Selection and Replacement

Elections for members of the Board of Directors will be held every two years according to the Bylaws.

Powers and Limitations

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

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

d. Relationship between Board of Directors and School Administration

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

implementation of the school vision and mission

instructional materials and supplies

resource allocation

state charter school requirements

school-wide community building

special services

contracted services

disciplinary support

public and media relations

business and community partnerships

curriculum, instruction, and assessment

professional development

employment and personnel issues

enrollment and attendance

formative/summative staff evaluations

facility conditions

transportation

climate for innovation and growth

staff and school morale

district/board liaison

treasurer/keep budget and financial records

annual report

Standing Committees and Ancillary Support Personnel

Standing committees will be formed in accordance with the bylaws of the corporation. These committees will include, but are not limited to, a Parent-Faculty Association (PFA), a fundraising committee, and the like.

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

Teacher/Parent Decision Making

The Board of Directors of Vision Charter School may provide consultation to the Administrator regarding ongoing plans for the school. Parents of students who attend Vision Charter School will be involved in the education of their children and in the school at many levels. Parents bring an in-depth understanding of their children's personalities, learning styles, and strengths and weaknesses, which is essential for the continuing educational development of their children.

Parental Participation

As described earlier, parents of students who attend Vision Charter School will be involved in the education of their children and in the school at many levels. The process to ensure parental involvement will be as follows:

1. Parents will receive written materials at the beginning of each school year.
2. Parents will be encouraged to attend two parent teacher conferences per year.
3. Parents will be asked to complete a survey during the school year addressing the following issues: safety of students, classroom discipline, school-wide discipline, child's response to classroom atmosphere, and parents' perception of learning environment, curriculum, and achievement.
4. Parents will be encouraged to be involved in the Parent-Faculty Association (PFA) and to volunteer for school projects, programs, and committees, and to work with students.
5. Parents will be encouraged to provide an appropriate learning environment at home for study.
6. Parents will be encouraged and welcomed to volunteer in their child's(ren's) classrooms(s).
7. Parents will be encouraged to communicate regularly with the school. In turn, the school and the PFA will regularly communicate with the parents.

Community and Business Partnerships

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

Audit of Programmatic Operations

An annual educational program and financial audit will be conducted after the completion of each charter school year. Vision Charter School will conduct a programmatic audit through information obtained via its own instruments, timeline, and processes. An independent auditing firm will conduct a financial audit. The Idaho Public Charter School Commission may choose to do an independent audit at the Commission's expense. An independent audit may be

performed as specified (annually) or at such time as revocation or non-renewal of the charter may be initiated.

Dispute Resolution

The Idaho Public Charter School Commission and the Governing Board of Vision Charter School will resolve disputes relating to provisions of the charter following the procedures set forth in Section 33-5209, Idaho Code, and the applicable rules of the Idaho State Board of Education for notice of defect and submission of a corrective action plan. Vision Charter School would like to meet annually, or as necessary, to discuss relations in an effort to be proactive concerning disputes that may arise relating to provisions of the charter contract.

TAB 6: Employees of the charter school

Employee Qualifications

Vision Charter School's full-time staff will meet or exceed qualifications required by state law. Staff will be required to possess personal characteristics, knowledge, and experience consistent with the philosophy, mission, and expectations of Vision Charter School as outlined within this petition. The Administrator will make recommendations to the Board of Directors for approval of instructional staff. Each professional staff member (teachers and the Administrator) will be on a written contract approved by the Superintendent of Public Instruction.

Vision Charter School reserves the right to seek limited certification options as provided by rule of the Idaho State Board of Education when deemed in the best interests of the educational program. Additionally, Vision Charter School reserves the right to employ any person for temporary assistance under the direct supervision of certified staff members. These provisions are intended to allow various community experts and other specialized persons who may not hold certification to contribute to the school according to their talents, experience, creativity, or expertise on an as needed basis.

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

Professional Opportunities

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

Background Checks

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

Targeted Staff Size

Vision Charter School will employ one teacher per class, with additional staff for music, physical education, and foreign language as the budget permits. The goal is to have 1 teacher per 24- 35 students per class. Education assistants or other adults will be considered for classes in excess of 28 students.

Teacher Certification

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

Employee Benefits

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

Status of Vision Charter School Employees

Employees of Vision Charter School are not employees of the either Vallivue or Middleton School District. They may apply to teach in either School District. Teachers at the charter school will not be eligible for an in-district transfer to another school within the Vallivue or Middleton School District.

Experience

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

Collective Bargaining

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

Staff Development

Vision Charter School's Administrator will ensure that the school's employees understand and are able to implement the school's vision upon hiring and through in-service training. All employees will undergo an annual performance review.

Health and Safety

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

1. Conduct criminal history checks for all employees in compliance with Idaho Code 33-130. This requirement is a condition of employment.
2. Require that all students have proof of immunization or have a written parental waiver and have a birth certificate or other identification before

- being enrolled at the Vision Charter School.
3. Require that all visitors sign in at the office and receive and wear a visitor's pass when visiting the school building.
 4. Provide for inspection of the facility in compliance with Section 39-4130 of Idaho Code. Adopt policies to meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools. Fire and safety officials using the same guidelines for all public schools will inspect the facility.
 5. Adopt and implement, where appropriate, policies regarding health, safety and risk management policies, unless otherwise written and adopted by the Board of Directors. These policies will at a minimum address the above and the following items:
 - a. policies and procedures for response to natural disasters and emergencies, including fires and bomb threats.
 - b. policies relating to preventing contact with blood-borne pathogens.
 - c. a policy requiring that all staff receives training in emergency response, including appropriate "first responder" training.
 - d. policies relating to the administration of prescription drugs and other medicine.
 - e. policies establishing that the school functions as a gun-free, drug-free, alcohol-free and tobacco-free workplace.

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

TAB 7: Admission Procedures

Admission Procedures

Vision Charter School will follow the model admission procedure identified by the Idaho State Board of Education in the initial year and for every year thereafter.

Prospective students will be given the opportunity to enroll regardless of race, color, national or ethnic origin, religion, sex, social or economic status, or special needs.

Vision Charter School founders' and fulltime faculty/staff children will have first preference for admission to the school, with a maximum of 10% of the student population consisting of founders' and fulltime faculty/staff children.

Prior to enrollment each year, Vision Charter School will advertise in local newspapers and make application forms available at the Charter School office, via e-mail or other designated locations throughout the primary attendance area. The application will include information pertinent to filling a limited number of positions in each classroom.

The primary attendance area for Vision Charter School shall be as follows: Galloway Road on the North boundary, in a line east to Kingsbury, then south in a line on Kingsbury to Linden Road, then west along Linden Road to the Caldwell School District boundary, north along the Caldwell School District boundary to the Boise River, follow the Boise River west to Old Hwy 30 (this is the existing boundary between the Middleton and Caldwell School Districts), north on Old Hwy 30 to Galloway Road. Please refer to the map provided for a visual depiction of the primary attendance area and the relationship between Vision Charter School and the surrounding School Districts. This primary attendance area contains land currently in both the Middleton and Vallivue School Districts.

Students residing in the primary attendance area will be given admission preference to enroll in the school.

Siblings of current students will be given admission preference to enroll in the school.

Once enrolled in Vision Charter School, students will not be required to reapply each year thereafter.

Public School Attendance Alternative

Because Vision Charter School is a new entity and not a conversion of an existing school, the attendance alternative would be the same as for those presently residing within the Middleton or Vallivue School Districts. Students

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

Over-Enrollment Procedures

Vision Charter School has identified the following over-enrollment procedures:

- a) Vision Charter School founders' children will have first preference for admission to the school, with a maximum of 10% of the student population consisting of founders' and fulltime faculty/staff children.
- b) Five lottery pools and/or waiting lists will be established and prioritized as listed: 1) returning students, 2) children of founder's or fulltime faculty and staff children, 3) siblings of pupils already attending, 4) students within the primary attendance area, and 5) all other students. Applications will be drawn for placement using the Equitable Selection Process outlined in Subsection 203 of the Administrative Rules Governing Charter Schools. The process will begin with a randomly drawn grade and continue with randomly selected grades. Those on the waiting list may be placed in the school any time during the year when an opening occurs. Available positions will be filled from the waiting list established from the initial lottery.
- d) Once on a waiting list, students will remain eligible for placement within the school without repeating the application process. Each year, Vision Charter will contact all waiting list students and request written verification of the continued desire to be on the waiting list. The order of these waiting lists will be revised annually based on the lottery results. Students wishing to be removed from the waiting list must make their request directly to Vision Charter School, preferably in writing.
- e) Once the enrollment period is complete and waiting lists have been established through lottery as described above, subsequent applications will be added to the waiting lists on a first come-first served basis.
- f) A lottery will be held by June 30 to establish the waiting list order of entrance for the upcoming school year in the initial year and each year thereafter. All openings during the school year will be filled according to the order established by that lottery. The lottery will be held in a public forum and the Chairman of the Board of Directors of Vision Charter School or the Administrator will conduct the lottery selection.

Non-Discrimination

Prospective students will be given the opportunity to enroll regardless of race, color, national or ethnic origin, religion, sex, social or economic status, or special needs as required by federal state and local laws.

Minimum Enrollment

The minimum enrollment for financial viability depends on the financial status of the school at the start of the school year. As enrollment approaches the minimum for financial viability, the Board of Directors shall take action including, but not limited to, the following:

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

Attendance Requirements

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

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

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

Make-up Work. Make-up work is allowed for students who have excused absences. Credit for make-up work is not allowed for an unexcused absence.

Tardies. A student is tardy if he or she is not in the assigned classroom when school starts.

Attendance Requirements. Students may miss up to 4% of the institutional time. Absence from class for any reason, including family convenience, shall be counted when the percentage of attendance and eligibility for promotion is being considered.

Notification of Absences and Discipline. Parents/guardians will be notified on the school report cards, during conferences and via phone calls about absences. Notice of the 8th absence will inform the parent/guardian that the school Administrator may deny promotion to the next grade or refer the parent/guardian to the Board of Directors for further discussion and appropriate action.

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

Attendance Appeal Process. If a parent/guardian wishes to appeal the denial of promotion to the next grade due to the attendance requirement, the following policy applies:

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

Grading, Homework, and Promotion

Vision Charter School's Administrator will establish policies and procedures for grading, homework, promotion, and retention.

