

CHARTER SCHOOL PERFORMANCE CERTIFICATE

This Performance Certificate (“Certificate”) is executed on **April 14, 2022**, by and between the Idaho Public Charter School Commission (the “Authorizer”) and **iSucceed Virtual High School, Inc.** (the “Charter Holder”) for the purpose of operating **iSucceed Virtual Schools** (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Act of 1998, Idaho Code section 33-5201 *et seq.*, as amended (the “Charter Schools Act”).

RECITALS

WHEREAS, the **Charter Holder** is a non-profit entity incorporated with a board of directors; and

WHEREAS, on **November 13, 2007** the Authorizer approved the new charter school petition; and

WHEREAS, on **February 7, 2017**, the Authorizer conditionally renewed the School’s charter for a five-year term of operations to begin July 1, 2017 and end on June 30, 2022; and

WHEREAS, on **February 11, 2022**, the Authorizer conditionally renewed the School’s charter for a subsequent five-year term of operations to begin July 1, 2022 and end on June 30, 2027.

NOW THEREFORE in consideration of the foregoing recitals and the mutual understandings contained herein, the Authorizer and the **Charter Holder** agree as follows:

SECTION 1: TERMS OF AUTHORIZATION

- A. Establishment of School.** The Charter Holder is hereby authorized to implement at the School the program described in the Charter, attached to this Certificate as Appendix C and incorporated herein by this reference. Any significant changes to any section of the Charter, including the educational program, facilities plan, financial plan, or the management plan, during the School’s pre-operational period or first operational term shall be treated as an amendment in accordance with the Authorizer’s policy.
- B. Term of Agreement.** The School’s operational term shall be from July 1, **2022** and end on June 30, **2027**. Subsequent terms of operation may be issued by the Authorizer in accordance with Idaho Code and Authorizer policy.
- C. Renewal Conditions.** The School is conditionally approved to operate. Applicable conditions are attached as Appendix B and incorporated herein by this reference. If all renewal conditions have been completed to the satisfaction of the Authorizer by the stated due date, the School shall continue operations through the remainder of the current Certificate term. In the event that all renewal conditions have not been completed to the satisfaction of the Authorizer by the stated due date, the Authorizer will consider whether to exercise its authority to revoke the School’s Charter at its next regularly scheduled meeting.

SECTION 2: EDUCATIONAL PROGRAM

- A. School Mission.** The mission of the School is as follows:
To engage and motivate all students in a quality personalized education that promotes individual success and lifelong learning.
- B. Grades Served.** The School may serve students in grades 7 through 12.
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- i. The School shall offer a general education program, which shall be made available to all students, and an alternative education program, which shall be made available to students who meet the statutory definition of at-risk. This shall be verified by ISEE reporting.
 - ii. The School shall provide a virtual setting that allows for flexibility and individualized scheduling. This shall be verified by an accreditation report.
 - iii. The School shall identify individual student needs and provide the appropriate interventions and enrichment opportunities for all students. This shall be verified by an accreditation report and Schoolwide Title I program and Federal Programs review.
 - iv. The School shall provide advisory teachers for all students for all students, who will support them throughout their high school career. This shall be verified by an accreditation report.
 - v. The School shall foster parent involvement through a variety of opportunities to serve the school and its students. This shall be verified by an accreditation report and Schoolwide Title I program and Federal Programs review.
 - vi. The School shall provide extra-curricular activities and offer opportunities for students to participate in non-academic endeavors. This shall be verified by ISEE reporting.
 - vii. The School shall equip students with 21st Century Learning Skills and foster a technologically literate approach to learning that is both engaging and practical for use in the school setting as well as the real world. This shall be verified by an accreditation report.
- 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. The School shall be accredited or appropriately credentialed by Cognia. All reports issued to the School from the accrediting agency shall be submitted to the Authorizer within five days of receipt.

SECTION 3: SCHOOL GOVERNANCE

- A. Governing Board.** The School shall be governed by a non-profit board of directors (the “Board”) incorporated by the Charter Holder. The Board shall serve as public agents authorized by the Authorizer, in a manner that is consistent with the terms of this Certificate, so long as such provisions are in accordance with state and federal laws, rules and regulations. The Board shall have final authority with respect to the School’s operation, and shall have the responsibility of overseeing academic achievement, financial stability, and operational management of the School. The Charter Holder shall also be responsible for maintaining and enforcing a compliant Board and providing overall Board stewardship for the School.

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

SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

- A. Oversight Allowing Autonomy.** The Authorizer's role shall be to evaluate the School's performance outcomes according to this Certificate and the Performance Framework, and shall be to provide compliance oversight. The Authorizer shall comply with the provisions of the Charter Schools Act and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School.
- B. Charter School Performance Framework.** The Charter School Performance Framework ("Performance Framework") is attached and incorporated into this agreement as Appendix A. The Performance Framework shall be used to annually evaluate the School's academic achievement, Board stewardship, operational management, and financial stability. The specific terms of the Performance Framework are determined by the Authorizer and shall be binding on the School.
- C. Separate Academic Evaluations.** The academic performance outcomes of the 7-12 general education program and the 7-12 alternative program shall each be evaluated separately with regard to the academic section of the Performance Framework.
- D. Identified Comparison Group.** For purposes of evaluating the School against the metrics and measures established in the Performance Framework, the School's comparison group shall be identified as described below and shall be established for the length of the Certificate term.
- i. The School's general education program shall have a comparison group that includes the following schools: all virtual schools in Idaho, excluding the School's own program.
 - ii. The School's alternative program shall have a comparison group that includes the following schools: all alternative schools in Idaho, including alternative programs operated by IPCSC authorized schools and excluding the School's own program.
- E. Authorizer to Monitor School Performance.** The Authorizer shall monitor and report on the School's progress in relation to the indicators, measures, metrics, and targets set out in the Performance Framework. A formal report of the School's academic, financial, and operational performance ("Performance Report") shall be provided to the school and the public by the Authorizer annually. Data necessary to conduct this evaluation will be collected throughout the year. Additional reviews may be necessary if compliance concerns arise.

- F. School Performance.** The School shall meet standard on all measures of the Performance Framework. The Authorizer shall renew any charter in which the School met all the terms of its Certificate, including all appendices, at the time of renewal.
- G. Performance Framework as Basis for Renewal of Charter.** The School's performance in relation to the Performance Framework, as reported in the annual Performance Report issued by the Authorizer to the Charter Holder, shall provide the basis upon which the Authorizer shall decide whether to renew the School's Charter at the end of the Certificate term. The School's Performance Framework includes mission-specific measures, agreed to by the School and the Authorizer, and are incorporated in the Performance Framework.
- H. Required Reports.** The School shall prepare and submit reports as required by the Authorizer's policy.
- I. Authorizer's Right to Review.** The Authorizer maintains the right to request and review additional documentation if such becomes necessary in the course of regular oversight duties or to investigate the validity of a compliance concern. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.
- J. Site Visits.** The Authorizer may conduct site visits in accordance with the Authorizer's policy. Reports from any site visit shall be made available to the School and shall be included in the School's annual Performance Report.

SECTION 5: SCHOOL OPERATIONS

- A. In General.** The School and the Charter Holder shall operate at all times in accordance with all federal and state laws, rules, regulations, local ordinances, and Authorizer policies applicable to public charter schools.
- B. Maximum Enrollment.** The maximum number of students who may be enrolled in the School, across all programs, shall be 1800.
- C. Equitable Enrollment Procedures.** The School shall make student recruitment, admissions, enrollment, and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or proficiency in the English language. If there are more applications to enroll in the School than there are spaces available, the School shall select students to attend using a random selection process that shall be publicly noticed and open to the public.
 - i. **Calendar.** The School shall operate on a traditional nine-month calendar in which the last day of the regular term shall fall on or before June 30
 - ii. The School will offer a summer school session for the purpose of acceleration and/or credit recovery.
- D. School Facilities.** The School shall operate at the following location(s): 6148 N Discovery Way, Suite 120, Boise, ID 83713. The School shall provide the Authorizer with facilities documentation, including occupancy permits, fire marshal reports, building inspection reports, and health department reports for any facility newly occupied by the School, and any remodeling or construction project for which such documentation is necessary in accordance with Authorizer policy and in accordance with law, rule, regulations, and authorizer policy.

- E. Attendance Area.** The School's primary attendance area shall be used for the purposes of determining applicability of this enrollment preference category.
 - i. The School's primary attendance areas is as follows: **state of Idaho**.
- F. Staff.** Instructional staff shall be certified as provided by rule of the State Board of Education. All full-time staff members of the School shall be covered by the Public Employee Retirement System of Idaho, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.
- G. Alignment with All Applicable Law.** The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are amended, the School shall be bound by any such amendment upon the effective date of said amendment.

SECTION 6: SCHOOL FINANCE

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

SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION

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


scheduled meeting. The decision shall be made at that time. The Charter Holder may appeal a decision to revoke directly to the State Board of Education.

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

SECTION 8: MISCELLANEOUS

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

IN WITNESS WHEREOF, the Authorizer and the Charter Holder have executed this Performance Certificate to be effective April 14, 2022.



Chairman
Idaho Public Charter School Commission



Chairman
iSucceed Virtual High School, Inc. Governing Board

Appendix A: Performance Framework

Appendix B: Conditions

Appendix C: Charter

Appendix A: Performance Framework



Idaho Public Charter School Commission

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Alan Reed, Chairman

Jenn Thompson, Director

ACADEMIC MEASURES

General Education Program Standard Measures

1. Math Proficiency
2. ELA Proficiency
3. Math Growth
4. ELA Growth
5. College and Career Readiness – 4-Year ACGR

Alternative Education Program Standard Measures

1. Math Proficiency
2. ELA Proficiency
3. Math Growth
4. ELA Growth
5. College and Career Readiness – 5-Year ACGR

Alternative Education Program Supplemental Measures

1. Math Content Mastery
2. ELA Content Mastery
3. Progress Toward Graduation
4. Additional Graduates

1. MATH PROFICIENCY

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

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

2. ELA PROFICIENCY

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

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

3. MATH GROWTH

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

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

4. ELA GROWTH

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

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

5. COLLEGE AND CAREER READINESS – 4-YEAR ACGR

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

1. MATH PROFICIENCY

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

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

2. ELA PROFICIENCY

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

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

3. MATH GROWTH

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

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

4. ELA GROWTH

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

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

5. COLLEGE AND CAREER READINESS – 5-YEAR ACGR

C&C Readiness Rubric	
Exceeds Standard	The school's 5-Year ACGR is greater than one standard deviation above the identified comparison group, OR the school's ACGR is 90%.
Meets Standard	The school's 5-Year ACGR is equal to the mean or falls between the mean and one standard deviation above the mean of the identified comparison group.
Approaches Standard	The school's 5-Year ACGR falls between the mean and one standard deviation below the mean of the identified comparison group.
Does Not Meet Standard	The school's 5-Year ACGR is more than one standard deviation below the identified comparison group.

1. MATH CONTENT MASTERY

Note: This measure will be considered in addition to the standard proficiency measure for schools classified as alternative. Non-alternative schools may include this measure as a mission specific goal, in addition to the standard measures, if they feel this data would help the PCSC understand their school's academic outcomes.

Idaho graduation requirements only require math to be taken in three of the four years of high school. Alternative schools structure this requirement differently. For the purposes of this measure, the total number of continuously enrolled students will exclude students enrolled in a grade for which the school does not require math to be taken.

Alt Proficiency Rubric	
Exceeds Standard	The percentage of continuously enrolled students who have either already completed all ELA/Math graduation requirements or successfully earned credit for the equivalent of 1 year of instruction in the discipline (ELA or Math) is more than 10% above the school's percentage in the previous year, OR the percentage in the current year is greater than 80%.
Meets Standard	The percentage of continuously enrolled students who have either already completed all ELA/Math graduation requirements or successfully earned credit for the equivalent of 1 year of instruction in the discipline (ELA or Math) is equal to or up to 10% greater than the school's percentage in the previous year.
Approaches Standard	The percentage of continuously enrolled students who have either already completed all ELA/Math graduation requirements or successfully earned credit for the equivalent of 1 year of instruction in the discipline (ELA or Math) is below, but no more than 10% below, the school's percentage in the previous year.
Does Not Meet Standard	The percentage of continuously enrolled students who have either already completed all ELA/Math graduation requirements or successfully earned credit for the equivalent of 1 year of instruction in the discipline (ELA or Math) is more than 10% below the school's percentage in the previous year.

2. ELA CONTENT MASTERY

Note: This measure will be considered in addition to the standard proficiency measure for schools classified as alternative. Non-alternative schools may include this measure as a mission specific goal, in addition to the standard measures, if they feel this data would help the PCSC understand their school’s academic outcomes.

Alt Proficiency Rubric	
Exceeds Standard	The percentage of continuously enrolled students who have either already completed all ELA/Math graduation requirements or successfully earned credit for the equivalent of 1 year of instruction in the discipline (ELA or Math) is more than 10% above the school’s percentage in the previous year, OR the percentage in the current year is greater than 80%.
Meets Standard	The percentage of continuously enrolled students who have either already completed all ELA/Math graduation requirements or successfully earned credit for the equivalent of 1 year of instruction in the discipline (ELA or Math) is equal to or up to 10% greater than the school’s percentage in the previous year.
Approaches Standard	The percentage of continuously enrolled students who have either already completed all ELA/Math graduation requirements or successfully earned credit for the equivalent of 1 year of instruction in the discipline (ELA or Math) is below, but no more than 10% below, the school’s percentage in the previous year.
Does Not Meet Standard	The percentage of continuously enrolled students who have either already completed all ELA/Math graduation requirements or successfully earned credit for the equivalent of 1 year of instruction in the discipline (ELA or Math) is more than 10% below the school’s percentage in the previous year.

3. 9-12 PROGRESS TOWARD GRADUATION

Note: This measure will be considered in addition to the standard growth measure for schools classified as alternative. Non-alternative schools may include this measure as a mission specific goal, in addition to the standard measures, if they feel this data would help the PCSC understand their school's academic outcomes.

For the purpose of this measure, a quarter of instructional enrollment will be calculated based on the number of instructional days reported and may be further modified by mutual agreement of the school and the IPCSC based on the alternative school's course completion structure.

Alt Growth Rubric	
Exceeds Standard	More than 75% of students enrolled in the alternative program earned 2.9 credits for every instructional quarter for which the student was enrolled for 90% of the days in that instructional quarter.
Meets Standard	Between 65% and 75% of students enrolled in the alternative program earned 2.9 credits for every instructional quarter for which the student was enrolled for 90% of the days in that instructional quarter falls ,OR this percentage is less than 65% BUT at least 5% greater than in the previous year.
Approaches Standard	Less than 65% of students enrolled in the alternative program earned 2.9 credits for every instructional quarter for which the student was enrolled for 90% of the days in that instructional quarter AND this percentage is between 3% and 5% greater than the previous year.
Does Not Meet Standard	Less than 65% of students enrolled in the alternative program earned 2.9 credits for every instructional quarter for which the student was enrolled for 90% of the days in that instructional quarter AND this percentage is less than 3% greater than in the previous year.

4. COLLEGE AND CAREER READINESS – ALTERNATIVE

Note: This measure will be considered in addition to the standard college and career readiness measure for schools classified as alternative. Non-alternative schools may include this measure as a mission specific goal, in addition to the standard measures, if they feel this data would help the PCSC understand their school's academic outcomes.

C&C Readiness Rubric	
Exceeds Standard	The percentage of the not continuously enrolled students who were enrolled for at least 45 days and were eligible to graduate in the same academic year (plus summer) who graduated is more than 10% above the school's percentage in the previous year, OR the percentage in the current year is greater than 75%.
Meets Standard	The percentage of the not continuously enrolled students who were enrolled for at least 45 days and were eligible to graduate in the same academic year (plus summer) who graduated is equal to or up to 10% greater than the school's percentage in the previous year.
Approaches Standard	The percentage of the not continuously enrolled students who were enrolled for at least 45 days and were eligible to graduate in the same academic year (plus summer) who graduated is below, but no more than 10% below the school's percentage in the previous year.
Does Not Meet Standard	The percentage of the not continuously enrolled students who were enrolled for at least 45 days and were eligible to graduate in the same academic year (plus summer) who graduated is more than 10% below the school's percentage in the previous year.

OPERATIONAL MEASURES

BOARD STEWARDSHIP

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

OPERATIONAL MANAGEMENT

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

BOARD GOVERNANCE

1. Governance Structure Rubric

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

Governance Structure Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	Board Bylaws are compliant with ID law. Articles of Incorporation are current. No investigations were conducted into either ethical behavior or conflict of interest regarding any board director. The board did not experience an Open Meeting Law violation that needed to be cured this year.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

2. Governance Oversight Rubric

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

Governance Oversight Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	The board reviews academic data in a timely and thorough manner. The board reviews financial reports in a timely and thorough manner. The board maintains compliant policies. The board engages in strategic planning. The board conducts a compliant annual evaluation of their school leader and/or management organization.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

3. Governance Compliance Rubric

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

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

OPERATIONAL MANAGEMENT

4. Student Services Rubric

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

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

5. Data Security and Information Transparency Rubric

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

Data Security and Information Transparency Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year..
Meets Standard	The school's website is compliant with I.C. 33-133(7) (data collection, access, and security policy); I.C. 33-320 (continuous improvement plan); and I.C. 33-357 (expenditures updated monthly, contracts, performance reports, and annual budgets). The school did not experience any issues involving data security this year. The school did not experience any compliance issue regarding public records requests this year.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

6. Facility and Services Rubric

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

Facility and Building Services Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	The school's occupancy certificate is current. The school maintains current safety inspections and drills. The school provides daily transportation to students in compliance with Idaho Code. The school provides a compliant lunch program.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

7. Operational Compliance Rubric

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

Operational Compliance Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	Required reports are submitted accurately and on time. The school maintains a compliant enrollment process. No correct action plans were issued by the SDE this year.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

FINANCIAL MEASURES

NEAR TERM HEALTH

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

SUSTAINABLE HEALTH

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

NEAR-TERM HEALTH

1. Current Ratio

Calculation: Current Assets divided by Current Liabilities

Data Source: Annual Fiscal Audit Report

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

2. Unrestricted Days Cash

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

Data Source: Annual Fiscal Audit Report

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

3. Default

Calculation: No calculation.

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

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

4. Enrollment Variance

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

Data Source: ISEE and direct school report

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

SUSTAINABLE HEALTH

5. Total Margin and 3Yr Aggregated Total Margin

Calculation:

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

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

Data Source: Annual Fiscal Audit Report

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

6. Cash Flow and Multi-Year Cash Flow

Calculation (example years are included as reference):

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

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

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

Data Source: Annual Fiscal Audit Report

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

7. Debt Service Coverage Ratio

Calculation:

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

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

Data Source: Annual Fiscal Audit Report

Debt Service Coverage Ratio Rubric

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

8. Debt to Asset Ratio

Calculation: Total Liabilities divided by Total Assets

Data Source: Annual Fiscal Audit Report

Debt to Asset Ratio

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

9. Financial Compliance Rubric

Calculation: Total Liabilities divided by Total Assets

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

Financial Compliance Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year..
Meets Standard	Accounting Practices: finances are managed in compliance with GAAP. Financial Transparency: expenditures and contracts are posted on the school's site. Internal Controls: the school's internal controls are compliant.
Approaches Standard	The school was informed of non-compliance with accounting practices, financial transparency, or internal controls, and prompt action to correct is in evidence.
Does Not Meet Standard	The school is operating under a notification of fiscal concern or a notification of possible or imminent closure OR the school was informed of non-compliance with accounting practices, financial transparency, or internal controls and the issues were not corrected within 30 days.

Appendix B: Conditions

Appendix B: Conditions of Renewal

Condition 1: ISUCCEED's alternative program will meet standard on the IPCSC's Progress Toward Graduation measure at the end of the 2022-23 school year. This condition will be evaluated by October 31, 2023. The evaluation will be consistent with the formula for this measure as it is defined in the Commission's Performance Framework incorporated into ISUCCEED's active Performance Certificate as of October 31, 2023. The measures will be based on instructional days rather than calendar days.

Condition 2: The percentage of continuously-enrolled students in grades 10-12 who are enrolled in ISUCCEED's alternative program, referred to as iSucceed Academy, and who successfully complete 2 credits of math must be 5% greater by June 30, 2023 than the school's 2021 rate, and must either meet standard as it is defined in the Commission's Performance Framework or be 10% greater than the school's 2021 rate by June 30, 2024.

Condition 3: ISUCCEED's negotiated performance certificate shall include a maximum enrollment number not to exceed 1,800 students across grades 7-12. However, ISUCCEED will be permitted to request an increase in this enrollment number through the charter revision process. This condition considers that the average enrollment at ISUCCEED across the 5 years preceding the COVID-19 pandemic was 514 students, and that at the highest point during the pandemic, ISUCCEED's enrollment peaked at 1,009. This condition also considers that ISUCCEED was approved to add 7th and 8th grade in a 2020 performance certificate amendment. The purpose of this condition is to ensure budget predictability for all schools and to ensure that emergency growth decisions are made by the appropriate entity. This condition must be met by June 30, 2022.

Appendix C: Charter

**Petition for a
Statewide Virtual Charter School**

*i***SUCCEED VIRTUAL
SCHOOLS**

Administration Office:

*6148 N. Discovery Way
Boise, Idaho 83713*

Submitted to:

Idaho Public Charter School Commission
P.O. Box 83720
Boise, Idaho 83720-0037

Submitted by:

Board of Directors
iSucceed Virtual High School, Inc.
An Idaho Non-Profit Corporation

Spring 2021

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Exhibits Attached

A – Amended Articles of Incorporation

B – Amended Bylaws

C - Board of Directors

D - Signatures

G – Online Learning Best Practices

I – Financial Plan

Tab 1: Articles of Incorporation, Bylaws, Signatures, Mission Statement

iSucceed Virtual Schools (iSVHS) are operated and governed by iSucceed Virtual High School, Inc., an Idaho, non-profit public benefit corporation. The iSucceed Virtual High School, Inc. Amended Articles of Incorporation (Exhibit A) are on file with the Idaho Secretary of State. iSucceed Virtual High School, Inc. is governed pursuant to its Amended Corporate Bylaws (Exhibit B), which shall be maintained to be consistent with this charter.

iSucceed Virtual High School, Inc. was initially created and established for the purposes of commencing and operating a public virtual charter high school program throughout the state of Idaho. Thereafter the school sought and was granted permission to expand the school's student population to include alternative school students and middle grades, if the Board chooses to add such programs in the future. iSucceed Virtual High School, Inc. is an independent non-profit corporation.

Board of Directors

iSVHS is governed by the Board of Directors of iSucceed Virtual High School, Inc., whose major roles and responsibilities, in conjunction with the Amended Corporate By-Laws and Amended Articles of Incorporation include, but are not limited to: establishing and approving all major educational and operational policies, approving all major contracts, approving the annual budget, monitoring the performance of contracted services, overseeing fiscal affairs, meeting and selecting and evaluating key executive staff, employment of teaching staff and all operational obligations as mandated by the Idaho Code.

The initial Board of Directors was assembled based upon expertise and/or interest in one or more of the following areas: education, school operations, public school finance/general finance, virtual learning, government, community outreach and service, law, or any other area of expertise which would increase the likelihood of success of iSVHS. The initial Board of Directors has turned over with the passage of time. The subsequent Board composition has been consistent with the corporate documentation for the school.

Exhibit C contains the resumes for the Board of Directors.

Services Providers

iSucceed Virtual High School, Inc., after consideration of similar service providers, will negotiate an arms-length, fully revocable Agreement with vendors and/or service providers and/or consultants to assist in the development and operation of the School. Regardless of the existence of any such Agreement(s) the governance and employment of the school's Business Manager, Board Clerk, Teachers and Executive Director remains fully vested with the Board of Directors.

iSucceed Virtual High School, Inc. complies with the requirements of I.C. 67-2806 to the extent applicable in the procurement of all services and personal property.

Vendor Agreements may include provision of the following services to iSucceed Virtual High School, Inc. for the operation of the school:

- Computer technology for student use (Technology equipment and service)
- Broad selection of independent online courses aligned to Idaho state standards
- School platform (SIS, LMS, Virtual Classroom)
- Community building programs
- Student recruitment and outreach
- Assistance to the Administration and support staff employed by iSVHS

- Back Office Services (i.e. accounts payable/receivable, payroll).

Any other services necessary for the operation of the school not specifically reserved as a Board responsibility as detailed in this Charter.

a. Copies of Amended Articles of Incorporation, file-stamped by the Idaho Secretary of State's Office; and of the signed Amended Bylaws adopted by the board of directors of the nonprofit corporation. See Section 33-5204(1), Idaho Code.

Please see: Exhibits A – Amended Articles of Incorporation
Exhibit B – Amended Corporate Bylaws

b. Signatures of at least thirty (30) qualified electors of the proposed charter school's service area. Proof of qualification of electors must be attached. See Section 33-5205(1)(a), Idaho Code. (4-11-06)

Please see Exhibit D – Signatures

c. Vision and Mission statement

Vision Statement

Every student deserves an opportunity to excel—an honest and real chance to reach their potential. **At iSucceed Virtual High School (iSVHS), our mission is to provide this opportunity and greatly increase the probability that school-age students will achieve their individual potential.** iSVHS's online learning instructional model will leverage research – based, 21st century learning skills in order to facilitate self-motivated, competent, life-long learners who participate effectively in society. We intend to provide an excellent educational alternative for those students throughout the State of Idaho who, for a variety of reasons, do not attend public or private schools, or who may benefit from a non-traditional school setting. iSucceed is available to all school aged youth for approved grade levels seeking an alternative academic setting, no matter what their specific life circumstances may be.

Mission Statement

iSucceed will operate as a full-time, online public school that will serve students in approved grade levels who have needs that may not be easily met in a traditional school or classroom setting. The school is requesting authorization from the Public Charter School Commission to enable iSucceed to serve students throughout the State of Idaho.

We will provide a personalized, flexible, innovative, student-led/instructor-facilitated and supervised learning program, where students can study at their own pace, on their own schedule—with instruction, supervision, and support from a team of Idaho-certified instructors. We will also provide a broad selection of online courses aligned to Idaho state standards, while supplying each student with school computer technology and also providing a monthly internet stipend.

Further discussion of Statement of Need is outlined in Tab 2 below.