Corrective Action

Those students not reading at grade level or computing grade level mathematics will be identified and receive a variety of services including but not limited to: one-on-one tutoring by paraprofessionals or teachers, tutoring by volunteers, and/or they may attend school during an extended session (if offered). Every effort will be made to help students achieve at Vision Charter School.

Student Activities

Vision Charter School's Administrator and staff will determine the school's student activities, as appropriate and necessary, including student government, student organizations, trips, before and after school care, interscholastic and

intramural sports and activities, band, orchestra, and choir.

Student Fees

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

Student Rights and Responsibilities

Vision Charter School is committed to a safe learning environment. Student expectations for appropriate behavior are high and will be communicated to both students and parents through the student handbook and upon enrollment. Students may be denied attendance to the charter school for any of the following reasons:

1. Being a habitual truant
2. Being deemed incorrigible by the school Administrator
3. Being deemed by the Board of Directors to be disruptive to the school for disciplinary reasons
4. Being detrimental to the health and/or safety of other students

In addition, students who attend the charter school after being expelled from another district may be placed on probation for one year. During this time, the student may be denied attendance for violation of the probationary requirements.

Parents/guardians will be notified of disruptive behavior via phone calls, in writing, and during school conferences. If the situation causing concern is not immediately corrected, the student may be referred to the school Administrator or to the Board of Directors for further discussion and appropriate action. The steps which will be followed to address these concerns are described below. If a student is caught being under the influence of alcohol or controlled substances, Vision Charter School will follow the procedures required by Section 33-210, Idaho Code.

Vision Charter School will assemble a student handbook, following state law and due process that outlines a Code of Conduct, including expectations and consequences for unacceptable behavior. Suspension or expulsion will be considered only as the final option in a series of efforts to avoid such measures.

TAB 8: Business Plan

Business Description

Vision Charter School, Incorporated, is organized exclusively for educational purposes within the meaning of IRC Section 501(c) (3) of the Internal Revenue Code. Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal Income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 (or corresponding provision of any future United States Internal Revenue Law), or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law). Vision Charter School was established in June of 2005.

Marketing Plan

Prospective students will be given the opportunity to enroll regardless of race, color, national or ethnic origin, religion, sex, social or economic status, or special needs. The primary attendance area for Vision Charter School shall be as follows: Galloway Road on the North boundary, in a line east to Kingsbury, then south in a line on Kingsbury to Linden Road, then west along Linden Road to the Caldwell School District boundary, north along the Caldwell School District boundary to the Boise River, follow the Boise River west to Old Hwy 30 (this is the existing boundary between the Middleton and Caldwell School Districts), north on Old Hwy 30 to Galloway Road.

Vision Charter School will actively recruit students for enrollment using, but not limited to, the following methods:

- Advertising with elementary and middle schools located within the target area upon administrative approval
- Direct mailing to primary attendance area households
- Ongoing articles (in both English and Spanish) in the Middleton Gazette
- Holding public forums in Middleton at the Civic Center
- Posting advertising materials in English and Spanish in prominent locations throughout the primary attendance area (i.e. the library, the community notice board, at City Hall).
- News releases and articles

The cost for the advertising budget is approximately \$1,500.

Facility Description

We plan to construct a permanent school building prior to the start of school in August 2010 and the facilities will be inspected to ensure compliance with applicable state and federal guidelines as provided in Section 39-4130, Idaho Code and the *Americans with Disabilities Act*.

Instructional Arrangements

Vision Charter School plans to open in August of 2007. Grade organization will generally consist of traditional single-grade classrooms. The Administrator will determine the school calendar, schedule, and hours of operation based upon a modified schedule. Within that general format, the Administrator, in consultation with the Board of Directors, will establish the school year calendar in compliance with the requirement of providing 900 hours of instruction. The school day is initially planned to begin at 8:00 AM and end at 2:45 PM (school start and ending times will also be dependent on busing availability). This schedule will be reviewed on an annual basis and may be changed, as necessary, by the Administrator in consultation with the Board of Directors. State and District-required hours of attendance will be met.

Administrative services will be provided by the Vision Charter School Administrator supplemented by other contracted services as needed. Annual programmatic and financial reports will be presented to the Board of Directors. The Administrator will also serve as the liaison between the Governing Board, the Public Charter School Commission, and parents.

Financial operations will be contracted out to licensed and bonded entities. Funding sources will include state allocation per pupil, federal start-up grants, private grants, business partnerships, and donations.

Day-to-Day Operations

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

Budget: The budget for Vision Charter School, 1) will be prepared in compliance with section 33-801, Idaho Statutes and policy of the State Board of Education, 2) will be presented at a public hearing in June of the year the school will open, and 3) will be delivered to the State Department of Education as required on or before July 15 prior to the start of the school year. The budget will be prepared, approved and filed using the Idaho Financial Accounting Reporting Management System (IFARMS) format.

Start-Up and Long Term Budget: A start-up budget with forms, three-year operating budget, and first year month-by-month cash flow form are attached.

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

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

Fundraising: A committee has been established to conduct fundraising efforts to generate capital or to supplement the per-pupil allocations. We have not included any fundraising monies in our budget.

Expenditures

Expenditures will be handled as described in the following sections.

Purchasing Process: Vision Charter School's Administrator will determine procedures for procuring goods and services, with approval of the Board of Directors.

Payroll Processing: Vision Charter School intends to outsource its payroll processing as determined by the Administrator, with approval of the Board of Directors.

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

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

Transportation

Transportation will be provided to in-district students and at selected pick-up locations for out-of-district students. If seating becomes limited, priority will be given to in-district students.

Food Service

Free and reduced lunch forms will be provided to all students by Vision Charter School. Once a suitable lunch preparation facility is available, any qualifying student will receive their lunch from the school. Until that time, alternative methods of feeding qualifying students are being explored, including use of the Idaho Special Milk Program and contracting food services from the Middleton School District. Vision Charter School will use verification, reporting, and record keeping procedures as outlined in the National School Lunch Program through the State Department of Education.

Resumes

Resumes for the Board of Directors are on the following pages.

Name: Elizabeth "Lee" Lyon Hannah

Home/Office Address: 23412 Lansing Lane
Middleton, Idaho 83644
Phone: 208-585-6544

Marital Status: Married, two children

EDUCATION

- M.P.H. Public Health/Epidemiology, 1997
University of Kansas
Kansas City, Kansas
- D.V.M. Doctor of Veterinary Medicine, 1993
University of Florida, College of Veterinary Medicine
Gainesville, Florida
- M.S. Master of Science (Prog. Development and Eval.), 1991
University of Florida, Department of Ag. and Extension Ed.
Gainesville, Florida
- B.S. Bachelor of Science, 1989
University of Florida, Department of Animal Science
Gainesville, Florida

PROFESSIONAL EXPERIENCE

Research Faculty, Boise State University, Master of Health Sciences Program (1/03-Present)

Provide instruction to Boise State University Master's degree students in epidemiology, research techniques, and statistics. Work with students to identify thesis topics, conduct research, and report research findings. Develop and conduct research grants with the Center for Health Policy and the Department of Community and Environmental Health. Support research activities by other BSU departments and colleges.

University of Utah, School of Medicine, Department of Internal Medicine, Division of Clinical Epidemiology, Medical Epidemiologist (10/03-12/04)

Responsible for the development, implementation and analysis of research projects related to antibiotic use and appropriate antibiotic prescribing. Currently the lead investigator involved with a Centers for Disease Control and Prevention Grant on agricultural antibiotic use and rural physician antibiotic use.

Adjunct Faculty, Idaho State University, Master of Public Health Program (8/01-Present)

Provide instruction to Idaho State University MPH students in epidemiology, research techniques, and statistics. Work with students to identify thesis topics, conduct research, and report research findings.

Rocky Mountain Epidemiology, LLC, Consultant / Epidemiologist (2/01-Present)

Provide consultation to public and private organizations on a variety of issues including data collection and analysis, program development, and program evaluation. Additional

skills include assisting with the identification and writing of grants, preparing manuscripts for publication, presenting at local and national meetings, and helping build relationships and infrastructure which will allow for expanded public health activities.

Qualis Health, Idaho Branch, Medical Epidemiologist (7/00-10/03)

Experience in the development, implementation and analysis of quality improvement projects in a variety of clinical settings including hospitals, physician office's, dialysis facilities and nursing homes under the Idaho Medicare contract. Currently involved with a Centers for Disease Control and Prevention grant on antimicrobial resistance. Particular emphasis is placed on two areas; data issues and intervention development and implementation. Data issues include data collection tool development and testing, field data collection, data quality, analysis of collected data, and production of summary reports. Intervention activities include review of current literature, intervention development, design and implementation of the interventions, and design of the evaluation component. Additional responsibilities include representing Qualis Health to external stakeholders and partners, developing partnerships with academic institutions, state agencies, community organizations, and federal agencies, preparing manuscripts for publication, locating and successfully competing for grants, and developing additional areas of expertise within Qualis Health.

U.S. Public Health Service Commissioned Corp, Veterinary Officer (7/98-6/00)

Detailed as a Medical Epidemiologist to the Centers for Disease Control and Prevention (CDC) assigned to the Colorado Department of Public Health and Environment, Disease Surveillance and Investigation, Denver, Colorado.

Investigated suspected and confirmed disease outbreaks throughout the State of Colorado including: questionnaire development, case/control interviews, data collection and analysis, disease control and prevention, and dissemination of results.

Developed and implemented a statewide influenza surveillance system using school and sentinel physician reporting. Worked with private practice physicians to improve recognition and targeting of high-risk patients for immunization. Served as a lead on a Physician Summit targeting improved immunization rates among private physicians in the metro Denver area. Member of the Colorado Influenza and Pneumococcal Alert Coalition, the statewide influenza and pneumococcal coalition. Developed and implemented a comprehensive website on influenza for the state health department.

Conducted analytic studies using multiple data sources (BRFSS data, hospital discharge data, death certificate data, etc.), determined which data sources to utilize, cleaned and quality checked data files, performed data analysis using SAS and Epi-Info software, prepared summary reports using the analyzed data, and presented findings to internal and external groups.

Developed and initiated a new statewide surveillance system for Creutzfeldt-Jakob Disease (CJD) working closely with other state and CDC staff. Facilitated meetings with university and private practice neurologists and pathologists. Developed a questionnaire for use in the epidemiologic and clinical investigation of newly diagnosed CJD cases.