Tab 2: Proposed operation and potential effects of the public charter school

Statement of Need/Student Population

Across the nation, approximately 5 million high-school-age children do not presently attend high school. According to a recent (Feb-2005) study by the Policy Information Center at Educational Testing Service, the high school drop-out rate averages 30% across the nation.

In addition, a recent study (Mar-2006), funded by the Bill & Melinda Gates Foundation, states that among dropouts surveyed, the top cited reasons for leaving high school before graduation were:

- 32% - Needed to take a job for family financial reasons
- 26% - Needed to care for a family member
- 22% - Became a parent

Of the respondents who listed one of the above as a reason for dropping out, **88% indicated that they had passing grades before leaving school**, and **81% indicated that they knew completing high school was important to future success**.

Many of today's high school students find themselves needing a different kind of high school environment, for a variety of reasons:

- Home-schooled students may want subject matter support from a certified instructor, in advanced classes, but do not want to attend the traditional setting;
- Some students don't function well in a large, impersonal classroom setting, or don't connect socially in a large school;
- Some students may need more challenging coursework, or to move at a faster pace;
- Students may reach their creative peak in the evening, and find it difficult to attend school in the early morning;
- Some are challenged by health or physical issues;
- Teens who are pursuing their goals in sports, entertainment, modeling, dancing, or other careers may not be able to attend school regularly; and
- High-risk/at-risk for not successfully achieving high school graduation or equivalency.

Serving teens seeking a different kind of educational experience requires a focus on providing engaging opportunities for success in high school, an innovative model of online study, and an experienced team.

Community outreach seeks to bring students back into the public schools to complete their education and obtain a high school diploma. Given the historical roots and interests of the founders and Board, one of the subpopulations of students for outreach will include the underserved Hispanic and migrant community. Many of our students may come from families where they are the first to graduate from high school and no member of their family has ever attended college or any post-graduate training program. We also seek to assist our students to attain some college credits during their high school years, increasing their likelihood to continue their education either through community college programs, technical or trade programs and local universities.

Idaho Statistics

The goal of iSucceed is to bring students back into the public school system, and provide them with an alternative method to obtain their diploma. Although the State of Idaho does not publish a statistic specific to high school aged youth not attending school, an estimate can be derived utilizing a combination of state census data and high school enrollment figures provided by the Idaho State Board of Education.

Census data obtained from U.S. Census Bureau, Population Division (released May 17, 2007 - <http://www.census.gov/popest/estimates.php>) estimated that the population of high school aged students between the ages of 14-18 in the State of Idaho to be approximately 101,147.

Data obtained directly from the Idaho State Department of Education website showed that there were 80,433 high school students enrolled in Idaho public schools during the 2006-2007 school year.

Based upon these figures, it can be estimated that the State of Idaho has as many as 20,714 high school aged youth not attending the public school system. We acknowledge that some small percentage of this number may be attending private school or be participating in a home school educational program; however, iSVHS may serve as an alternative to these approaches as well. iSucceed Virtual High School, Inc. believes that programs provided by iSVHS, Inc benefits the State of Idaho by providing options for youth currently not attending the public school system.

Core Values and Educational Philosophy

Our vision is to enable these individuals to acquire the necessary life skills that equip them for later stages in life, and to optimize learning for each student so that they can achieve their individual learning objectives. This requires an understanding of each student and his/her profile; designing a high quality and relevant program that gives these students the best possible opportunity for academic success.

The application of technology has made the personalization of education possible. Although full-time online school is not appropriate for every student, for many, iSVS can be the bridge that brings them back into the public school system:

- Allowing students to advance at their own pace;
- Providing schedule flexibility to accommodate work or family care responsibilities;
- Enabling freedom of location, for those who have physical challenges;
- Providing connections in a one-to-one setting with certified instructors and mentors/advisors, for those who need more personalized attention.

The guiding principle's around which iSVS is designed begins with:

All students – as individuals – should be celebrated

- Traditional schools are not for every student.
- Some students may need to take a different path to achieve academic proficiency and to achieve their desires and goals.
- Education should be supportive of differences in interests, abilities, styles, and goals.

Online delivery meets student needs that aren't met in a classroom

- Technology in education enables the delivery of educational content that can be efficiently personalized to multiple learning styles, interests, and capabilities.
- Online delivery leverages the power of the information age through deep, varied content made available through the Internet.
- Technology allows students to be educated efficiently and effectively through a flexible schedule where they can learn at the time, pace, and place of their choosing.

Personalized learning helps students build life skills

- Lessons learned through independent work can be “stickier” than if learned via lecture and tends to remain with the learner longer than knowledge gained through a classroom lecture.
- Students in a personalized learning program develop more effective time-management skills, self-discipline, and self-direction.
- Maturity, time-management, and self-direction aid in college and/or career success.

- We believe that today's students are capable of building successful educational and social relationships even though they work independently. However, we also believe that supplementing the online high school experience with community-based interactions will provide powerful social and academic benefits for students.

School Administration Facilities (Central Office)

iSVHS, Inc operates full-time, online, public school programs, thus not requiring a facility the size or complexity of a traditional school. iSVS's Central Office will at all times remain physically located in the Treasure Valley. located at:

6148 N Discovery Way, Ste. 120 Boise, Idaho 83713

The current lease agreement has previously been provided to the Commission's staff and remains available for review by the Public Charter School Commission.

In addition to the administration offices, iSVS may, from time to time, reserve temporary space (short-term basis) throughout the state, for the purposes of facilitating student services such as but not limited to; proctored ISAT exam/state mandated testing sites, face-to-face special education consultation services, academic student services, community outreach or other school related activities. The need for such temporary space is dictated by the necessity for such services, as well as the enrolled student population and their resident geographic location throughout the state.

Administrative Services

iSVHS, Inc is led by an Executive Director who will be responsible for recommending the hiring and day-to-day management and administration of the school.

iSVHS, Inc has recruited professional, effective, and qualified personnel to serve in administrative, instructional, instructional support, and non-instructional support capacities. iSVHS, Inc believes that all of its employees play a key role in creating a successful learning environment and has recruited qualified employees passionate about serving the students and their families.

Impact on Idaho School Districts

Providing every student the opportunity for a high quality education to assist them in meeting their individual goal and becoming a productive member of our society is a philosophy and mission shared by the State of Idaho Board of Education, charter schools and school districts throughout the state. It is also a core value of iSVHS. iSVHS has worked collaboratively with the educational community in Idaho providing an option for students currently not served by the traditional academic environment and for students who simply are not succeeding in the traditional academic environment. Often our school is recommended by the educational community when a student has been expelled, is seeking to "drop-out" of the traditional educational setting or when the educational community recognizes its method of instruction simply is not best for the individual student.

The programs offered by iSVHS, Inc, provide the level of flexibility and personalization that empowers students who may have struggled in a traditional classroom setting to re-engage the learning process and succeed where they may have been challenged in the past.

iSVS attracts students who are currently not enrolled in the public school system; disenfranchised students; students who would be likely to drop out before graduation, who have already dropped-out, who are, perhaps, currently home-schooled or who have totally left any formal education. Our goal is to bring these students back into the public school system. A small percentage of the school's student population is drawn from traditional brick and mortar schools, and, as a statewide school, this impact is dispersed among all districts and schools across the State of Idaho.

Civil liability Effects on iSVHS, Inc and the Public Charter School Commission

To the fullest extent permitted by law, iSucceed Virtual High School, Inc. (iSVHS, Inc) agrees to indemnify and hold harmless the State of Idaho, the Idaho Public Charter School Commission, resident school 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, providing that such claim, damage, loss or expense;

1. 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
2. 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 of 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 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 iSVS or iSucceed Virtual High School, Inc.

Types of Insurance

iSVHS, Inc has procured and maintains 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. iSVS has 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 non-profit users of district resources and facilities. Liability and property insurance will be similar to other full-time online charter schools, and iSVHS, Inc will continue to work with the Public Charter School Commission to ensure coverage is in line with state law.

iSVHS, Inc has secured liability insurance of the following types and amounts:

- General Liability
 - Each occurrence \$2,000,000
 - Damages to rented premises (ea. occurrence) \$50,000
 - Med exp. (any one person) \$1,000
 - Personal and adv. injury \$2,000,000
 - General aggregate \$5,000,000
 - Products – comp/op agg. \$,000,000
- Workers Compensation & Employers' Liability
 - As per the requirements of and compliant with the State Insurance Fund Program.

iSVHS, Inc has provided a Certificate of Liability Insurance to the Public Charter School Commission and a copy of such remains available to the Commission upon request.

All personnel employed by iSVHS, Inc are covered by Federal Social Security, Unemployment and Worker's Compensation Insurance, and Health Insurance, and, if qualified by statute, participate in the Public Employee Retirement System of Idaho (PERSI).

Tab 3: Educational Programs and Goals

a. Educational program and goals, and fulfillment of the educational thoroughness standards

The Learning Process

iSVS believes that learning best occurs when students are offered an opportunity which combines a rigorous academic curriculum, a strong support network of highly-qualified staff, and reasonable standards and expectations in a flexible personalized learning environment. iSVHS is structured to support significant student achievement by creating a high-quality online, personalized learning environment for all its students.

Program Overview

iSVS provides a full-time, online, diploma-granting high school program for students in grades 9-12. All students must be able to demonstrate completion of the 8th grade prior to participating in our high school program. In future years, iSVS may expand to middle grades and also provide an alternative program for approved grade levels.

Through each course, students can progress at their own pace, subject to weekly and term boundaries, and complete their studies at the time of day and day of week of their choosing, subject to course assignment schedules. Support is offered to students to ensure that they remain on track with completing course assignments.

Program Format

The program at iSVS is primarily a student-led/instructor-facilitated and supervised, online, personalized learning program that operates on a term schedule. Target deadlines are set within each course to help students budget their time and stay on task throughout the term, but the actual time that a student spends on the instructional and evaluative components of each course varies according to student's ability, prior learning, and special needs.

Academic counselors, student support personnel and school administrators track student progress toward graduation, identifying what further credits are needed and working with students to address course needs for graduation. Our students ultimately determine the sequencing of courses that do not have prerequisites. Students are expected to complete a set of core courses as required for Idaho Graduation standards (as such may change from time to time), as well as a number of electives as required for graduation. Each year a broad array of courses, at differing levels, are offered depending upon student interest and current teacher certification/endorsement.

The course catalog for iSVS includes a wide variety of selections in all core academic areas—Math, Language Arts, Science, Social Studies, as well as electives in areas such as World Languages, Business and Marketing, Digital Technologies, Fine/Visual/Performing Arts, Life/Study Skills, and Physical Education. Additionally, iSVS may provide courses that meet criteria for alternative program specifications.

Courses may include text, diagrams, images, audio content, and interactive simulations to facilitate the comprehension of concepts, assessments (self, objective, and subjective) that test mastery of concepts, and activities/projects/assignments that test higher-order thinking skills and engage students in a social constructivist environment. Courses are taught by Idaho-certified instructors who engage students who have questions, problems, or curiosities through a virtual whiteboard, email, phone, instant messaging and scheduled office hours or discussion groups.

Content selection is based on sound research-based pedagogical theory and practice; it is effective, efficient, and appealing; is aligned to Idaho state content and national quality standards; and accommodates multiple learning styles and individual needs.

The addition of a middle school program would have all the same highly supportive components as high school as described above, with more focus on parent involvement and promoting engagement in academics. Middle grade students will also be assigned an Advisory teacher/mentor who works closely with the student and parent towards academic goals. The school will provide a wide array of middle grade courses in core and elective areas. and aAll course activities will meet Idaho standards for content as well as advancement to high school

With the school's mission aligned to reaching students who need alternative types of instruction, iSVS may also establish an alternative program within the district for students that meet the state alternative program requirements. While the alternative program will use similar program components listed of its regular education programs to meet the wide demographics (including at-risk characteristics), it will have specific focus on engagement and course completion. The alternative program may include lower teacher to student ratios, enhanced regional Orientation sessions, counseling services specific to the program, summer courses and meet all specific state of Idaho criteria for alternative programs.

Attendance Policy

iSVS is most concerned with student progress made toward advancement requirements, whether such be graduation or grade advancement. We recognize that many of our students have work and family responsibilities that make “traditional” school attendance difficult to comply with, and that is why they choose to attend iSVS. However, attendance is tracked for State and Federal reporting.

In compliance with I.C. 33-512, iSVHS monitors and reports student Average Daily Attendance (ADA) based upon course progress while the student is logged into their courses and/or engaged in offline instruction/learning or via course mastery as such is permitted by the state. In accordance with I.C. 33-512, iSVS will provide a minimum of 990 instructional/learning hours to each iSVHS student during the course of each year and/or any other minimum standards that may hereafter be mandated by the state for applicable grade levels and programs.

General student attendance is reviewed as days since last login.

The following attendance guidelines guide contact with absentee students:

- Student has not logged in to the Student Information System or the Learning Management System for three or more consecutive school days.
- Student has not communicated with student support personnel during this time.
- Student does not have an excused absence on record with student support personnel.

Students who meet the criteria stated above are considered to be “absent unexcused” and will be on record as such.

If a student receives twenty consecutive school days of unexcused absences, or there is other significant evidence of violation of the school's attendance policies, the student's attendance is reviewed by the administration, with a possible recommendation to the Board for expulsion based upon habitual truancy. Idaho Code § 33-205 and § 33-206 and/or a determination in communication with the student/family that the student has voluntarily withdrawn from the school. If the student has never actually started attendance at the school and logs no attendance the first twenty consecutive days of school, the student has never completed the enrollment process and is removed from the school's student roster.

Synchronous Instruction

Our instructional model is an instructor-facilitated, personalized learning model. A key component of this model is the inclusion of a significant portion of online, synchronous interactions between students

and instructors, and between students and other students. An instructor's goal is that once each week, the instructor in every course holds a synchronous "virtual classroom" session or posts an exercise or recorded session for student review. More or less activity will be dependent upon the particular discipline. These virtual classroom sessions typically involve a presentation by the instructor of prepared materials, together with extensive question-and-answer opportunities for students, or group work activities. The virtual classroom offers a voice-over-IP delivery, so that students can talk to the Instructor and hear the conversations between the instructor and other students; the virtual classroom also facilitates instructor-student and student-student communications via a shared whiteboard and text messaging among other capabilities. Virtual classroom sessions are archived, so that students can review recordings later if they were unable to attend the session or are preparing for an exam.

Accommodation of Multiple Learning Styles and Needs

iSVS celebrates the inherent differences in learners by providing courses that speak to the strengths of multiple learning styles and accommodate in advance the special needs of students. Content may be presented in multiple formats including audio, text, diagrams and drawings, illustrations, and interactive simulations to accommodate the learning preferences of audio, visual, and kinesthetic learners.

Courses are selected to accommodate students with many diagnosed and undiagnosed learning disabilities and to scaffold the metacognitive and organizational skills of all students.

Each student participates in some or all of the following activities to help the instructional staff at iSVS identify and accommodate the needs of each student. Each student will be adequately assessed to determine their appropriate placement into courses that meet their needs for graduation. This will include consideration of such matters as IEP and special needs reporting, ESL, Section 504 and other such applicable considerations.

Student Support Team

Each student works with student support personnel, members that may be comprised of Instructors, administrators, counselors and/or other student support personnel who work in union to achieve the individual learning objectives of the students, the families, and the school. The focus of student support services is to challenge the student to not only achieve a basic understanding of the core material, but to explore and expand on those concepts by applying them to real-world scenarios. Each individual providing student support services plays a key role in the academic experience of the student.

Instructor - Role and Responsibilities

At iSVS, students are facilitated by Idaho-certified instructors. The Instructor's role at iSVS is to support and personalize learning and to inspire students to reach beyond the content and find meaning and application to life. iSVS instructors are employees of iSucceed Virtual High School, Inc.

Technology and the nature of online communication/courses enable instructors to meet and work with each student as an individual. The instructor's role in the online environment is to assist the students to obtain an understanding and mastery of the course of study; however, instructors also establish and maintain individual relationships with students. Students engage instructors and ask questions privately via email or publicly via the virtual classroom or discussion boards.

Student Support Personnel – Role and Responsibilities

Student support personnel serve as the main school contact with the students and their families. Once the student is enrolled in iSVS, the student support personnel engage the student and the family to develop a plan to help the student meet graduation requirements. Student support personnel also monitor student progress and remediate, as required. The student support personnel also seek to assist students who are "hiding" in the back of the class (i.e., not participating), who are not logging

in or completing assignments in a timely manner or who need assistance in changing their course expectations in order to encourage and assist the students as they get back on track.

The student support personnel are accountable for the outcomes of their assigned students, as they are focused on a 360 degree view of the student, utilizing not only the information provided by Instructors, but also accounting for the personality, individual circumstances and characteristics of the student. Student support personnel seek effective learning strategies for each student and maintain good relationships with both the student and their family. With this targeted demographic of students, many being those who have already chosen to leave the public education system prior to having earned a diploma, the student support personnel role in working directly and regularly in communicating with our students is critical in keeping our students engaged in the learning process and ultimately in school.

Student Support Programs

iSVS knows that the likelihood of success of an online learner is significantly higher when that student's initial experience is positive and when she/he feels a clear sense of personal direction. A positive experience is marked by student confidence, excitement, connection, support, and a feeling of momentum. iSVS believes that the crucial time period for student engagement and retention begins weeks before the student officially starts his/her studies. By the very nature of technology and taking online courses, rich data that indicates activity (login, assignment submission, time of study, assessment completion) can be readily reported on and monitored. To ensure student success, iSVS offers the following actions:

- Assignment of iSVS student support personnel as part of the student support services
- Personal Interview to determine personal goals and interests (optional depending upon student circumstances)
- Collection of Personal Data (including confirmation of Idaho residency)
- iSVS online Orientation module (for students and parents of minor students)
- Face-to-face school orientation (optional - recommended for students and parents/legal guardians)
- Readiness check prior to school start
- iSVS social events (optional throughout the school year)
- Placement tests (if determined necessary by iSVS)
- Course selection
- Start-up Check (typically within the first week - for technical issues and startup)
- Follow up Check (typically within the second/third week - further follow-up)
- First term review w/parents/legal guardians

Continuous Monitoring/Support

Continual monitoring of student progress to improve student outcomes and completion is also critical to long-term student success. To ensure continuing progress, iSVS plans to offer the following actions:

- Course selection
- Term parent/legal guardian reviews
- Weekly checks (if determined necessary by iSVS)

Student Support Services

The educational experience provided by iSVS has been designed with the students and families in mind. iSVS utilizes computer technology as one component of the learning experience to connect students with courses, content, student support teams and other students. Students are supplied with a computer technology, software and an internet stipend to help cover the costs of internet service. By supplying each student with a pre-configured hardware and software platform ("Student Technology") fully loaded with all necessary software, filters and monitors necessary for each student to access their

specific coursework, iSVS can provide better support and ensure a consistent and secure educational environment for every student. Each student is required to enter into the school's Technology Use Agreement to assure that the school's technology and computer equipment are used in conformance with established Board technology use policies. The School's Technology Use Agreement has been provided to the staff of the Idaho Public Charter School Commission.

Technical support begins the moment the student registers and the Student Technology is prepared to ship. iSVS performs a detailed quality assurance check at the point of shipment to make sure all the necessary components are included in the shipment. In addition to the Student Technology, iSVHS includes a number of "Getting Started" documents to assist the student and their families. The iSVHS Technology Check provides a checklist including: shipment contents, hardware setup, internet connection, and software application check. Additionally, the Technology Check explains how to contact iSVS should they have questions. Students and their families have numerous ways to access support from iSVS.

Students and their families are provided with an orientation that enables them to become familiar with all aspects of the iSVS online learning environment. Again, questions associated with this orientation can be addressed through phone, email, or online support.

Ongoing technical support is categorized as follows:

- Hardware/software/connections that don't work
- Fulfillment of school materials
- Accessing courses/Learning Management System
- Academic questions
- Course change questions
- Policy/dispute questions/issues

iSVS is organized to ensure that specific questions can be responded to in an expedient fashion. iSVHS provides tech support in manners that, from experience, have proved to be most effective. This may include but not necessarily be limited to telephone and online support.

iSVS believes that improvement in student achievement results through a balanced application of technology and online learning best practices. iSVS constantly evaluates technology in an effort to improve our ability to engage our students, support our instructors, and communicate with the families we serve. We believe that iSVS has aggregated best-of-breed technology platforms that are comprised of innovative and practical applications, enhancing our students' ability to engage with the course material and their student support personnel, while gaining expertise with 21st century technologies.

iSVS believes that combining the Student Technology with online learning best practices serves to further enhance student achievement. iSVS is committed to applying proven best practices as appropriate.

"The Life of an iSVS Student"

Students enroll in an online learning environment for a variety of reasons. Some have work and family obligations, while other students are involved in activities and/or careers that require a flexible schedule. For this reason, there is no "typical" day for students enrolled at iSVS; however, many students discover they can benefit from spending an extended amount of time on a single subject. Students are able to get into the flow of learning, build momentum, and become more accomplished than if they divided up that time between multiple classes. Through the learning styles assessment, students discover not only how they learn best, but also at what times they learn best, thus making more effective use of their time.

Some students log on early in the morning on the same rhythm of a traditional school, but many more find their productivity is highest in the afternoon or evenings. At iSVS, students can learn at times convenient to their schedules. Though students have the flexibility to choose the time frame in which they study, they are required to demonstrate work progress in all subjects weekly.

Students turn in assignments through the digital drop-box, access tests and quizzes, and also submit papers. A student's progress and grades are posted on a secure, private site so that both student and parents/legal guardians are always aware of their current status.

Through their online interactions, students develop and pursue friendships, both during official online sessions, or through password-protected message boards based on student interests. Extracurricular events allow kids and parents/legal guardians to meet and build friendships based on mutual interests. In addition, many students pursue sports, music, and other activities in coordination with local community-based organizations.

Plan for Students who are Academically Low Achieving

Students who are low or non-achieving are identified by members of the student support team through progress and attendance reports, placement tests, and standardized test results. iSVHS utilizes strategies to improve student success such as curriculum modification, parent education, and mentoring.

iSVS enrollment is based upon student transcript analysis and course requirement needs for graduation. As individual situations dictate, further assessment may occur for proper placement in enrollment and iSVS uses other in-house assessment tools to help gauge student academic levels. Assessments may be an important piece in determining placement but are not the only indicator that is considered. The results of such assessments and review of additional data are used to carefully choose courses for the student and provide appropriate placement in differentiated instruction.

Supplemental instruction utilizing selected curriculum is provided for those students performing well below their achievement level. Utilizing a diagnostic assessment system, iSVS is able to diagnose each student's ability, enabling iSVS to direct the student to an appropriate course or lesson. iSVS plans to utilize select foundational curriculum described in the course catalog for those students who are struggling academically.

Enrollment for middle grades would be based upon meeting the standards established by the Idaho Code and related Idaho Administrative Procedures Act associated with middle grade enrollment and/or advancement. The same holds true for students who wish to participate in any alternative school program. The plans and processes used for these students in addressing academic low achievement will be addressed in a similar fashion as any such similar school programs.

iSVS also provides an instructional model that allows for one-on-one instructor-student /student-student engagement, enabling personalized support and guidance from Idaho-certified instructors.

Plan for Gifted and Talented Students

Students who are academically high achieving are identified by members of the school's student support personnel through progress and attendance reports and standardized test results or through any other applicable measure or indicator for the respective student. Gifted students are able to move quickly through the curriculum while still under the supervision of a highly qualified, credentialed instructor. iSVS's course catalog provides the flexibility to include challenge activities for honors students, which allow the student to complete a more in-depth study or to move more quickly through the curriculum. Students are able to enroll in advanced courses, such as AP courses and dual credit courses. Dual credit courses are iSVS courses that have gained prior approval from an institution of

higher learning for credit acceptance within their program. These courses are clearly identified by iSVHS to the students as they become available. Further, students may also use AP/Dual Credit courses through IDLA and other course providers and/of Idaho higher educational institutions as may be available and may change from time to time.

Plan for English Learners

Due to the underlying interests and historical background of founders of iSucceed Virtual High School, Inc., iSVS seeks to effectively serve the Latino community that has been long underserved by our educational systems and charter school programs.

iSVS meets all applicable legal requirements for English Learners (“EL”) as they pertain to admissions, annual notification to parents/legal guardians, student identification, placement, program options, EL and core content instruction, instructor qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. iSVS has implemented policies to assure proper placement, evaluation, and communication regarding EL’s and the rights of students and parents/legal guardian(s). iSVS adheres to all Federal and State laws regarded for the delivery of educational services.

Language Survey

Associated with enrollment, all students who indicate that their home language is other than English are tested to determine English proficiency.

iSVS follows all activities, testing and programs required pursuant to both state and federal regulation, as such may be amended from time to time and works within the guidelines consistent with the Idaho LEP Program Guidance as updated on August 20, 2007 (and later versions hereinafter enacted).

- Upon a student’s registration at iSVS inquiry is made as to the primary language spoken in the home. If the answer to this inquiry is any language other than English, a survey (Home Language Survey) is provided to the family.
- If the results of the Home Language Survey indicate a possible EL issue, the student takes the Idaho ELL Placement Test within thirty (30) days of registration at the school or within fifteen (15) days of entry into the school if enters during the school year.
- If the student’s score on the Idaho ELL Placement Test indicates a student’s needs for services and the family has not waived services, the student is placed into the school’s program to address the specific needs of the individual student.
- Subsequent to use of the Idaho ELL Placement Test, additional student testing through the use of the Idaho English Language Assessment (IELA) are utilized to determine students’ proficiency in the English language.
- iSVS complies with provisions of federal mandates which require school districts to test their LEP students with an annual English language assessment in addition to the ISAT.

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument,
- Participation of the pupil’s instructors and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil’s curriculum mastery,
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents’ opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process

- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

iSVS notifies all parents of responsibility for testing and of results. As addressed above, these tests shall be used to fulfill the requirements under any applicable state or federal law, rule or regulation for annual English proficiency testing.

Strategies for English Learner Instruction and Intervention

Instructors are trained to use best practices in academic instruction techniques to meet the needs of English language learners and develop ways to utilize those techniques in an online setting.

- iSVS will continue to seek to employ numerous bi-lingual instructors to work with EL students and in addressing targeted programs and resources for the EL student.
- Professional development activities are provided to both teachers and administrators regarding research-based programming on how to best serve the school's EL student population.