Prepared journal articles and other publications, handled media requests, prepared grants and cooperative agreements, responded to public requests and concerns, worked with local health departments, other state health departments, and other PHS and HHS agencies.

U.S. Public Health Service Commissioned Corp, Veterinary Officer (2/95-6/98)

Detailed as a Clinical Consultant/Epidemiologist to the Health Care Financing

Administration (HCFA), Quality Improvement Operations Staff, Kansas City, MO. Managed projects related to quality improvement for Medicare beneficiaries, both those developed by Peer Review Organizations and those developed by the HCFA Regional or Central Offices.

Developed and implemented a seven state Congestive Heart Failure project, including development of chart abstraction tools, ensuring data quality, performing the data analysis, and preparing the results for dissemination.

Served as the lead on a multistate project addressing outcomes following Carotid Endarterectomy surgery.

Worked with CDC National Immunization Program staff to develop Interagency Agreements in 1995 and 1996. Developed a Scope of Work for 1995. Wrote contract language and served as the HCFA lead on the 1997-1998 Guillan-Barre Syndrome (GBS) study that examined the relationship between influenza immunization and the incidence of GBS among Medicare beneficiaries. Planned and organized a National Immunization Conference which was held in Chicago, 1996, program chair, 1997.

Chaired the data committee for the national mammography campaign. Ensured timely delivery of data to HCFA's internal and external partners.

Clinical Veterinarian (6/93-6/98)

Managed a mixed animal satellite clinic in Oregon (6/93-2/95). This clinic offered full medical, surgical, and emergency services; providing laboratory, radiology, and farm call services. Supervised employees (three full-time and one part-time). (4/95-6/98) Served as a part-time relief veterinarian in a small animal clinic. Performed medical consultations, diagnostic workups, and surgical services.

Laboratory Technician

Supervised the laboratory on weekends and assisted staff during the week. Performed bacterial cultures and sensitivities using MIC techniques. Read cultures and reported results to referring doctor. Performed routine serology and parasitology testing. (5/91-5/93) Conducted research related to the immune system (major histocompatibility complex) of various species. Supervised laboratory personnel and developed schedules. Laboratory techniques included southern blotting, radioactive labeling, PCR, and plasmid cloning and subcloning. (7/87-5/91)

Research Assistant (6/90-8/90)

Conducted research on the maternal immune response to pregnancy in the mare, including field and laboratory work. James A. Baker Institute, Cornell University, Ithaca, NY.

PROFESSIONAL TRAINING

Epidemic Intelligence Service (EIS) Program, CDC, assigned to the Colorado Department of Public Health and Environment (7/98-6/00).

How to Work Effectively with the Media, Colorado Public Health Assoc., March 2000.

Prevention Effectiveness Course, CDC, October 5-7, 1999.

Surveillance and Scientific Communications Course, CDC, October 26-30, 1998.

Certificate Program in Outcomes Management and Research, University of Kansas, Lawrence, KS. Lecture series focused on developing, assessing, and evaluating health outcomes (9/96-4/97).

Thirteenth Annual Graduate Summer Program in Epidemiology, The Johns Hopkins University, School of Hygiene and Public Health, Baltimore, MD (6/95-7/95)

PROFESSIONAL ASSOCIATIONS

2001 Idaho Public Health Association, President 2003-2006
Idaho Rural Health Association
2000 Diplomat, American College of Veterinary Prev. Medicine
1993 American Veterinary Medical Association

AWARDS/ACHIEVEMENTS

Group Recognition Award, Food and Drug Admin, DHHS
2000 Finalist, J.D. Lane Young Investigator Award, COA
1998 Secretary's Award for Distinguished Service, DHHS
1998 Regional Administrator's Citation, HCFA, Region VII
1998 Unit Commendation Award, HCFA, Region VII
1998 Nominated for an Exceptional Capabilities Promotion
1998 Nominated for a P.H.S. Commendation Medal
1997 Appointed to the P.H.S. Uniform Board
1996 Achievement Medal, U.S. Public Health Service
1996 Nominated for an Exceptional Capabilities Promotion
1995-1996 Kansas Health Foundation Scholarship
1995 Regional Director's Award, HHS, Region VII
1990-1992 President and Vice-President of Veterinary School Class
1990 Geraldine R. Dodge Summer Research Fellowship

PRESENTATIONS

Molecular analysis of susceptible and resistant *E. coli* recovered from food, stool, and clinical specimens in a rural community setting. Elizabeth Hannah, J. R. Johnson, F. Angulo, B. Haddadin, J. Williamson, M. Samore. 2004 International Conference on Emerging Infectious Diseases, March 1, 2004, Atlanta, Georgia.

Community-based surveillance of resistant *E. coli* in commercially purchased meat products - 2002-2004. Elizabeth Hannah, F. Angulo, B. Haddadin, J. Williamson, M. Samore. 2004 International Conference on Emerging Infectious Diseases, February 29, 2004, Atlanta, Georgia.

Molecular analysis of susceptible and resistant *Escherichia coli* recovered from food, stool, and clinical specimens in a rural community setting. Elizabeth Hannah, J. R. Johnson, F. Angulo, A. Gajewski, M. Samore. Presentation at the 2003 Conference on Antimicrobial Resistance, June 23-25, 2003.

Population-based surveillance of resistant *E. coli* carriage among rural community residents: epidemiology and risk factors. Lee Lyon Hannah, Frederick Angulo, Michelle Wilkin, James Johnson, Sam Haddadin, and Matthew Samore. Poster presentation at the 2003 Conference on Antimicrobial Resistance, June 23-25, 2003.

Creutzfeldt-Jakob Disease after Receipt of a Previously Unimplicated Brand of Dura Mater Graft, Commissioned Officers Association Meeting, June 9, 2000, Scottsdale, AZ.

Trends in Behavioral Risks and Outcomes for Cardiovascular Disease, Colorado, 1990-1998. 2000 EIS Conference, April 2000, Atlanta, GA.

Control and Prevention of Adult Varicella Among Detainees in an Immigration and Naturalization Service Facility. National Immunization Conference, June 1999, Dallas, TX.

Control and Prevention of Adult Varicella Among Detainees in an Immigration and

Naturalization Service Facility. 1999 EIS Conference, April 1999, Atlanta, GA.
Failure to Titrate Angiotensin-converting Enzyme Inhibitors in Patients Hospitalized
with Congestive heart Failure. 1998 Public Health Professional Conference, COA
Meeting, June 9, 1998, Bethesda, MD.

PUBLICATIONS

- Hannah EL**, Angulo FJ, Johnson JJ, Haddadin B, Williamson J, and Samore MH. Rural Community-Based Study of Antimicrobial-resistant *Escherichia coli*: Epidemiology, Reservoirs, and Potential Consequences. *EID*, 11(10):1614-17, 2005.
- Stevenson KB, Murphy C, Samore M, **Hannah EL**, Barbera J, Gerberding JL, and Houck P. Assessing the Status of Infection Control Programs in Small Rural Hospitals in the Western United States. *Am J Infect Control*, 32(5):255-261, 2004.
- Stevenson KB, Samore M, Barbera J, **Hannah E**, Moore JW, Houck P and Gerberding JL. Evaluating Antimicrobial Management in Rural Community Hospitals in the Western United States. *Am J Health Syst Pharm*, 61:787-792, 2004.
- Stevenson KB, Samore M, Barbera J, Moore JW, **Hannah E**, Houck P, Tenover FC, and Gerberding JL. Detection of Antimicrobial Resistance by Small Rural Hospital Microbiology Laboratories: Comparison of Survey Responses with Current NCCLS Laboratory Standards. *Diagn Microbiol Infect Dis* 47:303-311, 2003.
- Hannah EL**, Stevenson KB, Lowder C, Adcox MJ, Davidson RL, Mallea MC, Narsimhan N, and Wagnild JP. Outbreak of Hemodialysis Vascular Access Infections Related to Malfunctioning Cuffed Tunneled Catheters: Making the Case for Active Infection Surveillance. *Infect Cont Hosp Epidemiol*, 23:538-541, 2002.
- Stevenson KB, **Hannah EL**, Lowder, CA, et al. Epidemiology of Hemodialysis Vascular Access Infections from Longitudinal Infection Surveillance Data: Predicting the Impact of NKF-DOQI Clinical Practice Guidelines for Vascular Access. 2002; 39(3):549-555.
- Hannah EL**, Belay ED, Gambetti P, Krause G, Parchi P, Capellari S, Hoffman RE, and Schonberger LB. Creutzfeldt-Jakob Disease after Receipt of a Previously Unimplicated Brand of Dura Mater Graft. *Neurology* 2001; 56(8):1080-1083.
- Hannah, EL**, AM Bailey, R Hajjeh, K Gershman, M Lindsley, and R Hoffman. Public health response to two cases of Blastomycosis in Colorado residents. *CID* 2001;32:e151-e153.
- Hannah, Elizabeth Lyon**, McCarthy, Tara, Beach, Michael, et al. CDC. Pseudomonas Dermatitis/Folliculitis Associated with Pools and Hot Tubs – Colorado and Maine, 1999—2000. *MMWR* 2000; 49(48):1087-1091.
- Hannah, Elizabeth Lyon**, Rickard, Russ, Hoffman, Richard, and Moolenaar, Ron. Trends in Behavioral Risks and Outcomes for Cardiovascular Disease, Colorado, 1990—1998. *Colorado Medicine*, 2000; 97(11):392-393.
- Hannah, Elizabeth Lyon**, CDC. Blastomycosis Acquired Occupationally During Prairie Dog Relocation, Colorado, 1998. *MMWR* 1999; 48:98-100.

Jody Benson
14460 Sand Hollow Road
Caldwell, Idaho 83607
(208) 250-5298

Education

1978 - Graduated from Pope John XXIII Catholic High School, Everett, Ma.
2002 - Registered Yoga Instructor with a 500 hour certification through Master Yoga Academy, La Jolla, Ca.
2005 - May 90 hour Real Estate licensing program with Executrain of Boise

Work Experience

June 1 2005 to present:

Real Estate Agent at Silverhawk Realty.
Presently being nominated for 2 awards, Rookie of the Year and Top Producer of the Year.

2002 thru 2005:

Owner Energy Works Yoga Studio~ 208 Main St. Middleton, Idaho 83644
Class schedule in studio as well as Contracts with the Nampa Recreation Center, Caldwell Recreation Center, Albertson College of Idaho & Mountain States Tumor Institute with St. Luke's Hospital.
Closed studio in March of 2005 and ended all contracts except continuing to teach a credit program at Albertson College of Idaho.

2000 thru 2002

Fine Host Corporation. Simplot Dining Hall, Albertson College of Idaho.
Asst. Mgr. working full time running the dining facility on campus overseeing all operations of the facility with a staff of 25 employees.

1996 thru 1999

Milligan's Fine Dining and Grill, La Jolla, Ca. 92037
Asst. Mgr. working full time running a high profile fine dining facility. Overseeing all areas of management and operations with a staff of 20 employees.

Originally from Boston, Ma. Moved to Middleton 6 years ago from San Diego. Married to David Benson, an Independent Insurance Broker. Jody & David have 3 children, Dina 14, Lisa 11 & Dakota 7. Currently working with Silverhawk Realty as a licensed real estate agent

MICHELLE R. LAMBRIGHT
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MIDDLETON, IDAHO 83644
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mrlcpa@earthlink.net

SUMMARY: Over 25 years experience in the accounting sector. Extensive skill in taxation and forensic accounting.

PROFESSIONAL EXPERIENCE:

Michelle R. Lambricht, C.P.A. Middleton, Idaho **1994 – Present**
Sole Proprietor

Self-employed specializing in taxation and forensic accounting. This includes preparation of tax returns, civil and criminal litigation, and bookkeeping services.

Internal Revenue Service, Boise, Idaho **1/1991 to 5/1994**
Special Agent, Criminal Investigation Division

Criminal investigations, including tax fraud, money laundering, embezzlement, bankruptcy fraud and narcotic related activities.

Internal Revenue Service, Boise, Idaho **5/1988 to 1/1991**
Revenue Agent

Civil investigations, including tax protestors, compliance projects, and civil fraud cases. Prior to transferring to the Criminal Investigation Division I reviewed civil cases before their closure.

Internal Revenue Service, Boise, Idaho **8/1986 to 5/1988**
Intern with Internal Revenue Service

Part-time employment included non-filing projects, specialized tax divisions, and Phase I training for Revenue Agents.

Boise State University, Accounting Department Boise, Idaho **10/1986 to 5/1988**

Part-time employment, included grading homework and tests for several instructors.

Kamille Crawford

16266 Mink Road, Caldwell Idaho (208)454-0316
kamillecrawford@yahoo.com

- Experience 1994-1997 Notus Junior and Senior High School Notus, ID
English Teacher
- Taught English in both the Junior and Senior High School
 - Class advisor to the Senior Class
- 1996-2001 Notus High School Notus, ID
Head Varsity Volleyball Coach
- 1998-2001 Conference champions, qualified for state tournament
 - 2000-2001 District champions, 5th & 3rd place finishes at state
 - 2001 Sportsmanship award at state tournament
 - 1994-1995 Coached junior varsity and junior high volleyball
- 1995-1998 Notus High School Notus, ID
Basketball and Track Coach
- Coached varsity and junior varsity girls basketball
 - Coached junior high and high school track
- 1992-1993 Vallivue High School Caldwell, ID
Volleyball Coach and Student Teacher
- Coached junior varsity and junior high volleyball
 - 1993 District Champions
 - Student taught U.S. History at Vallivue High School
- Education 1991-1993 Albertson College of Idaho Caldwell, ID
- B.A., History & English, certified in History, English, & Humanities
 - Played volleyball
- 1988-1990 Brigham Young University Provo, UT
- Awards Academic Scholarship- Brigham Young University
Dean's List- Albertson College of Idaho 1991-1993
2000 Third District Coaches Association Coach of the Year
2001 Sportsmanship Award at the state tournament
- Volunteer Experience
Worked in Short Sports program for Caldwell Parks and Rec
Vision Charter School Board of Directors
Volunteer at Purple Sage Elementary
Member of PTA at Purple Sage Elementary

TAB 9: Not a virtual school
Vision Charter School is not a virtual charter school

TAB 10: Termination or dissolution

Public Access

Vision Charter School's policies regarding the ways in which the public may have access to the school's students, staff, and facilities will be similar to that of the Middleton School District. We will comply with all aspects of the Idaho Public Records Law (Idaho Code 9-337 – 9-350). The Charter School will comply with Idaho statutes relating to public records and public meetings, as indicated in the Bylaws. We will comply with the Idaho Open Meeting Law (Idaho Code 67-2340-67-2347). Vision Charter School gives permission for public inspection.

Complaint Process

Vision Charter School's procedures for a complaint process for parents/guardians and the public are as follows, with the ultimate authority residing with the Board of Directors of the Vision Charter School;

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

School Records

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

IRS Regulations

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

Use of District Facilities

At this time we have no arrangements to utilize any Middleton School District facilities.

Lease/Purchase Documentation

When Vision Charter School enters into any lease or purchase agreement for portable units or facilities prior to the opening of the school, the school will provide complete documentation of this commitment. Our current plan is to open

with portable units leased from a Treasure Valley dealership.

Inspection Reports

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

State Compliance

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

Right to Evaluate Contract Compliance

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

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

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

Amending the Contract

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

Termination or Non-renewal

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

- Committed a material violation of any condition, standard or procedure set forth in the charter petition or contract;
- Failed to substantially meet one or more of the student educational standards identified in the charter contract;
- Failed to meet generally accepted accounting standards of fiscal management;
- Failed to submit required reports, as defined by Idaho Charter School Law, to the district;
- Lost substantial support of the school's students, parents, staff, and/or community;
- Shown that it is not in the best interest of students for the school to continue operation;
- Violated any provision of law;
- Filed for bankruptcy or financial reorganization and is unable to pay its creditors.

Except in emergency situations, the Public Charter School Commission will provide thirty (30) days written prior notice and an opportunity for the Charter Schools' Board of Directors to be heard by the Idaho Public Charter School Commission, before the charter contract can be terminated.

A decision to terminate or not to renew a charter may be appealed directly to the Idaho State Board of Education, based on Idaho Code 33-5207, 5208, 5209.

Dissolution

In cases of termination or non-renewal, the Board of Directors of Vision Charter School is responsible for the dissolution of the business and affairs of the school. Vision Charter School will fully cooperate with the Middleton School District and the Vallivue School District for the dissolution process. All records of students residing in either District will be immediately transferred to the appropriate District. All students will receive written notice of how to request a transfer of student records to a specific school. Vision Charter School will accommodate student record requests from schools outside of Middleton or Vallivue School Districts for up to one year after dissolution. Upon the dissolution of Vision Charter School, remaining assets will be distributed to creditors pursuant to Sections 30-3-114 and 30-3-115 of the Idaho Code. All remaining assets will be distributed to the Idaho Public Charter School Commission.

Proof of Attendance at the Petitioner's Workshop

Four of the five Board of Directors attended the Petitioner's Workshop held on July 11, 2005. Certificates of Attendance have been included for three attendees.

Policies and Procedures

Please see the attached policies and procedures on discipline, attendance, Drug and Alcohol Use, and computer use for Visions Charter School. These policies will be considered draft until the school Administrator is hired and has the opportunity to review and accept these policies. If the Administrator desires any changes to these policies, they will be resubmitted to the Idaho State Charter School Commission for approval.

Vision Charter School, Inc. ***Attendance Policy***

Attendance at school must be regular and punctual. Make-up work granted a student after an absence is, at the very best, a poor replacement for the actual class experience. A student's absence requires additional work for everyone, including the student, instructor, and school administration, which cost the school money. Students should plan on attending school every day that classes are scheduled.

A student may not miss more than six (6) days a semester. Absences from a specific class may be considered as a day of absence. All students should be in physical attendance 96% of instructional time. Students should be in the classes in which they are enrolled unless they have been excused to conduct school business. Students not meeting the attendance requirement may not receive credit even through their grades are passing. However, those students who believe that all or part of their absences are the result of extraordinary circumstances may request a review of their cases.

Examples of extraordinary circumstances include the following:

Extended illness of such severity that the student cannot attend school regularly; verification of the extended illness must be obtained from a licensed health official.

Involvement in an accident or other malady which may preclude regular attendance until full recuperation; verification of the need to be away from the school setting until recuperated must be obtained from a licensed health official.

Pregnancy-associated difficulties that would endanger the emotional and physical well-being of the affected individual as verified by a licensed health official.

Educational and travel programs initiated by the parents and/or students that are neither sanctioned nor sponsored by the school.

Absences that are beyond the control of the student, parent, or school.

A Review Committee, appointed by the Administrator, will examine the student's records and may approve a waiver of the loss of credit. The records of the student, which may be considered, will include the following:

Attendance for the current year and previous year and semester, specifically including the number of absences which occurred, and the amount and type of extended illness.

Grades for the current and previous year and semester, specifically including the subject or grade under consideration.

Make-up of work missed, including whether the work was made up prior to the absence or after the absence.

Make up of time missed in supervised attendance during the school year or during the period immediately following the completion of the school year.

If the Review Committee does not approve the waiver of the loss of credit, the student may request a determination by the Appeals Board, consisting of the Administrator and Board of Directors. A final determination will be made from materials presented to this Appeals Board.

Appeals Process

Appeal forms will be given to each student near the end of each semester.

A letter requesting a waiver of attendance policy should be submitted to the Attendance Officer at the end of each semester. Any physician's statement or appropriate verification of absence should accompany this letter.

The Review Committee will convene to review all requests for waiver of attendance policy.

Recommendations not to grant credit may be appealed by the parents to the Appeals Board.

A personal appearance may be requested by the parent to attend the Review Board and/or Appeals Board hearings.

Definitions

Excused absence: Any absence that is approved by the parent or school. The student has the opportunity to make-up work in classes missed.

Truancy: Absence from classes without the approval of the parent or school authorities.

Truancy Process

First truancy: A conference will be held between the school Administrator and the student. The parents will be notified. The student will be required to make-up all work missed.

Second Truancy: A conference will be held with the student, parent, and school Administrator. The student will be required to make-up all work missed.

Third truancy: A conference will be held with the student, parent, and school Administrator. The student may be referred to the Appeals Board for consideration and action.