Educational Learning Plans (ELP) are developed by iSVHS to address instructional programs, assessment and possible accommodations. Instructional programs may include, but not necessarily be limited to implementation of specific English language classes, classroom accommodations and/or modifications, sheltered English instruction in academic classes by a teacher trained in the SIOP model/SDAIE techniques and/or any successor models and/or techniques.

Targeted resources may additionally include the following:

- parent workshops
- student workshops
- curriculum modification
- supplementary resources.

Curriculum Overview

Curriculum selection is based on sound pedagogical theory and practice; is effective, efficient, and appealing; aligned to state content and national quality standards; and accommodates multiple learning styles and individual needs.

Content Selection Criteria

Online school curriculum is available from many content providers today. iSVS evaluates and selects from the best available online courses, seeking the best in each specific area of educational discipline. Course evaluation and selection are based upon the following criteria:

Course Organization and Structure

- The organization and sequence of content is clear and logical.
- Lessons and modules are easy to access and navigate among.
- The course structure is transparent to students.
- The organization of the course facilitates the construction of mental models and schemata.
- Lesson components include objectives, introduction and presentation of concepts, guided practice, application of concept, and assessment of understanding.
- Activities are authentic, challenging, and, where appropriate, interdisciplinary in approach.
- An organizational theme is used to enhance content and student engagement.
- Structure allows for adaptable, customizable pacing within the academic term.

Graphic Design

- Instructional pages make use of best practices in online layout and design.
- Fonts and themes are used consistently throughout the course.
- Color schemes are applied systematically and conservatively; they enhance learning and are not distracting.
- Images are used liberally to enhance learning.
- Low resolution images are used to ensure that students with low-bandwidth connections can view the images.
- Overall appearance is visually appealing and the message design is clear.

Communication and Interactivity

- Students have frequent opportunities to interact with the content, with other students, and with the instructor through regular two-way communication.
- The communication process is clearly defined within the course.
- Communication tools are reliable and used appropriately.
- Requirements, rules, and expectations for student-student communication are clearly defined and modeled.

Content Quality

- Content is written at an audience-appropriate level.
- Content uses standard language and is free of slang.
- The content has depth and richness.
- Content is accurate and current.
- The tone of the text is unambiguous and engaging.
- Multimedia presentation and interactive simulations are used appropriately to reinforce mastery of concepts.
- Content images and examples reflect the multicultural world of which our students are a part.

Web Resources

- Web resources are redundant and stable.
- Resources are directly related to the content in the course.
- Resources direct students to trustworthy content sources.
- Explanations of the relevance of the resource, what the student is looking for, and how he/she knows when he/she is finished, are provided.
- Resources supplement and enrich the content of the course.

Accessibility

- Courses comply with ADA section 504 accessibility requirements.
- Images have alt tags.
- Text versions of audio and flash presentation are provided.

Assessment and Evaluation

- Assessment opportunities are authentic and mapped to the learning outcomes.
- Opportunities for pre-assessment are provided (as appropriate).
- Self-checks with automated feedback are used frequently to help students and instructors gauge how well a student is “getting it.”
- Multiple approaches to assessment, including objective and subjective quizzes and exams, creative writing assignments, research papers, and group projects, are included in the course.

Pedagogical Approach

iSVS courses implement sound instructional theory and practice. Learning objectives, including both mastery of principles and concepts and their application, are clearly defined for each organizational unit.

Courses use a blended approach of objectivist content presentation and constructivist application of content. Course content engages student attention and provide anchors for the construction of new knowledge and schemata.

Content is presented in instructionally effective, efficient, and appealing ways; students will have the opportunity to demonstrate understanding of new material and to apply the concepts to unique and relevant situations, thereby making the knowledge and skills gained their own.

Ongoing research into best practices of online course design and implementation will continuously inform the course design, development, review, and revision process.

Course Catalog

An iSVS course catalog is created for each school year. The catalog offerings vary from year to year and it is intended that such will be developed to include a broad range of courses in each of the following areas:

1. AP Courses
2. Honors Courses
3. Core Courses
4. Foundation/Support Courses
5. Foreign Language Courses
6. Elective Courses
7. Dual credit Courses
8. Career Pathway Courses
9. Career and Technology Education (CTE) Courses
10. Library of Skill-Building and Remediation Modules
11. Senior Project (required for graduation)

All courses must align to Idaho state standards as applicable.

Standards Alignment

iSVHS may leverage curriculum from a variety of online content providers with the express purpose of providing the most effective, efficient, and appealing educational experience to its students. The current courses present, on average, 75-90 total hours of course work each term.¹ This work is completed in a mix of online and offline activities which may, include, but not limited to, online content presentations, practice activities, interactive modules, self-checks, quizzes, discussions, worksheets, group projects, web research projects, essays, and exams. Courses in the iSVHS catalog averages 50 assignments each term.

Core content courses are correlated to Idaho content standards using a combination of information provided by vendors and standards correlations created by instructors holding state certifications in the subject they are creating correlations for. These standards correlations show not only which standards are met in the course but also where in the course each standard is met.

Academic Tracks

¹ The actual number of total course offerings will vary from year to year as program offerings change and dependent upon the school's ability to retain Idaho Certified instructors for each of the identified potential course offerings and the course interests of the school's students.

When a student enrolls in iSVS, they are provided course selection guidance that is broad enough to meet various educational needs of students in various educational tracks. Students can mix and match their course selections from the available academic tracks. The academic tracks are flexible enough to prepare students from a variety of backgrounds, but focused enough to fulfill current and future educational objectives.

Graduation Requirements

iSVS's graduation requirements, at a minimum, will always meet state mandated graduation requirements as outlined in IDAPA 08.02.03, as such may change from time to time.

Middle School Requirements

If and when iSVS incorporates a Middle School into the school's offerings, at a minimum, it will always meet the Middle School course standards as outlined in IDAPA 08.02.03., as such may change from time to time.

Alternative School Requirements

If and when iSVS incorporates an Alternative School into the school's offerings, at a minimum, it will always meet the Alternative School program requirements as outlined in IDAPA 08.02.03, as such may change from time to time.

Fulfillment of the Thoroughness Standards [33-1612]

iSVS will continue to fulfill the thoroughness standards identified in Idaho Code. It has been established that a thorough system of public school 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: iSVS:

1. Enables students to select the place and time that they engage in the learning process, including the location and time that best aligns with their life circumstances, providing them the optimal opportunity ability to learn. In doing so, iSVS students are free from various social or physical safety issues often encountered in a traditional brick and mortar schools.
2. Maintains a strict discipline procedure associated with student behavior for both online and during face-to-face activities.
3. Provides students with school computer technology that is pre-configured and installed with the latest internet filtering technology. Adopt and maintain policies that prohibit the use of vulgar, obscene, abusive, or demeaning language, writing, pictures, signs, or acts in written or oral communications, including email, discussion board, listserv, virtual classroom, student websites, or in photographs. Policies will also prohibit students from posting content from or links to suggestive, lewd, or otherwise inappropriate websites. iSVS sponsored bulletin boards, chat sessions, and virtual office sessions will be monitored and all face-to-face field activities will be voluntary and heavily staffed to ensure that iSVS students are safe while attending school online or during extra-curricular activities.
4. Requires all personnel employed at iSVS to pass a background check and every instructor and administrator to be certified or licensed to work in the State of Idaho to ensure safety and a professional learning environment for iSVS students.

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: iSVS :

1. Trains instructors on best practices in online learning including; iSVS operational procedures, discipline policies and strategies for policy implementation, and the effective use of the Learning Management System.
2. Provides all students and parent(s)/legal guardian(s) with an iSVS student handbook that clearly outlines expectations and consequences of student conduct within the classroom or during any iSVS sponsored activity.
3. Provides instructors are part of a student support team that includes administrators and mentors/Advisors, as well as encourage parent/legal guardian participation.
4. Offers instructors the freedom to create their own classroom “culture” while remaining consistent with iSVS student conduct and discipline policy.

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: iSVS:

1. Facilitates opportunities for students to collaborate in formal and informal peer group sessions that create a learning community focused on every student’s success.
2. Emphasizes the importance of adults modeling important values at school, both during online and face-to-face activities.
3. Provides students with a rigorous independent study program that will require them to demonstrate a commitment to their own educational success.
4. Requires every student in order to graduate, to complete a community-based service learning project (Senior Project). By doing so, each student will learn to put their education into practice and the importance and value of community and their role as an influential member of that community.

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: iSVS:

1. Acknowledges that effective communication in the 21st century occurs through both the spoken and written word, as well as through new technologies such as those utilized in an online learning environment. Students will learn effective communication skills through a rigorous curriculum that tests their abilities through frequent formal testing. New technology skills will be taught by iSVS instructors through example and practiced through formal course activities as well as through informal peer-to-peer dialog.
2. Provides frequent training to instructors on best practices in online learning such that they can utilize these new skills to communicate with school staff, as well as demonstrate and teach these practices to their students.
3. Encourages all students to participate in online forums to communicate, in writing, with staff and classmates.
4. Requires regular contact with Instructors and mentors/advisors using telephone, email, IM and virtual classroom sessions conversations, ensuring that students understand and have the chance to practice and perfect communication with authority figures.

5. Provides instruction in foreign language. Knowledge of a second language is essential in many occupations. In addition, knowledge of a second language will boost 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 postsecondary 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 basics such as reading, writing, mathematics, science, and social studies.

Objectives: iSVS:

1. Selects curriculum based on sound pedagogical theory and practice, aligned to state content and national quality standards, and that will accommodate multiple learning styles and individual needs.
2. Provides an independent study program that enables students to study at their own pace within a supportive, structured environment. This approach will enable students to move through course materials as quickly or slowly as they require, allowing them to truly master the material prior to moving on.
3. Facilitates a wide range of student interests and explorations through the provision of broad course offerings for college, career or vocational bound students.
4. Allows students the opportunity to demonstrate understanding of new material and to apply the concepts to unique and relevant situations, thereby personalizing the knowledge and skills learned.

Standard F: The skills necessary for students to enter the work force are taught.

Goal: Provide students with the 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: iSVS:

1. Teaches students the core academic requirements aligned to state and national content and quality standards.
2. Expands beyond core academic requirements to provide a dynamic online curriculum that is based upon the best practices of online learning combined with 21st century skills key to succeeding in today's workforce.
3. Trains students in technological techniques including internet, computer software, and technologically based communication techniques relevant in today's work environment.
4. Integrates self-discipline and motivation into every aspect of the student's work, while supplying students with the support and infrastructure to succeed.

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: iSVS:

1. Licenses and incorporates the best-of-breed technology to facilitate the delivery of exciting, engaging and rigorous online curriculum.
2. Trains instructors on the application of technology toward online education such that they can instruct students not only on the courses being taught, but also in the technology used

to interact with the content, as well as to communicate with other students and school staff.

3. Ensured every full-time student has access to computer technology along with a stipend for an internet connection, thus equalizing the playing field for all students enrolled at iSVS.
4. Provides students and their families with an online orientation that enables them to become familiar with all aspects of the online learning environment and provide appropriate technical support to iSVS students.
5. Integrates technology into the everyday school environment. By using technology every day to communicate, complete homework and accomplish other school related tasks; students will practice using technology in a working and relevant environment every day.

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: iSVS:

1. Enables iSVS students to pursue their goal of obtaining their high school diploma while responding to their specific life circumstances that make attending a traditional school impractical or impossible.
2. Recognizes that it is the responsibility of a school to provide opportunities beyond academics to explore their skills and passions. iSVHS will assist students to create and operate school clubs that are specific areas of interest to the student body, and directly applicable to post high school careers. These may be related to academics, but can also focus on non-academic activities. These clubs will enable peer-to-peer, student-to-staff and student-to-community interaction, allowing students to further explore their life interests and practice their skills.
3. Requires every student that enters the ninth grade in 2009, in order to graduate, to participate in a community-based service learning project (Senior Project). This requirement is intended to help students understand the importance of their community and what it means to be stewards and participants in that community.
4. Uses an independent study program to train students to develop life skills such as self-discipline, motivation, time management, direct and indirect collaboration, honesty and integrity.

Learning Community

iSVS students can make connections with iSVS staff, students and other families –both face-to-face and through virtual means. iSVS provides a vibrant learning community that enriches the school experience of iSVS students. While some students are self-sufficient and desire little support, others may seek more structure, guidance, encouragement and collaboration.

iSVS students can join student clubs and organizations. The number and identification of student clubs varies from year to year, depending upon and driven by student interest. Students can even start their own club by engaging other students online to discuss specific areas of interest. Students may use a school sponsored and staff monitored social media to engage in conversations ranging from academic to general interest topics. The same virtual classroom technology that is utilized by iSVS for Instructor Office hours doubles as a platform for club members to come together and engaged in real-time club meetings or activities.

iSVS, through the effort of our school personnel, organize various face-to-face activities such as an occasional dance, field trips or social gathering for students and families. The number and type of

activities vary each year depending upon student and employee interests. Graduation ceremonies are held on a statewide or regional level, enabling students and families to meet and participate together.

b. An “educated person” in the twenty-first century, and how learning best occurs. See Section 33-5205(3)(a), Idaho Code.

A recent national survey of human resource officials found that:

- Almost 70% believe that high school graduates fall short in critical thinking skills
- 81% believe high school graduates are deficient in written communications
- Almost a third said they will reduce their hiring of employees with just a high school diploma
- 42% said they will hire more people with advanced degrees

According to a 2004 RAND report, *The 21st Century at Work: Forces Shaping the Future Workforce and Workplace in the United States*, the marketplace will require knowledgeable workers in every industry — from nanoscientists to package deliverers — “requiring high-level cognitive skills for managing, interpreting, validating, transforming, communicating, and acting on information. Valued skills include such non-routine analytic skills as abstract reasoning, problem solving, communication, and collaboration.”

All of these findings indicate that the traditional methods of education may fall short of what is needed to produce high school graduates that are prepared to participate and be productive in the global economy of the 21st century. iSVS believes that through the incorporation of online learning “best practices” combined with rigorous curriculum and community activities, we can help our students to reach their potential and be prepared to enter into the 21st century workforce. Graduates of iSVS will:

- Have been exposed to and gained proficiency in the Idaho educational state standards
- Be able to gather, manage and communicate information effectively
- Have high-level thinking, problem-solving and interpersonal skills
- Be self-directed and self-motivated
- Have mastery of the effective use of digital technologies and communication tools

An education in the 21st century integrates core academics within a technology rich environment, driven by self-discipline and motivation. iSVS utilizes the Online Learning Best Practices identified in Exhibit G to enhance iSVS student’s ability to obtain 21st century learning skills.

c. The manner by which special education services will be provided to students with disabilities who are eligible pursuant to the federal Individuals with Disabilities Education Act. See Section 33-5205(3)(q), Idaho Code.

iSVS is committed to serving all children in Idaho, including those with disabilities. iSVS believes that every student is entitled to a Free and Appropriate Public Education and tailors the educational program at iSVS to meet the individual needs of each student. Individualized services may include individual or small group instruction, curricular or instructional modifications, transition services, assistive technology devices, or other specialized services. In addition, some special education students may require related services such as physical, occupational or speech therapy, and/or special transportation. iSVS is prepared to accommodate all students attending the school either directly or through contracted services with 3rd parties.

Enrolling Students with Special Needs

The mission of iSVS is to serve students whose needs are not well met for a variety of reasons in traditional classroom settings. In addition to the services and programs required by state and federal law, iSVS provides enrollment counseling to all students who have been in the past or who currently are

on an Individualized Education Plan pursuant to IDEA or Section 504 Plan. The enrollment counseling process is led by Special Education Coordinator who holds current state certification in special education. The enrollment counseling process has two intended outcomes: first, it is an educative process for students and families; it helps them become familiar with the requirements and unique challenges that online learning could pose given the student's need. Second, it allows the school to better understand the student's needs and make adequate provision for servicing those needs.

The special needs enrollment process begins with the self-identification by the student and/or family that the student has need of special services. After the school has obtained permission from the parent/legal guardian, or from the student, if the student is emancipated or attained the age of majority, the student's special education records are requested from the resident district. These records are received via electronic fax and stored online in a password protected environment. In accordance with FERPA and IDEA requirements, only those who have legitimate educational reasons for viewing the records can obtain access to them. Once the records have been received, the Special Education Coordinator reviews the records and contacts the student and parent/legal guardian for an initial consultation about the student's needs and to assure that the incoming student's special services records are in compliance with federal and state guidelines.

Student Services

iSVS offers several types of academic support for students on IEP's. iSVS offers different levels of most core academic classes or accommodation/modifications to allow for the student's special needs. Students with special needs who are admitted to the school are placed in the level of each core course that best corresponds to their current needs and abilities as well as to their target performance goals. Course placement decisions and student goals are made by the IEP Team. iSVS has developed program adaptations or contract for services to address the needs of severely disabled students whose IEP's require full-time, one-on-one, or professional support.

In addition to instructional work with Special Education teachers, students' progress is monitored regularly by the Special Education Coordinator. The school's student support personnel will informally communicate progress to the student and family weekly by phone and coordinates with the rest of the personnel addressing the individual student's special needs to ensure that student academic needs are accommodated in the online classroom. A formal, written progress report is issued with the student's term course grades.

Identifying and Evaluating Students with Special Needs

Parents or school administrators or staff may recommend that a currently-enrolled student be screened for special education services at any time during the school year, and uses the Idaho Special Education Manual for identifying, evaluating, programming, developing individualized education plans, planning services, developing our discipline policy, budgeting, and providing transportation for special needs students, as necessary.

Recommendations may be based on evidence including, but not limited to, student's cumulative academic records, enrollment records, health records, and report cards and must be made in writing to the school Principal and Special Education Coordinator. Once the parent(s)/legal guardian(s) permission to evaluate the student is obtained, the school either performs the initial evaluation directly or contracts with a 3rd party to perform an initial evaluation of the student's academic achievement level and/or needs. The evaluation process is designed to assess at minimum the educational and learning needs of the individual student. Parents/legal guardians also have the right to obtain an independent evaluation.

Once an evaluation has been completed, students who are identified as having special needs will go through the Special Education Coordinator process to ensure that students and families are aware of the services available and the unique opportunities and/or challenges of online learning. Should a

special needs child and family decide to enroll in iSVS, the Team creates IEP or 504 Plan documentation as appropriate based on the evaluation findings and recommendations. Once the documentation has received all necessary signatures, the student is assigned a Special Education Case Manager. From that point, the Special Education Case Manager adheres to state and federal law for timelines and procedures for reporting and evaluation.

Any staff hired by iSVS to assist special needs students must meet the minimum requirements of IDEA for qualified staff.

Least Restrictive Environment (LRE)

In the event that the IEP team determines that the student's academic needs cannot be met by the program offered by iSVS, the IEP team of iSVS determines the least restrictive environment. A continuum of placement options are available for all students with disabilities, including those attending iSVS. This continuum may include supplementary aids and services in conjunction with regular class placement, and may include iSVS contracting with a school district or private provider.

Section 504 /ADA

iSVS is solely responsible for its compliance with Section 504 and the ADA. Any facilities of iSVS must be accessible for all students with disabilities in accordance with the ADA.

Further, iSVS has adopted a policy which outlines the requirements for identifying and serving students with a 504 accommodation plan. iSVS recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of iSVS. Any student who has an objectively identified disability which substantially limits a major life activity such as learning is eligible for accommodation by iSVS.

Confidentiality

iSVS maintains the confidentiality of personally identifiable information regarding children with disabilities.

Record Keeping

iSVS follows IDEA and FERPA guidelines for protecting and keeping confidential information relating to all students, including the special needs of students.

d. The plan for working with parents who have students who are dually enrolled pursuant to Section 33-203(7), Idaho Code. See Section 33-5205(3)(r), Idaho Code.

In accordance with 33-203, local school districts and parents retain the decision-making capacity regarding dual enrollment. Requests for dual enrollment for courses not provided by iSVS are honored by iSVS with the understanding that shared state apportionment funding may be collected from the resident district, per State Board of Education rules, and Charter Board Policy, by the dually attended district.

Dual enrollment will include the option of enrollment in a post-secondary institution and credits earned from an accredited post-secondary institution shall be credited toward State Board of Education high school graduation requirements.

If an iSVS student wishes to participate in nonacademic public school activities, iSVS confirms that the student has demonstrated grade-level academic proficiency via recognized achievement tests, portfolios, or other mechanisms. iSVS recognizes that any iSVS student wishing to participate in non-academic public school activities must reside within the attendance boundaries of the school for which the student participates. iSVS works with resident school districts, students and families in an

attempt to allow student participation in extra-curricular activities of the resident school district to the extent possible.

Tab 4: Assessment of Student Educational Progress

a. The measurable student educational standards the public charter school will use. See Section 33- 5205(3)(b), Idaho Code.

iSVS is a school that motivates and assists all students in meeting or exceeding proficiency on state academic standards. iSVS ensures alignment of the curriculum with Idaho Content Standards in order to ensure success for all students in meeting the requirements of state-required standardized tests. These standards will serve as a guide in developing school goals and in making decisions regarding expenditures of resources, allotment of budget, staff development, program priorities, and policy decisions.

Measurable Student Outcome
Student Performance On State Proficiency Test <ul style="list-style-type: none">iSucceed will strive to meet state Department of Education accountability expectations for standardized testing. For continuously enrolled students, student scores should meet the state average or better in applicable subjects. If a student scores fall below this benchmark, the school will implement an evidence-based intervention plan for those students.
Academic Progress <ul style="list-style-type: none">Of iSVS students' who are engaged in courses, the schoolwide average term course completion rate will be 70% or higher.
Retention Rate <ul style="list-style-type: none">Within two years of the school's commencement, iSVHS will maintain a retention rate of 65% or higher from term to term within the school year.
Graduation Rate <ul style="list-style-type: none">iSucceed's mission is to serve students from a wide spectrum of demographics with an emphasis on at-risk and mobile students. iSucceed will target a graduation rate percentage of eligible to graduate students at 70% or higher.
Parent Satisfaction <ul style="list-style-type: none">Of the iSVS parents responding to an annual parent survey, on a 1-5 scale, iSVHS will maintain a score of 75% or better satisfaction.
Professional Development <ul style="list-style-type: none">Each year 100% of iSVS teachers will participate in a minimum of three school-sponsored professional development activities.

These and other similar curriculum specific educational objectives will enable iSVS to measure not only individual student success but also overall program effectiveness.

b. The method by which student progress in meeting the identified student educational standards is to be measured. See Section 33-5205(3)(c), Idaho Code.

Mastery of Course Content

Students demonstrate mastery of state standards through their ongoing success measured by assessments according to school-wide rubrics, with input from iSVS instructors across all content areas, including successful completion of courses aligned to state standards and all necessary graduation or

middle grade advancement requirements. "Mastery" for special needs and LEP students will be defined appropriately according to the student's Individualized Education Plans ("IEP") and English proficiency levels.

iSVS gives high priority to multiple, varied, and frequent opportunities for students to demonstrate mastery of course content and as a best practice to strengthen student learning. iSVHS courses average approximately 50 graded assignments per term course; these assignments include practice assignments, quizzes, journals, class discussions, worksheets, group projects, web research projects, essays, research papers, and exams.

Finally, iSVS students may be required to participate in state standardized testing and complete the state mandated Senior Project in order to graduate with a high school diploma.

Traditional Academic Courses

Courses licensed and/or developed by iSVS allow students multiple opportunities to demonstrate mastery of traditional academic course content. Because our students are unique individuals with unique learning styles and strengths, we also allow students to demonstrate their learning in multiple formats. These formats include self-checks, quizzes, and exams which utilize a combination of objective (multiple choice, true/false, matching, and fill-in-the-blank) and subjective (short answer and essay) questions. Students may also be assessed through research or creative writing papers, written assignments including reviews and essays, case studies, simulations, group projects, and portfolio pieces. The focus of traditional academic assessment is on authentic assessment types that demonstrate mastery of content standards and is appropriately weighted to take into account common student characteristics such as test-taking anxiety and learning difficulties.

Physical Education

Students demonstrate mastery of concepts, principles, and rules related to health and physical education through activities, online quizzes and self-checks. Students apply learned concepts and principles as individuals or by participating in organized group sports; they report their progress through journals and other documentation as appropriate. These progress reports are evaluated by iSVS instructors. iSVS provides the necessary equipment needed to complete certain individual activities, including monitors, pedometers, and resistance bands.

Literacy, Numeracy, and Core Skills

iSVS will meet or exceed standards and benchmarks currently outlined in IDAPA 08.02.03.107 or as modified from time-to-time by the Idaho Board of Education for each particular year.

- Norm-Referenced Exams: Students will participate in the norm-referenced exams as prescribed by Idaho Department of Education standards. Performance on these exams will be used to help instructors identify and prescribe customized remediation, where necessary.
- Performance-Based Exams: Will be used to track student performance relative to state standards. These exams provide an analytical approach to student performance and will be used as key criteria to adjust instructional strategies for all students, but especially for high- and low- achieving students.
- Performance Rubric: Literacy, numeracy, and other core skills affect student performance across the curriculum. Therefore, a set of standard rubrics will be used to ensure that students demonstrate mastery of these core skills as they complete assignments and exams required for course completion.
- Criterion-Based Testing: Will show progress in a specific subject and are often included as part of a curriculum package. iSVS will use packaged pre- and post-course assessments to track student progress on the core content of the curriculum, where possible.

Community-Based Service Project/Senior Project

Students will demonstrate their skills, knowledge, and awareness of their place in the local community by performing a community-based service project during their senior year that includes the following: a presentation and a research paper. iSVS staff will facilitate students from the design and implementation phase to the completion of the community-based service project. The iSVS community-based service project will meet the Idaho Administrative Procedures Act 08.02.03.107.10 Senior Project graduation requirements, as such may change from time to time.

Data Collection

iSVS will leverage technology to collect and manage student data efficiently, accurately, and securely. iSVS will utilize a Student Information System (“SIS”) that integrates with the Learning Management System (“LMS”) in order to collect essential data about student demographics and performance and to enable iSVS to provide accurate information in a timely manner and in compliance with FERPA, Section 33-133, Idaho Code and other student privacy requirements.

iSVS will collect mandated student data as part of the enrollment process and report enrollment statistics to the state in compliance with legislation.

iSVS will be held by the results it generates as measured by student performance and overall family satisfaction. Results obtained from the Measure Student Outcome listed above can be used to quantify student performance at iSVHS.