Vision Charter School, Inc.
Draft Discipline Policy

Safe Environment

The number one goal of Vision Charter School is having a safe and orderly school and creating an environment that is conducive to learning. We also believe that all parents send their children to school expecting that their child will be taken care of physically, emotionally, socially and academically. As a result, some student behavior cannot, and will not, be condoned in any way.

Students who engage in fighting and/or who are defiant to a staff member will have the following consequences:

- 1st Offense - Loss of recesses for one week
- 2nd Offense - 1 day in school suspension
- 3rd Offense - 2 day in school suspension
- 4th Offense - referred to Board of Directors for possible expulsion

*Parents will be notified at the time of each offense.

Other behavior that will not be tolerated includes harassment and intimidation of other students, profanity, and not using the playground equipment appropriately. The consequences of these infractions will correspond with the severity of the offense.

Drugs and Weapons

Vision Charter School has a **zero tolerance policy** for drugs and weapons. Students in possession of drugs or weapons will be automatically suspended with an expulsion hearing in front of the Board of Directors.

Suspension and Expulsion

Vision Charter School recognizes that students are entitled to attend a free public school and that even temporary denial of that right may occur only after careful attention designed to protect the individual rights of the students. However, the school is also responsible for providing a safe learning environment which protects the safety of all students, volunteers, and personnel.

The Idaho Legislature has empowered public schools to provide temporary suspension and for the expulsion of individual students when circumstances demonstrate that such action is necessary for the protection of the rights of other students, necessary for the orderly operation of the school process, and/or necessary for the protection of the safety of other students.

Suspension

Authority to temporarily suspend students has been delegated by the Idaho legislature to principals and school Administrator. No person other than the school administrator or the Board of Directors may suspend a student from Vision Charter School.

Grounds for suspension may include the following:

A student may be suspended for disciplinary reasons, or for other conduct that is disruptive and detrimental to the instructional process of the school, or to the health and safety of other students and the general climate of the school.

A student may also be suspended when, in the judgment of the Administrator, the suspension is necessary to protect the health, welfare, or safety of the student or other students of the school.

Period of suspension: A temporary suspension by the Administrator shall not exceed five (5) school days in length. Upon appeal to the Board of Directors, the suspension may be extended for an additional ten (10) days. This appeal for additional suspension would only be granted if there was a finding by the Board that immediate return to school attendance by the temporarily suspended student would be detrimental to other pupil's health, safety, or welfare.

Procedure for suspension:

Prior to suspension, steps will be taken to ensure compliance with all applicable policies and procedures.

Prior to suspension, unless an emergency exists, the Administrator shall grant the student an informal hearing on the reasons for the suspension.

The student shall be given the opportunity to challenge the reasons for the suspension and explain the circumstances surrounding the event.

If the student is suspended, a complete explanation will be given orally and in writing to the student regarding the terms or conditions required to lift the suspension.

Written notice describing the reasons for the suspension, term of the suspension, and conditions required to lift the suspension shall be delivered or mailed to the parent or guardian.

The Board of Directors shall receive a copy of the written notice delivered to the parent or guardian.

Expulsion

Only the Appeals Board, consisting of the Administrator and the Board of Directors, may expel a student. If a Special Education or Special Services student accumulates, or is likely to accumulate, more than ten (10) days of

suspension in a school year, the students IEP team must be convened to determine if the current program and placement are appropriate and if the behavior is related to the student's disability. Based on this determination, the IEP Team shall make needed modifications to the student's IEP.

Grounds for Expulsion:

A student may be expelled only for the following reasons:

When the student is a habitual truant

When the student is incorrigible

When the student's conduct is such as to be continually disruptive to the instructional effectiveness of the school.

When the student's conduct is such as to be continually disruptive to the instructional effectiveness of the school.

When the student carries a firearm, dirk knife, bowie knife, dagger, metal knuckles or other deadly or dangerous weapon concealed on or about his or her person while on the property of the school.

When the student's presence in the school is detrimental to the health, safety, or welfare of other students or staff.

Procedure for Expulsion:

Formal Hearing: When events or circumstances are such that a student faces expulsion from school, the following will occur:

The student and the parents or guardian shall be notified of:

The grounds of the proposed expulsion, and the date, time, and place where a full and fair hearing of the expulsion will be held.

The right to be represented by legal counsel.

The privilege against self-incrimination.

The right to confront and cross-examine adult witnesses who testify against him/ her and to submit evidence on his/her own behalf.

The student and the parent or guardian shall be provided a written copy of the charges.

The student's home district will be notified of the hearing and may have a representative in attendance at the hearing. If a student is expelled, the Board of Trustees of the student's home district will hold a hearing to determine if the student will be allowed to attend another school within their district.

Expelled students within the age of compulsory attendance fall under the purview of the Juvenile Corrections Act, and an authorized representative of the Board of Directors shall, within five (5) days, give a written notice of the expulsion to both the Middleton School District Board of Trustees and the Prosecuting Attorney of the county in which the student resides.

Vision Charter School, Inc.
Draft Discipline of Students with Disabilities

All procedures set forth in the “Student Suspension” policy and the “Student Expulsion” policy will be followed when it is necessary to discipline students with disabilities as defined by the Individuals with Disabilities Education Act (IDEA). The following additional procedures will also be adhered to when disciplining students with disabilities.

DISCIPLINARY ACTIONS

Ten-day disciplinary removal

School personnel may order a disciplinary removal of a student with disabilities for not more than ten (10) cumulative school days per infraction to the extent suspension would apply to students without disabilities. Cumulative suspensions, if over 10 school days in a school year must not constitute a significant change in placement.

In determining whether a significant change in placement has occurred, school personnel, through the multi-disciplinary team process, will review whether the student is subjected to a series of removals that constitute a pattern of exclusion because they cumulate to more than ten (10) school days in a school year, and because the length of each removal, the total amount of time the child is removed, and the proximity of the removals to one another indicate such a pattern of exclusion.

Any time a student is suspended for more than ten (10) school days in a school year the student will be provided services to the extent necessary to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out on his or her IEP, as determined by school personnel, in consultation with the student’s special education teacher or as determined by the student’s IEP Team.

Forty-five day disciplinary removal

1. The Administrator may order a change in placement of a student with a disability to an appropriate interim alternative educational setting, as determined by the IEP Team, for the same amount of time that a student without a disability would be subject to discipline, but for not more than forty-five (45) days if:
 - a. The student carries or possesses a weapon to or at school, on school premises, or to a school function. “Weapon” for the purposes of this policy is defined as any weapon, device, instrument, material, or substance, animate or inanimate, that is

used for, or is readily capable of, causing death or serious bodily injury. This term does not include a pocket knife with a blade of less than two and one-half (2 1/2) inches in length.

- b. The student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function.
2. School personnel may request a change in placement to an appropriate interim alternative educational setting from a hearing officer for not more than forty-five days if it is determined by personnel that a student with a disability is substantially likely to cause injury to himself or herself, or to others in the current educational placement.
3. School personnel may petition the court for an injunction to remove any student with a disability from school or to change the student's current educational placement if personnel believe that maintaining the student in the current educational placement is substantially likely to result in injury to the student or to others.

FUNCTIONAL BEHAVIORAL ASSESSMENT AND INTERVENTION PLAN

If a student with a disability is suspended for ten (10) school days or more in a school year, or placed in an interim alternative educational setting for not more than forty-five (45) days for disciplinary reasons, the following will occur within ten (10) days after taking the disciplinary action:

1. If school personnel have not conducted a functional behavioral assessment and implemented a behavioral intervention plan for the student prior to the behavior that resulted in the interim alternative educational setting, an IEP Team meeting will be convened to develop an assessment plan to address the behavior; or
2. If the student has a behavioral intervention plan, the IEP Team will review the plan and modify it, as necessary to address the behavior.
3. In subsequent removals in a school year of a student who already has a functional behavioral assessment and behavioral intervention plan, the IEP Team members can review the behavioral intervention plan and its implementation in light of the student's behavior, without a meeting, and must only meet if one or more of the team members believe that the plan or its implementation need modification.

MANIFEST DETERMINATION

Prior to submitting an expulsion recommendation to the Board of Directors for a student with a disability, the IEP Team will conduct a manifestation

determination. A manifestation determination will occur within ten (10) school days after the date on which a decision was made to recommend the expulsion.

EXPULSION

If a student on an Individualized Education Program (IEP) is expelled from school after a manifestation determination has found that the student's behavior was not a manifestation of the student's disability, educational services, consisting of services necessary to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the student's IEP will be provided to that student at an alternative setting.

STUDENTS WITH SECTION 504 DISIBILITIES

This section addresses disciplining students with disabilities as defined by Section 504 of the 1973 Rehabilitation Act. For those students with disabilities under the Individuals with Disabilities Education Act (IDEA), the disciplinary procedures required by the IDEA will be followed. In the event a student has disabilities under both Section 504 and the IDEA, both policies shall be followed in determining appropriate disciplinary actions.

SUSPENSION

A student with a disability, as defined by Section 504 of the 1973 Rehabilitation Act, may be suspended for not more than ten (10) consecutive school days per incident.

Whenever a school considers suspending a student with a disability for more than ten (10) cumulative school days in a school year, a Multi-Disciplinary Team (MDT) will be convened to determine if the cumulative suspensions constitute a significant change in placement by reviewing the following factors:

1. The length of each suspension;
2. The proximity of the suspension to one another; and
3. The total amount of time the student is excluded from school.

The MDT will consist of individuals who are knowledgeable about the student, the student's school history, the student's individual needs, the evaluation data, and the placement options. If the MDT determines that the exclusion would constitute a significant change in placement, the school will conduct a manifestation determination as set forth below.

EXPULSION

Prior to submitting an expulsion recommendation to the School Board for any student with a disability as defined by Section 504 of the 1973 Rehabilitation Act, an MDT will make a “manifestation determination.” A manifestation determination involves a review of the student’s misconduct, the student’s disability and the services provided to determine:

1. Is the misconduct a manifestation, or result, of an inappropriate placement or educational program for the student?
2. Is the misconduct a manifestation, or result, of the student’s disability?

In reviewing the questions set forth above, the MDT will review information regarding the student’s disability that is recent enough to afford an understanding of the student’s current behavior. In the absence of reasonably current information about the student’s disability, the Administrator will conduct or cause to be conducted additional evaluation(s) regarding the student’s disability before making the manifestation determination. If either manifestation question answer is “yes,” the student will not be expelled. However, the MDT may determine that a placement change is necessary for that student.

If the answers to both the questions set forth above are “no,” the school may proceed with the recommendation of expulsion to the School Board in the same manner as for similarly-situated students who do not have disabilities.

If the student’s parent/guardian disagree with the MDT’s determination of the manifestation determination, a hearing may be requested with the Board of Directors. Although the parent/guardian may disagree with the manifestation determination findings, the student may be expelled after following the proper procedures. Educational services may cease after expulsion.

Vision Charter School, Inc.
Draft Drug and Alcohol Use Policy

Drug Free School Policy

In harmony with the federal regulations established by the Drug Free Workplace Act of 1988, Vision Charter School is committed to the concept of having a drug free student environment. It is our intent that programs and activities be planned and carried out by the professional staff that will enable the school to achieve this goal.

The primary focus of our program shall be educational in nature, with instruction geared to discourage student experimentation of any mood altering substance. A companion focus of this program shall be aimed to assist students who have made unacceptable choices regarding any controlled substance. A necessary part of the latter focus is an attitude among teachers and other staff members that one of our responsibilities is to assist those students who need help in overcoming their potentially addictive behaviors. We believe that it is possible to have a totally drug free environment in the school setting. If a student cannot, or will not, commit to responsible behavior to help achieve this goal, several sanctions may be imposed as a disciplinary measure. They include, but are not limited to, the following:

- a. Parent or guardian contacted
- b. Referral to assistance, such as counselors and/or health professionals
- c. Referral to an outside agency for chemical dependency assessment and/or treatment
- d. Suspension from school
- e. Expulsion from school

Referral Policy

When there is reasonable cause to believe that a student illegally uses, sells, distributes, or possesses drug paraphernalia, drugs, alcohol, or other mood-altering substances in school, on or adjacent to school property, or at school functions, the student will be subject to the disciplinary procedures contained in this regulation.

As used in this policy, reasonable cause shall mean the existence of specific observable evidence or behaviors that can be described.

Observable behaviors may include chronic attendance problems, sleeping in class, erratic behavior, inappropriate comments, drop in grades, defiance of or disrespect toward authority, or motor coordination problems. Possession of alcoholic beverages, drugs or drug paraphernalia is also considered as evidence.

Evidence shall include, but not be limited to, smell of alcohol, or other mood-altering substances, impaired speech, impaired coordination

or other recognizable characteristics unusual for the particular student

Offenses for elementary students shall be cumulative from grades K-6 and offenses for secondary students shall be cumulative from grades 7-12.

Procedures

Vision Charter School will send staff to training to identify drug, alcohol, and mood-altering substance use. Staff will refer such information to the Administrator through appropriate procedures. To develop reasonable cause for taking action the following procedures may be indicated.

1. Documented behaviors or indicators of drug, alcohol or mood-altering substance use.
2. Possession of alcohol or other illegal drugs
3. All procedures are to be performed with discretion and documented.
4. Refusal to submit to a request to any of the procedures may result in disciplinary action.

Elementary Disciplinary Procedure

1. First Offense for Use or Possession (Grades K-6)
 - a. Parent or guardian will be contacted.
 - b. Student will be suspended for 5 days.
 - c. Suspension may be modified if the student participates in and follows the recommendations of an assessment by a certified drug/alcohol agency. A release of information would also be required.
 - i. Law Enforcement Agency shall be contacted.
 - ii. If the student does not complete the recommendations of the assessment, then the remainder of the 5-day suspension will go into effect.
2. Second Offense for Use or Possession (K-6)
 - a. Parent or guardian will be contacted.
 - b. Board of Directors may be petitioned for expulsion of student.
 - c. Law Enforcement Agency shall be contacted
 - d. Child Protection Services (C.P.S.) may be contacted.
3. Third Offense for Use or Possession (K-6)
 - a. Parent or guardian will be contacted.
 - b. The student shall be suspended and the Board of Directors will be petitioned for expulsion of the student.
 - c. Law Enforcement Agency shall be contacted.
 - d. Child Protection Services (C.P.S.) will be contacted.
4. First Offense for Selling or Delivering (Grades K-6)
 - a. Parent or Guardian will be contacted.
 - b. Law Enforcement Agency shall be contacted.

- c. The student will be suspended and the Board of Directors will be petitioned for expulsion of the student.
- d. C.P.S. may be contacted.

Secondary Discipline Procedure

1. First Offense for Use or Possession (Grades 7-12)
 - a. Parent or guardian will be contacted.
 - b. Law Enforcement Agency shall be contacted
 - c. Student shall be suspended for 5 days.
 - i. Suspension may be modified if the student participates in and follows the recommendations of an assessment by a certified drug/alcohol agency. A release of information to the school district will also be required.
2. Second Offense for Use or Possession (Grades 7-12)
 - a. Parent or guardian will be contacted.
 - b. Law Enforcement Agency shall be contacted.
 - c. School Board may be petitioned for expulsion of the student.
3. Third Offense for Use or Possession (Grades 7-12)
 - a. Parent or guardian will be contacted.
 - b. The student will be suspended and the School Board will be petitioned for expulsion.
 - c. Law Enforcement Agency shall be contacted.
4. First Offense for Selling and/or Delivering Alcohol or Drugs (Grades 7-12)
 - a. Law Enforcement Agency shall be contacted.
 - b. Parent or guardian will be contacted.
 - c. The student shall be suspended and the School Board petitioned for expulsion.

Search and Seizure Philosophy

In order to maintain a quality educational atmosphere, preserve discipline and good order, and promote the safety and security of students and employees, all school property, including, but not limited to, buildings, equipment, buses, grounds, and other physical settings and equipment of Vision Charter School is under the direct jurisdiction and exclusive control of the Board of Directors and subject to search by members of the administrative staff. Therefore, students are advised that it is the policy of this school that members of the administrative staff have the authority to search the student lockers and all other school property over which the school has control at any time, without student consent, and without a search warrant. Members of the administrative staff also have the authority to search the personal property of students when reasonable under the circumstances. This authority to search school property, or personal property of the student when appropriate, is extended to members of the teaching staff who accompany students on out-of-town activities for school-related purposes at school expense.

Enforcement Procedures

Any student exhibiting inappropriate behavior that suggests "using" or "being under the influence" of controlled substances will be immediately escorted by an employee to the administrative office for interviewing and observation. Except in the case of an emergency, the student will not be left unattended and will not be allowed to leave the school premises.

The Administrator or designee will refer the student to the law enforcement agency after a trained staff member, upon observing and/or interviewing the student, reasonably suspects that the student is using or under the influence of a controlled substance. All employees will cooperate fully with any law enforcement investigation of a violation of this policy, including but not limited to providing access to lockers, desks, and other school property, and providing oral and/or written statements regarding the relevant events.

The Administrator and/or any other employee having observed the student's behavior will document his or her observations of the student; the documentation will be provided to the law enforcement agent, and a copy will be placed in the student's discipline record.

The procedures to enforce this policy are as follows:

1. Suspension/Expulsion: Students who violate this policy will be suspended by the Administrator. Suspension for the first offense of this policy will be for three to five (3-5) days, unless extraordinary circumstances exist. The time period for suspension for the second or third offense will be determined at the discretion of the Administrator and/or Board of Directors. The Administrator will determine whether or not the suspension will be served in school or out of school. If deemed appropriate by the Administrator, he or she may request that the board expel a student who has violated this policy for a second or third offense.
2. Referral to Law Enforcement: The student will be referred to the law enforcement agency.
3. Search and Seizure: A student's person and/or personal effects (e.g., purse, book bag, etc.) may be searched whenever a school official has reasonable cause to believe that the student is in possession of drug paraphernalia or drugs, including alcohol, tobacco or controlled substances. Any evidence of a violation of the law or this policy may be seized by the Administrator or designee. Lockers and desks are school property and remain at all times under the control of the school; however, students are expected to assume full responsibility for the security of personal property.

Vision Charter School, Inc. Draft Computer Use Policy

Student Computer Use Agreement

There is a need for full disclosure and understanding for the partnership between parents, children, and the school in regard to technology and its use. This agreement has been created to inform and provide knowledge of student use of the school's network/computers and Internet access and to ensure that all parties understand the areas of responsibility identified. Each child will need to have an agreement form signed and on file for use of the Internet.

Electronic Network Use Rules

School account holders are expected to act in a responsible, ethical, and legal manner, in accordance with the missions and purposes of the networks they use on the Internet, and the laws of the states and the United States. Students will be provided with a school atmosphere and procedures of student control/discipline that will assure a suitable learning environment, and students will learn to act as responsible and productive citizens with respect for civil rights and the role of the individual in a democracy. **Using the network is a privilege, not a right, and the privilege may be revoked at any time for unacceptable conduct.** Unacceptable conduct includes, but is not limited to, the following:

- Using the network for any illegal activity, including violation of copyright or other contracts.
- Using the network for financial or commercial gain.
- Degrading or disrupting equipment or system performance.
- Vandalizing the data of another user.
- Wastefully using finite resources.
- Gaining unauthorized access to resources or entities.
- Willfully and knowingly accessing pornographic or other inappropriate sites.
- Invading the privacy of individuals.
- Using an account owned by another user without authorization.
- Posting personal communications without the author's consent.
- Posting anonymous messages.
- Placing of unlawful or unlicensed information on a system.
- Using abusive or otherwise objectionable language in either public or private message.
- Sending of messages that are likely to result in the loss of recipients' work or systems.
- Sending of *chain letters* or *broadcast messages* to lists or individuals, or any other type of use that would cause congestion of the networks or otherwise interfere with the work of others.

Network Etiquette

- Be polite. Do not get abusive in your messages to others.
- Use appropriate language. Do not swear, use vulgarities, or any other inappropriate language. Illegal activities are strictly forbidden.

- Do not reveal your personal address or phone number or that of other students or colleagues. Any student who receives unsolicited requests for personal information will immediately report that to the supervising teacher. That teacher will report this incident to appropriate authorities.
- Note that electronic mail (e-mail) is not guaranteed to be private. People who operate the system do have access to all mail. Messages relating to or in support of illegal activities may be reported to authorities.
- Do not use the network in such a way that you would disrupt the use of the network by other users.
- Information accessible via the network and Internet should be assumed to be private property and possibly copyrighted.