Report of Individual Student Progress

Regular contacts are made between the student, parent/legal guardian, and student support personnel to report student progress and address any areas of concern. Parents/legal guardians are provided “observer access” to iSVS’s Learning Management System so they can review their student’s performance (all course information, grades and internal messages) at any given time in real time. Additionally, throughout each term and school year, contact will be made via phone, email, text and mailings appropriate to the type of intervention or communication needed to share information or solicit parent input and involvement in the student’s progress. If the student’s progress or performance in a class is unsatisfactory, the parent/legal guardian will be contacted and, when possible to enlist support in the implementation of the interventions recommended to aid the student’s progress.

Student support personnel will also be prepared to provide an informal overview of student progress to parent(s)/legal guardian(s) during the regular checkup calls and communications to students conducted by the school’s personnel.

Diagnostic Student Tests

In addition to the methods of measuring and reporting of student performance described above, iSVHS may utilize *placement assessment testing* as well as *progress assessment testing*, as determined to be needed, for placement of an individual student and/or if there is an issue or concern raised with regard to an individual student’s placement. The iSVS learning model dictates that we will incorporate four overlapping, pedagogical “lenses” (Anderson 2004 and Bransford 1999) in order to impact student outcomes. These lenses are:

- Learning-centered
- Knowledge-centered
- Assessment-centered, and
- Community-centered

Placement Assessment Testing

Placement assessment testing can include a series of tests in Math, Science, Reading and Language Arts (Writing) that may be required by a new student and that may facilitate the appropriate placement of students into courses. Students may complete all subject area placement tests prior to starting the first

term with iSVS or may take only the placement assessment tests for subjects areas that they are enrolled in during the first term.

Progress Assessment Testing

Progress assessment testing is a tool to allow subject area instructors to deliver assessment tests at the beginning, throughout and at the end of the course. These assessments will allow iSVS to monitor student growth over time in a subject area. This testing can be used in conjunction with the course content specific assessments.

c. A provision by which students of the public charter school will be tested with the same standardized tests as other Idaho public school students. See Section 33-5205(3)(d), Idaho Code.

As a public school, iSVHS will be held to the same student performance standards as other public high schools throughout the State of Idaho. As a component of enrollment, iSVHS will inform students and their parent(s)/legal guardian(s) of the requirement to participate in Idaho state standardized testing. iSVHS will participate in all components of the Idaho State Assessment program applicable to students enrolled in grades for which the school provides a program.

iSVS will assemble a team of Idaho licensed and/or certified staff (Proctors) to administer state exams throughout the State of Idaho, ensuring all iSVS students have the opportunity to participate in these assessment exams. Proctors for the state exams will be selected and trained in accordance with regulations as established by the State Board of Education or any other applicable governing authority. Locations of regional testing facilities will be determined annually based upon iSVS student demographics. The results of these tests will be used to measure the performance of iSVS students against their peers in the State of Idaho.

d. A provision that ensures that the public charter school shall be state accredited as provided by rule of the Board. See Section 33-5205(3)(e), Idaho Code, and IDAPA 08.02.02, “Rules Governing Uniformity,” Section 140.

iSVS has obtained 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:

1. A LEA/Charter School Strategic Plan,
2. A Continuous School Improvement Plan,
3. 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,
4. A plan to meet state approved accreditation standards,
5. Submitting reports as requested, and
6. Meeting the Elements of Thoroughness.

Tab 5: Governance

a. A description of the governance structure of the public charter school including, but not limited to, the persons or entity who shall be legally accountable for the operation of the public charter school. See Section 33- 5205(3)(f), Idaho Code. (consider including organizing group, board of directors, and duties)

iSVHS is operated by iSucceed Virtual High School, Inc., an Idaho non-profit public benefit corporation. iSucceed Virtual High School, Inc.'s Amended Articles of Incorporation (Exhibit A) are filed with the Idaho Secretary of State. iSucceed Virtual High School, Inc. shall be governed pursuant to its Amended Corporate Bylaws (Exhibit B), which shall be maintained to be consistent with this Charter. The Board of Directors for iSucceed Virtual High School, Inc will also adopt and comply with a comprehensive conflict of interest policy. All iSVS accounts will be maintained separately from any other accounts. Internal auditing and annual state mandated auditing practices will be followed.

Board of Directors

iSVS will be governed by the Board of Directors of iSVHS, Inc, whose major roles and responsibilities will include, but not be limited to: establishing and approving all major educational and operational policies, approving all major contracts, approving the annual budget, monitoring the performance of contracted services, overseeing fiscal affairs, meeting corporate requirements and selecting and evaluating key executive staff and employment of teaching personnel.

The initial Board of Directors was assembled based upon expertise and/or interest in one or more of the following areas: education, school operations, public school finance/general finance, virtual learning, government, community outreach and service, law, or any other area of expertise which would increase the likelihood of success of iSVS. Initial Board members shall serve terms as described in the Amended Corporate Bylaws. The Board shall be a minimum of three members and a maximum of seven members.

Duties

The Board of Directors will be legally accountable for the operations of iSVS. The primary method for executing their responsibility is the oversight of school operations, the adoption of policies that offer guidance and interpretation of the charter, and procedures to assist the staff in facilitating the implementation of such policies.

The Board of Directors will schedule regular Board meetings at least once per month, hold additional Special Meetings as needed, and is responsible for carrying out School Board responsibilities including, but not limited to, the following:

1. Development, review, or revision of the school accountability and mission. (Upon Public Charter School Commission or designee approval)
2. Development of the school calendar and schedule of Board meeting.
3. Development of Board policies and procedures.
4. Approve of the annual budget and monthly financial reports.
5. Participation in the dispute resolution procedure and complaint procedures when necessary.
6. Election of the Board and Officers as necessary.
7. Approval of Charter amendments. (upon Public Charter School Commission or designee approval)
8. Approval of annual fiscal and performance audits.
9. Approval of personnel discipline (i.e., suspensions or dismissals) as needed.
10. Appoint an administrative panel to act as a hearing body and take action on recommended student expulsions.
11. Hiring, supervision, evaluation and if necessary, discipline and dismissal of iSVS employees employed by iSucceed Virtual High School, Inc.

12. Creation of external or sub-committees as needed, including but not limited to, compensation committee and an audit committee.
13. Approve all contracts.
14. Hiring/employing teaching personnel.

The Board of Directors may initiate and carry on any program, activity or may otherwise act in any manner which is not in conflict with or inconsistent with, or preempted by any law and which is not in conflict with the purposes for which schools are established.

The iSucceed Virtual High School, Inc. Board of Directors shall adopt a conflicts code which shall comply with the Political Reform Act and Corporations Code/ Ethics in Government Codes conflicts of interest rules, and any charter school specific conflicts of interest regulations.

As permitted and to the extent permitted by law, the iSucceed Virtual High School Inc. Board of Directors may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of iSVS any of those duties with the exception of budget approval or revision, approval of the fiscal and performance audits, approval of contracts as established by the Board and the adoption of Board policies. The Board of Directors however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing,
- Specify the entity/individual designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board of Directors members.

Relationship between Board of Directors and School Administration

The Executive Director (“ED”) will be the leader of the school. This individual, an employee of the Board, will ensure that the mission, goals and objectives of iSVS are achieved through the orderly operation of the school, the supervision of all employees in the school, and consistent and timely community outreach.

The ED is assigned to perform specific tasks and is required to undertake or delegate some or all of those detailed below. Refer to policy 030120 for job description. These tasks may include but are not limited to the following:

- Ensure the school enacts its mission
- Supervise and evaluate the school Principal and school personnel under their supervision
- Communicate and report to the Board of Directors
- Oversee school finances to ensure financial stability in consultation with Business Manager and Board of Directors
- Participate in and develop professional development workshops as needed
- Serve or appoint a designee to serve on any committees of the school
- Interview and recommend employee hiring, promotion, discipline, and/or dismissal
- Ensure compliance with all applicable state and federal laws and help secure local grants
- Communicate with parents/legal guardians, recruit new families and students, and assure families of academic growth
- Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Board of Directors
- Complete and submit required documents as requested or required by the charter and/or Board of Directors and/or the State
- Identify the staffing needs of the school and offer staff development as needed

- Maintain up-to-date financial records in cooperation with iSVHS employed financial personnel
- Ensure that appropriate evaluation techniques are used for both students and staff
- Establish and maintain a system to handle organizational tasks such as student records, instructor records, instructor credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables
- Hire qualified substitute instructors as needed
- Ensure the security of any school facilities or events
- Promote and publish the iSVHS program in the community and promote positive public relations and interact effectively with media
- Provide all necessary financial reports as required for proper reporting
- Manage student discipline, and as necessary participate in the suspension and expulsion process
- Participate in special education meetings as necessary

The above duties, with the exception of personnel matters, may be delegated or contracted as approved by the Board of Directors to a business administrator of the school or other employee, or to a third party provider.

b. The process to be followed by the public charter school to ensure parental involvement. See Section 33-5205(3)(f), Idaho Code.

iSVS will be held accountable by the results it generates as measured by student performance and overall family satisfaction. Our ability to satisfy the needs of students and parents/legal guardians will result in student retention year-over year, as well as increased new enrollment. iSVS will put the following initiatives and programs in place to hold iSVS accountable and to keep the lines of communication open with the parents/legal guardians of the students we serve.

Report of Individual Student Progress

Regular communication will be scheduled between the student, parent/legal guardian, and school personnel to report student progress and address any issues of concern. Parents/legal guardians and students will be routinely informed of student progress through scheduled meetings. Parents/legal guardians are also provided “observer access” to iSVS’s Learning Management System so that they can review their student’s performance at any given time.

Orientation

Students and their families will be provided with an opportunity for a face-to-face orientation regionally, as well as an electronic orientation that will enable them to become familiar with all aspects of the iSVS online learning environment.

Parent Advisory Council

The iSVS Parent Advisory Council is intended to be a school-facilitated informal group of parents/legal guardians of the school that meet virtually and/or face-to-face from time to time to; give input on how iSVS can be improved for all students, serve as a resource for new families considering enrolling in iSVS, and a forum for reaction to future school plans. While the existence of the Parent Advisory Council is encouraged by the school, it is not operated by the school and the school has no control over the activities or inaction of such Council.

Family Satisfaction Surveys

Student and parent satisfaction surveys are anonymous surveys that can be completed online. A satisfaction survey targeting course content and student support is administered every school year. The results of the satisfaction surveys are aggregated and distributed to the school’s administration. These results are used as part of iSVS self-study and evaluation processes for continual improvement.

c. The manner in which an annual audit of the financial and programmatic operations of the public charter school will be conducted. See Section 33-5205(3)(k), Idaho Code.

Independent Fiscal Audit

The books and records of iSVS will be kept in accordance with generally accepted accounting principles, and shall be conducted in accordance with applicable provisions within Idaho State Statutes governing audits of charter schools.

iSVS's Board of Directors will oversee selection of an independent auditor, who has experience with public school audits, and the completion of an annual audit of the School's financial affairs. The audit will verify the accuracy of the school's financial statements, attendance and enrollment, accounting practices and review the schools internal controls.

iSVS will comply with the schedule established by the Public Charter School Commission for completion of the annual audit such that it can be delivered in a timely fashion to the Idaho Department of Education. The Executive Director and Board will review any audit exceptions or deficiencies iSVS with recommendations on how to resolve them. The Board of Directors will submit the audit to the Public Charter School Commission and the State Board of Education.

Audit of Programmatic Operations

iSVS will compile and provide to the State Board of Education and the Public Charter School Commission an annual performance report. This report may include the following data:

- Summary data showing student and school progress toward the goals and outcomes discussed above.
- A summary of major decisions and policies established by the iSVHS during the year.
- Data on the level of parent involvement in iSVS governance (and other aspects of the school, if applicable) and summary data from an annual parent and student satisfaction survey.
- Data regarding the number of staff working at iSVS and their qualifications, proof of required credentialing, background clearance, and tuberculosis clearance.
- A copy of iSVS health and safety policies.
- Information demonstrating whether iSVS implemented the means listed in the charter to strive to achieve a racially and ethnically balanced student population.
- An overview of iSVS admissions practices during the year.
- Analyses of the effectiveness of iSVS internal and external dispute mechanisms.
- Other information regarding the educational program and the administrative, legal and governance operations of iSVS relative to compliance with the terms of the charter generally.

iSVS agrees that the Public Charter School Commission may expand upon the above list, and iSVS reserves the right to utilize outside parties in the development of a programmatic audit and the resulting report. iSVS will use the information compiled in the performance report to evaluate and improve upon its programs as necessary.

Dispute Resolution

The Public Charter School Commission and the Board of Directors of iSucceed Virtual High School, Inc., will resolve disputes relating to provisions of the charter following the procedures set forth in Section 33-5209, Idaho Code, and applicable rules of the State Board of Education and Idaho Public Charter School Commission.

Tab 6: Employees of the Charter School

a. The qualifications to be met by individuals employed by the public charter school. This should include a requirement for all staff members to submit to a criminal history check, and required by Section 33-130, Idaho Code and that all instructional staff shall be certified teachers, as required by the Board. See Section 33-5205(3)(g), Idaho Code.