Security

Security on any computer is a high priority. If you feel you can identify a security problem on the Internet, you must notify faculty members. Do not demonstrate the problem to other users. Do not use another individual's account without written permission from that individual. Attempts to log onto the Internet with another person's identification without permission will result in cancellation of user privileges. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the Internet.

Vision Charter School, Inc.
Electronic Network Use Agreement

School computer systems are for use by authorized individuals only. Any unauthorized access to these systems is prohibited and is subject to criminal and civil penalties under Federal Laws. Individuals using these systems are subject to having all activities on these systems monitored by system or security personnel. Anyone using these systems expressly consents to such monitoring. Prosecution and/or account termination may occur without warning.

The school believes that the benefits to educators and students from access to the Internet (in the form of information resources and opportunities for collaboration) far exceed any disadvantages of access. Ultimately, parent(s) and guardian(s) of minors are responsible for their child's behavior, and this includes use of the Internet. It is possible for all users of the world wide Internet (including your child) to access information that is intended for adults. Although the school has taken reasonable steps to ensure the Internet connection is used only for purposes consistent with the curriculum, the school can neither prevent the availability of, nor begin to identify, inappropriate material elsewhere on the Internet. Computer security cannot be made perfect, and it is likely that a determined student can make use of computer resources for inappropriate purposes.

I, _____ and _____
Parent name (please print) Student name (please print)

have read the Electronic Network Use Rules document, understand it, and agree to adhere to the principles and procedures detailed within. We understand and accept the conditions stated above and release from any liability the Vision Charter School, Inc. (the sponsoring school), its subcontractors, and employees.

I understand that my child is expected to use good judgment and follow the Student Computer Use Policy in making electronic contact with others. Furthermore, I have discussed the information contained in this policy with my child. Should my child breach the guidelines suggested, I understand that my child will lose all privileges on the Vision Charter School, Inc. network.

Parent Signature

Student Signature

Date

Vision Charter School, Inc.
Draft Safety Policy

PURPOSE

It is the policy of Vision Charter School, Inc. to take all practical steps to safeguard employees and students from accidents and to maintain an effective risk control program. The school believes that accident prevention and education go hand in hand. A comprehensive safety program will enhance the total education program. All employees have a primary responsibility for their own safety as well as the safety and well being of students and co-workers.

SAFETY COMMITTEE

The school will establish a safety committee, which will work to assure that all necessary safety precautions are established.

The composition of the Safety Committee will be as follows:

- a. Administrator (Chairperson)
- b. Designated Safety Officer (appointed by the Administrator)
- c. President of the PFA

BUILDING/SAFETY INSPECTIONS

In the interest of students, personnel and the general public, Vision Charter School shall provide its own safety inspection program and will cooperate with other appropriate public agencies properly authorized to conduct safety inspections. Authorized agencies include the State of Idaho Department of Labor and Industrial Services, Southwest District Health, the school's insurance carriers, the Idaho State Department of Education, fire departments and duly authorized law enforcement agencies. Safety deficiencies cited by duly authorized safety inspectors will be promptly reported to the Idaho Public Charter School Commission upon receipt of written reports.

It shall be the duty of the Administrator, in cooperation with the Safety Committee, to prepare a list of necessary repairs in order to keep the buildings in proper condition. The school will conduct its own safety program to include at least:

One school-wide building and grounds inspection by the Safety Committee shall be conducted each year.

Monthly fire and/or emergency drills shall be conducted.

Verification of an annual bus safety program for all bus drivers who transport Vision students.

An annual safety seminar, prior to the start of each school year, for all teachers, staff, and custodians.

A requirement that all accidents resulting in injury to personnel be promptly reported to the Administrator. The Administrator will work with the Charter School Commission and the insurance companies to ensure timely reporting of all injuries.

Vision Charter School, Inc.
Draft Health Policy

COMMUNICABLE DISEASES

Vision Charter School, Inc. shall follow state guidelines to assist in preventing the spread of communicable diseases in the school setting. The school shall also follow the most current guidelines issued by the Centers for Disease Control (CDC), currently entitled "Universal Precautions for Prevention of Transmission of Human Immunodeficiency Virus, Hepatitis B Virus, and Other Blood-borne Pathogens in Health-Care Settings."

The Board of Directors has the power to exclude students and/or employees with contagious or infectious diseases from school. Human Immunodeficiency Virus (HIV) or Hepatitis B Virus (HBV) infections are not transmitted casually and, therefore, are not, in and of themselves, a reason to either remove a student or staff member from school or place the student in a restricted setting.

A. The following guidelines shall be followed when the Administrator receives appropriate notification that a student, or employee, is diagnosed with an HIV or HBV infection:

1. Subject to obtaining appropriate written consent from the parents and/or guardian of an infected student (or from the infected student in the event they have reached the age of majority), or with the consent of the infected employee, each case will be considered individually by a team comprised of the following:

- a. The student's or employee's physician;
- b. A qualified Public Health Official who is responsible for such determinations;
- c. The student's parents or guardians or the infected employee; and
- d. The Administrator.

If requested by the employee, an additional team member shall consist of a representative of the employee.

2. An unrestricted setting is generally appropriate for students. In the event the infected student has a secondary infection which constitutes a recognized risk of transmission in the school setting, the team shall agree on an appropriate placement. If the student is determined to be handicapped, an appropriate placement will be made pursuant to Individuals with Disabilities Act (IDEA) in the least restrictive environment.

3. Since there is a potential for social isolation should an infected student's condition become known to the general public, school personnel and all others involved in education the student will respect the student's right to privacy and need for confidentiality. The privacy of an infected student's school records will be strictly maintained and there will be a concerted effort to limit the number of persons who are made aware of the student's condition to those persons necessary to assure the proper

education of the student and to detect and avoid situations where the potential for transmission of the disease may increase. Any further dissemination of medical records or information shall require the specific consent of a parent and/or guardian or the student (if over the age of majority). The team shall periodically review the infected student's case to determine whether a modification of the student's education program is necessary or advisable. The team shall address ways within which the school may help anticipate and meet the needs of the infected student in the educational process.

4. An infected employee who is otherwise qualified to perform required tasks will continue with employment as long as he or she is able. In the event the infected employee has a secondary infection which constitutes a recognized risk of transmission in the school setting, the team shall attempt to identify reasonable accommodations which the school can make in an effort to allow the employee to continue with his or her employment. All usual regulations and policies regarding employee sick leave will be applied to the infected employee. The privacy right of the employee will be strictly maintained. Any further dissemination of medical records and information shall require the specific consent of the employee.

In the event it is determined that an individually tailored plan is necessary for any student or employee who is diagnosed with a communicable disease, the plan shall be designed to have minimal impact on the infected person's education or employment. Any official action will be consistent with applicable federal and state law.

C. In an effort to protect the privacy of a student or employee who may be diagnosed with a communicable disease, the Administrator, without divulging the name of the infected person or the infected person's place of school or employment, shall notify the Board of Directors that the school has a student or employee who is diagnosed as having a communicable disease.

PREVENTION

Prevention measures against communicable diseases should be employed whenever reasonable. Reasonable prevention measures include requiring all students to wash their hands (either with soap and water or through the use of instant hand sanitizer) before lunch, after using the restroom, and after blowing their nose. Each classroom will have both a sink with running water and soap and an available supply of instant hand sanitizer for use by employees and students.

IMMUNIZATION

Parent(s) or guardian(s) of any child(ren) enrolled in Vision Charter School are required to provide school authorities with the immunization information regarding the child's immunity to certain childhood diseases in accordance with Idaho Code, 39-4801, and Title 2, Chapter 15, *Immunization Requirements for Idaho School Children*, "Rules and Regulations of the Idaho Department of Health and Welfare".

Proof of immunity must be received upon first admission and prior to attendance. If school authorities do not receive the immunization information prior to attendance, the

child must be denied attendance until the information is received. The immunization information provided by the parent shall be in the form of a written statement or record signed by a physician or a physician's representative. This statement must provide the vaccine type, number and date of each immunization the child had received or that the child is immune through prior illness (physician diagnosed measles or mumps disease or laboratory proof of immunity). Exemptions to these requirements shall be as stated in the law, Idaho Code 39-4802.

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. 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.² 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.”³

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.

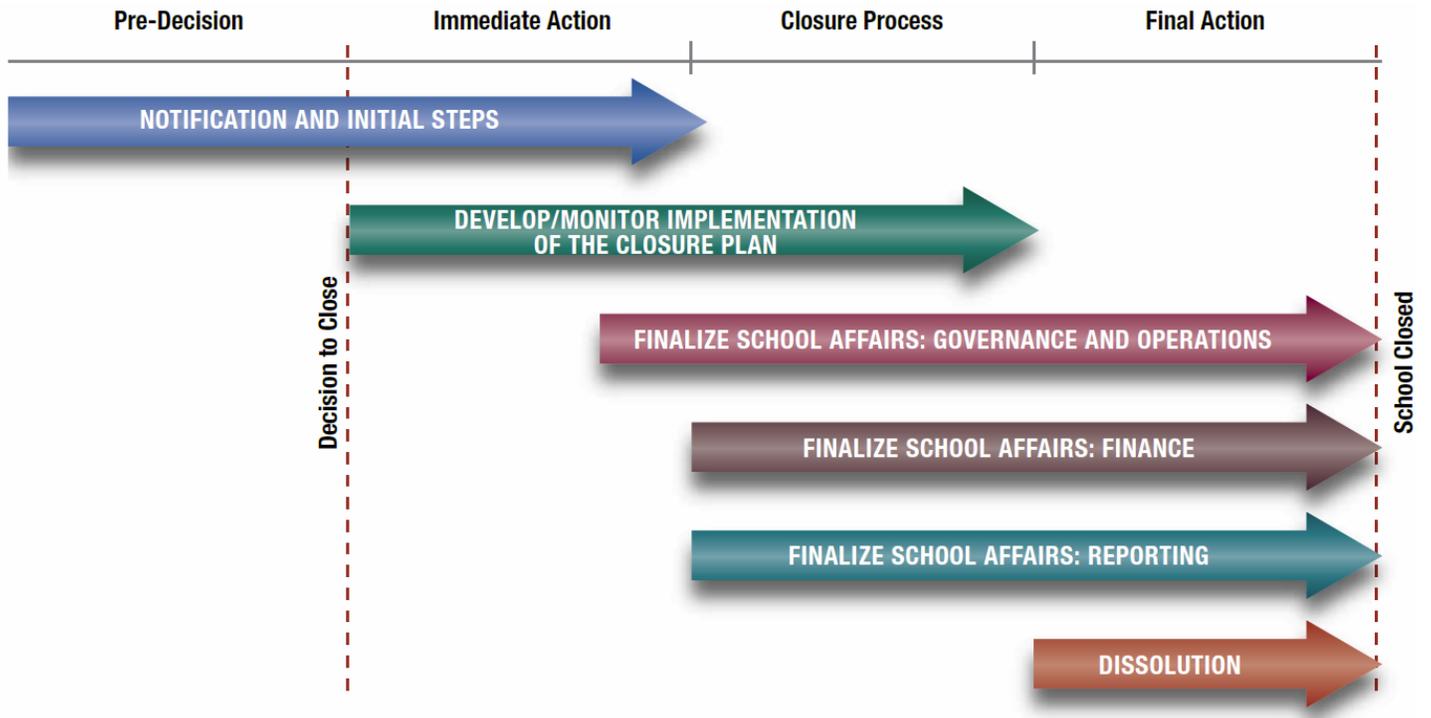
Endnotes

¹ 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.

² I.C. § 33-5212

³ 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>Meet with PCSC and SDE staff</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"> 1. Review the remaining process for finalizing the closure decision as applicable 2. Review the Closure Protocol and tasks and clarify critical deadlines 3. Identify points of contact for media or community questions 4. Draft communication to staff, families, and affected districts 	School, PCSC, SDE			
<p>Notify Parents / Guardians of Potential Closure</p> <ol style="list-style-type: none"> 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"> • The reasons for closure. • If applicable, an explanation of the appeals process and likely timeline for a final decision. • Assurance that instruction will continue through the end of the school year or an estimation of when instruction will cease. • Assurance that after a final decision is reached, parents/students will be notified and assisted in the reassignment process. • Public Charter School Closure FAQ. • Contact information for parents/guardians with questions. 	School, PCSC			
<p>Notify School Districts Materially Impacted</p> <ol style="list-style-type: none"> 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"> • The reasons for closure. • If applicable, an explanation of the appeals process and likely timeline for a final decision. • Copy of the letter sent to parents. • Public Charter School Closure FAQ. • Contact information for questions. 	School, PCSC			
<p>Meet with Charter School Faculty and Staff</p> <p>Administrator and charter board chair meet with the faculty and staff to:</p> <ol style="list-style-type: none"> 1. Discuss reasons for closure, status of appeals process (if applicable), and likely timeline for a final decision. 2. Emphasize importance of maintaining continuity of instruction through the end of the school year. 3. Emphasize need to limit expenditures to necessities. 4. Discuss plans for helping students find new schools and need for teachers and staff to have organized student files prepared for transfer. 5. Identify date when last salary checks will be issued, when benefits terminate, and anticipated last day of work. 6. Describe assistance, if any, that will be provided to faculty and staff to find new positions. 	School			
<p>Review and Report on Finances</p> <ol style="list-style-type: none"> 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. 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. 3. Communicate with the SDE regarding whether there are any anticipated changes to remaining disbursements from the state. 	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>Establish Transition Team, Develop Closure Plan, and Assign Roles</p> <ol style="list-style-type: none"> 1. Contact appropriate entities to establish a transition team, including: <ul style="list-style-type: none"> • A member of the PCSC staff • A member of the SDE staff • Charter school board chair • Lead administrator from the charter school • Lead finance person from the charter school • Additional members as deemed appropriate 2. Develop plan, review roles of primary entities, identify individuals responsible for closure tasks, and exchange contact information. 	School, PCSC, SDE			
<p>Establish a Schedule for Meetings and Interim Status Reports</p> <p>Agree on a meeting schedule to review progress and interim, written status reports to include:</p> <ol style="list-style-type: none"> 1. Reassignment of students and transfer of student records. 2. Identification of long-term storage location of student and personnel records; plan for access and communication to parents regarding access. 3. Notification to entities doing business with the school. 4. The status of the school's finances, including outstanding expenses and payment of creditors and contractors. 5. Sale, dissolution, or return of assets. 6. Submission of all required reports and data to the authorizer and/or state. 	School			
<p>Submit Final Closure Report</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>Maintain Identifiable Location</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>Protect School Assets</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"> 1. Maintain existing insurance coverage on assets, including facility, until the disposal of such assets in accordance with the closure plan. 2. Negotiate school facility insurance with entities that may take possession of school facility – lenders, mortgagors, bond holders, etc. 3. Obtain or maintain appropriate security services. Action may include moving assets to secure storage after closure or loss of facility. 	School			
<p>Notify Commercial Lenders / Bond Holders (if applicable)</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>Terminate EMO /CMO Agreement (if applicable)</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"> 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. 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. <p>The school and the management company agree when other services including business services will end.</p>	School			
<p>Notify Contractors and Terminate Contracts</p> <ol style="list-style-type: none"> 1. Notify all contractors, including food service and transportation, of school closure. 2. Retain records of past contracts and payments. 3. Terminate contracts for goods and services as of the last date such goods or services will be needed. 	School			
<p>Notify Employees and Benefit Providers</p> <ol style="list-style-type: none"> 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. WARN and COBRA) and eligibility for unemployment insurance pursuant to federal or state law or regulations of the Idaho Department of Labor. 2. Notify benefit providers of pending termination of all employees, to include: <ul style="list-style-type: none"> • Medical, dental, vision plans. • Life insurance. • PERSI, 403(b), or other retirement plans 3. Consult legal counsel as specific rules and regulations may apply to such programs. 	School			

Finalize School Affairs: Governance and Operations (continued)

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

Finalize School Affairs: Finance

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Maintain IRS 501(c)(3) Status Maintain IRS 501(c)(3) status until final dissolution. Notify IRS regarding any address change(s) and file required tax returns and reports.	School			
Notify Funding Sources / Charitable Partners Notify all funding sources, including charitable partners of school closure. Notify state and federal agencies overseeing grants / programs of school closure.	School			
Review and Revise School Budget <ol style="list-style-type: none"> Review the school's budget and overall financial condition. Make revisions, taking closure expenses into account closure while prioritizing continuity of instruction. Submit budget to PCSC and SDE. Identify acceptable use of reserve funds. 	School, PCSC, SDE			
List all Creditors and Debtors 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"> Creditors include lenders, mortgage holders, bond holders, equipment suppliers, service providers and secured and unsecured creditors. 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. 	School			
Notify Debtors and Process Payments Contact debtors to request payment. Process and document received payments.	School			
Determine PERSI Obligations Contact PERSI to determine remaining liabilities for employee retirement program.	School			
Notify and Pay Creditors <ol style="list-style-type: none"> Notify all creditors of the school's closure and request final invoices. Sell appropriate assets. Prioritize and pay creditors in accordance with I.C. § 33-5212(2). Document payments made. 	School			
Itemize Financials Review, prepare and make available the following: <ol style="list-style-type: none"> Fiscal year-end financial statements. Cash analysis. Bank statements for the year, investments, payables, unused checks, petty cash, bank accounts, and payroll reports including taxes. Collect and void all unused checks and destroy all credit and debit cards. Close accounts after transactions have cleared. 	School			
Close Out All State and Federal Grants 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			
Prepare Final Financial Statement 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"> All assets and the value and location thereof. Each remaining creditor and amounts owed. Statement that all debts have been collected or that good faith efforts have been made to collect same. Each remaining debtor and the amounts owed. 	School			
Complete Final Financial Audit 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			
Reconcile with State 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
Prepare and Submit End-of-Year Reports <ol style="list-style-type: none"> 1. Communicate with the PCSC regarding necessary end-year or annual data or reporting that needs to be submitted and identify deadlines. 2. Prepare and submit annual reports to the authorizer. 	School, PCSC			
Prepare Final Report Cards and Student Records Notice Provide parents / guardians with copies of final report cards and notice of where student records will be sent along with contact information.	School			
Prepare and Submit Final ISEE Report Within 10 days of final closure, submit a final ISEE report to the SDE.	School, SDE			
Prepare and Submit Final Budget and Financial Reporting Within 120 days of final closure, submit a final budget and financial reporting, including final financial audit, to the SDE.	School, SDE			
Prepare and Submit All Other Required State and Federal Reports <ol style="list-style-type: none"> 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. 2. Prepare and submit reports to the SDE and/or federal government. 	School, SDE			
Prepare and Submit Final Closure Report to the PCSC Submit the completed closure Protocol document and a narrative and/or attachments that outline the following: <ol style="list-style-type: none"> 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 2. The school's final financial status, including the final independent audit 3. The status of the transfer and storage of student records, including: <ul style="list-style-type: none"> • The school's total enrollment at the start of the final semester • The number and percentage of student records that have been transferred prior to closure • 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 • A copy of public communication to parents regarding how to access student records after closure 4. The status of the transfer and storage of personnel records, including: <ul style="list-style-type: none"> • The school's total number of staff at the beginning of the final semester • The number and percentage of personnel records that have been distributed to staff and/or new employers • 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 • A copy of communication to staff regarding how to access personnel records after closure 5. Additional documentation (inventories, operational info, etc.) may be included with the report 	School, PCSC			

Dissolution

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p>Dissolve the Charter School (I.C. § 30-3-110)</p> <ol style="list-style-type: none"> 1. Give appropriate notice of the meeting per Open Meeting law and statute, including the intention to vote on the dissolution of the corporation. 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)) 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) 	School			
<p>Notify the Secretary of State (I.C. § 30-3-112)</p> <ol style="list-style-type: none"> 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"> • The name of the non-profit corporation. • The date dissolution was authorized. • A statement that dissolution was approved by sufficient vote of the board. • 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 • Such additional information as the Secretary of State determines is necessary or appropriate. 	School			
<p>Notify Known Claimants (I.C. § 30-3-114)</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>End Corporate Existence (I.C. § 30-3-113)</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"> 1. Preserving and protecting its assets and minimizing its liabilities. 2. Discharging or making provision for discharging its liabilities. 3. Disposing of its properties that will not be distributed in kind. 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. 5. Transferring, subject to any contractual or legal requirements, its assets as provided in or authorized by its articles of incorporation or bylaws. 6. Doing every other act necessary to wind up and liquidate its assets and affairs. 	School			
<p>Notify IRS</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.”¹