Employee Qualifications

iSVS will recruit professional, effective, and qualified personnel to serve in administrative, instructional, instructional support, and non-instructional support capacities. iSVS believes that all of its employees play a key role in creating a successful learning environment and will recruit qualified employees. iSVS employees will meet or exceed qualifications required by Idaho State law, and will be required to comply with the professional codes and standards approved by the State Board of Education, including standards for ethics or conduct.

iSVS job postings and the hiring process will be free of discriminatory practices on the basis of race, ethnicity, religion, gender, sexual orientation, national origin, disability, or veteran status and the school shall comply with state mandates regarding hiring and screening activities.

Background Checks

In accordance with iSVS health and safety policies all employees shall be fingerprinted, and undergo and clear background checks prior to commencing employment with iSVS. Corresponding documentation associated with employee fingerprinting and background checks will be provided to the State Department of Education and/or the Public Charter School Commission in compliance with state requirements. .

Instructor Certification

A copy of the certificates for all iSVS instructors and administration staff (as required) will be kept and maintained on file at the iSVS administration office and will be provided to the State Board of Education or the Public Charter School Commission in accordance with IDAPA 08.03.01.301.16.

Targeted Staff Size

iSVS staffing will be dependent upon student enrollment and will fluctuate from year to year dependent upon student enrollment and course offerings.

Executive Director

The Executive Director (“ED”) will be the leader of the school’s Administrative and teaching Team and will report directly to the iSucceed Board. The ED will ensure that the mission, goals and objectives of iSVS are achieved through the orderly operation of the school, the supervision of all employees in the school, and consistent and timely community outreach. The Executive Director for iSVS will be the primary person responsible for the performance – academic, satisfaction, service and financial – of the school. As a school of choice, service quality and responsiveness is critical to student success and success of the school.

The ED will be assigned to perform specific tasks as outlined in a written job description. These duties may be delegated to various personnel or contracted to other individuals/entities as approved by the Board of Directors.

Principal Description

The existence of a separate individual retained as a school principal shall be dependent upon student enrollment figures and financial considerations. In the absence of sufficient student enrollment figures, the ED will perform the duties of the Principal. Additionally, if the Board determines such to be in the

best interest of the school, the Board may choose to utilize a single individual in the dual role of ED and Principal.

The Principal of iSVS is the educational leader of the school and the primary person responsible for the academic success of students. As a school of choice, academic success, in addition to satisfaction, is critical to the success of the school. The Principal will report to the Executive Director of the school. The Principal will have designated performance tasks as outlined in a written job description.

Operational Manager Description (optional)

The Operations Manager for iSVS is the primary person responsible for the operations and service level of the school and will be responsible for building iSVS into a world-class service operation. As a school of choice, service quality and responsiveness are critical to student success and the success of the school. The Operational Manager will have designated performance tasks as outlined in a written job description.

Instructor Profile

Online learning requires a new breed of instructor. While many face-to-face instructors have successfully made the transition to the online classroom, others have found that online teaching is not a good fit for them. Instructors typically need to have a strong grasp of technology in the educational setting, be independent in their operation and work ethic and have an understanding of the typical struggles experienced by non-traditional students.

Instructional personnel will have and maintain the necessary credentials as required by the State of Idaho. The position of Instructor will have designated performance tasks as outlined in a written job description.

Instructor Recruitment and Hiring

Personalizing education is our mission. iSVHS is committed to recruiting and hiring the best state certified instructors to meet the individual needs of iSVHS students. Instructors are hired based on demonstrated competency in the subject matter, their ability to effectively teach high school age students, and their understanding of and ability to implement effective online pedagogy.

The Board will, from time to time, seek out the assistance of a Human Resources Committee to aid the Board in addressing, among other personnel related activities, the issues of recruitment and recommendations for hiring of personnel.

Instructor Evaluations

The performance of all new instructors will be reviewed through performance evaluations as provided for in the Idaho Code. At a minimum, all instructor evaluations will be performed in accordance with the provisions of the Idaho Code and Idaho Administrative Procedures Act.

If an instructor's performance is considered unsatisfactory and, after appropriate support is given for remediation, the instructor's performance does not improve within the allotted timeframe, the instructor's contract may be terminated, in accordance with the process and procedures, including due process rights, outlined for applicable instructional personnel as contained in the Idaho Code.

All evaluations include a written self-evaluation, a written evaluation by the administration, and a discussion between the instructor and the administration. Written evaluations and recommendations for improvement will be made available to the instructor after the discussion. All documentation relevant to the evaluation of the employee will be maintained in the employee's personnel file.

Instructor Training

iSVS instructors will be highly qualified and highly trained to perform in their role as an online instructor.

To this end, initial training and professional development activities are provided to iSVS online instructors. Examples of training session may include:

Best practices in online communication and classroom management

Best practices include how and when to use communication tools, including the discussion board, the chat room, and email, effectively; how to identify and reduce opportunities for academic dishonesties; how to establish and maintain individual relationships with students; and how to accommodate the needs of iSVS students.

Course content, assessment, and evaluation

Face-to-face instructors use a textbook, formally present/expand upon content in the textbook, and develop/share supplemental assignments and activities to test student comprehension and ability to apply concepts. Online instructors also use a textbook (whether online, offline, or integrated into the course content), but the online course itself contains the formal presentation of content and assignments, activities, and assessments. The time an instructor would use to prepare a presentation and supplementary assignments in the face-to-face classroom is reallocated to one-on-one communication and feedback in the online world.

Instructors are trained well in advance of course deployment in what content is available to the students, the modes in which it is delivered, and the specific requirements for assignments and assessments.

iSVHS operations, policies and strategies for policy implementation

To be an effective member of the educational team, online instructors must have a deep understanding of the mission and organization of iSVS and the needs and characteristics of the students and community of the school they are operating within. Instructors are educated about the policies that have been created to ensure students achieve the intended educational outcomes and are trained in strategies for implementing those policies in their online classrooms.

Effective use of the Learning Management System (LMS)

As described above, the Learning Management System is a portal or gateway to the school. It provides a suite of tools to facilitate all aspects of the online learning process, including content delivery, communication, and assessment and evaluation.

Student Support Personnel

iSVS's ultimate goal is a personalized, customized education for each student requiring a new model of student support. Online instructors are trained in the roles and responsibilities of various members of the educational team as part of the student's overall educational support, as well as in their own roles and responsibilities as a critical participant in these learning teams.

These sessions may be held at a central location or online.

Recruitment and Training of Local Administration and Support Personnel

The Human Resources Manager and Human Resources Committee will manage personnel recruitment and hiring recommendations. The administrative staff will be located in the local office and will, where possible, be recruited from the community.

Personnel will be trained using a combination of face-to-face and virtual training methods in the requirement of their position; the use of the Learning Management Systems; the Student Information System; the various school programs, functions, and operations performed by the local and central offices; the organizational points-of-contact for each function; and the school governance and policies.

b. The procedure that the public charter school will follow to ensure the health and safety of students and staff. See Section 33-5205(3)(h), Idaho Code.

Facility Safety: iSVS is a full-time, online, charter school. The physical facility will house staff and administration.

- The administration office will comply with building safety standards as outlined in Idaho code, 39-4130.
- To the extent that such is applicable state facility inspections will occur for all school buildings.
- Policies and procedures will be in place in order to respond to natural disasters and emergencies, including fires and bomb threats.
- The administration office will be a gun-free, drug-free, alcohol-free and tobacco-free workplace.
- All visitors to the administrative office must sign in and wear a visitor's pass while at the offices.

Staff Safety:

- All employees, in compliance with Idaho Code 33-130 will be required to pass criminal history checks in order to work at iSVHS.
- Staff will receive training in safety and health emergencies..
- iSVHS will establish policies relating to the administration of prescription drugs and other medicine.
- The Board of Directors shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV).

Student Safety:

- iSVS will clearly outline procedures for suspension, expulsion and re-enrollment of students, including a plan for denial of attendance to any student who is or has been detrimental to the health and safety of the other students.
- Internet safety procedures will be in place that includes the operation of technology-enabled filters and blockers to protect against student access or distribution of inappropriate Internet content access from iSVS supplied computer technology.
- All students enrolled will be required to provide records documenting immunizations or parental waiver, and have a birth certificate or other identification before being enrolled in iSVS.

c. A provision which ensures that all staff members of the public charter school will be covered by the public employee retirement system, federal social security, unemployment insurance, worker's compensation insurance, and health insurance. See Section 33-5205(3)(m), Idaho Code.

All personnel employed by iSVS will be covered by Federal Social Security, Unemployment and Worker's Compensation Insurance, and Health Insurance, and, if eligible, may participate in the Public Employee Retirement System of Idaho (PERSI).

d. A description of the transfer rights of any employee choosing to work in a public charter school authorized by the Commission and the rights of such employees to return to any public school in the school district after employment at such public charter school. See Section 33-5205(3)(o), Idaho Code.

Due to the fact that iSVS will be a state-wide virtual public charter school program chartered through the Idaho Public Charter School Commission, transfer rights of teachers to a home chartering entity or chartering school district are inapplicable.

e. Provision regarding staff as separate unit for purposes of collective bargaining [33-5205(3)(p)]

The teaching personnel of iSVS will be a separate unit for purposes of collective bargaining.

f. A statement that all teachers and administrators will be on written contract as required by Section 33-5206(4), Idaho Code.

Certified teachers at iSVS will accrue educational experience for their service at iSVS. All teacher contracts will be on a written contract in a form approved by the State Superintendent of Public Instruction.

Tab 7: Admission Procedure

a. Admission procedures, including provision for over enrollment [33-5205(3)(i)]

In education, one size does not fit all. iSVS is dedicated to providing students and families with an online learning environment that can meet the unique needs of each individual student.

iSVS will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based on ethnicity, creed, gender, national origin, or disability.

iSVS will follow Idaho's Model Admission Procedures as outlined in IDAPA 08.02.04-203 and shown below.

1. Perspective 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.
2. iSVS founders or employees will have first preference for admission to the school, with a maximum of 10% of the student population.
3. Prior to enrolling each year, iSVS may advertise utilizing local media such as newspaper, radio, and television. iSVS will also utilize online advertising via email and the school website. A student enrollment application will be made available through traditional mail, email, or online to interested students and families. In accordance with IDAPA 08.02.04.203.02, iSVS shall:
 - a. Ensure that the enrollment process includes the dissemination of enrollment information, taking into consideration the language demographic of the attendance area,
 - b. If an enrollment cap is established, at least three (3) months in advance of the enrollment deadline established by iSVHS, to post the enrollment information and process in a highly visible and prominent location within the area of attendance of iSVS.

In addition, iSVS shall ensure that the marketing process includes the dissemination of marketing materials to media outlets that broadcast within, or disseminate printed publications within, the area of attendance of iSVS; iSVS must ensure that such announcements are broadcast or published by such media outlets on not less than three (3) occasions, beginning not later than fourteen (14) days prior to the enrollment deadline each year.

Finally, such enrollment information shall advise that all prospective students will be given the opportunity to enroll in iSVHS, regardless of race, color, national or ethnic origin, religion, gender, social or economic status or special needs.

4. iSVS will maintain an educational service boundary that includes the entire State of Idaho. iSVS will provide a middle and high school only educational program, and will enroll only middle and high school students. iSVS will not enroll students residing outside the State of Idaho.
5. No geographic preference will be given to students within the State of Idaho.
6. Once enrolled in iSVS, students will not be required to reapply each year thereafter.

Over Enrollment Procedure

With iSVS being an online school, it is not anticipated that an over enrollment situation would occur, however if demand did greatly exceed the anticipated enrollment target for each year, iSVS would utilize the following procedure. Enrollment deadline and/or student cap may be determined and established by the Board annually. Various considerations may be given in determining these dates and figures, including but not limited to; finances, cash flow and practical considerations related to the provision of a full educational program.

1. Children of iSVS founders' would have first preference for admission to the school, with a maximum of 10% of the student population consisting of founder children. Any founders' children in excess of 10% will be placed on the primary attendance area sibling list.
2. Four lottery pools will be established and prioritized as shown:
 - a. returning students,
 - b. children of founders',
 - c. siblings of pupils already attending, and
 - d. 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 (or any such subsequent applicable rule). The process will begin with a randomly drawn grade and continue with randomly selected grades. Those on the "final selection list" may be placed in the school any time during the year when an opening occurs. Available positions will be filled from the final selection list established from the initial lottery.

3. Once on the final selection list, students will remain eligible for placement within the school without repeating the application process. Each year, iSVS will contact all students on the final selection list and request verification of the continued desire to be on the final selection list. The order of these final selection lists will be revised annually based on the lottery results. Students wishing to be removed from the final selection list must make their request directly to iSVS, preferably in writing.
4. Once the enrollment period is complete and the final selection list have been established through lottery as described above, subsequent applications will be added to the bottom of the final selection list on a first come-first served basis.
5. A lottery will be held by June 30 to establish the final selection 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 Executive Director of iSVS will conduct the lottery selection.

b. The disciplinary procedures that the public charter school will utilize, including the procedure by which students, including special education students, may be suspended, expelled, and reenrolled [33- 5205(3)(l)]

Standards for Behavior

iSVS recognizes and strives to meet the individual needs of each student through programs which promote the development of self-esteem, a sense of community, cooperation and vision. This expanded view of school will result in well-educated, productive and socially responsible citizens. To this end, we believe iSVS should reflect the desires and expectations held by our community for our children, and that iSVS must provide an environment that ensures the safety and wellbeing of students. For this reason, it is important iSVS have clear expectations and guidelines for students.

The students and their families are provided information regarding the school's discipline expectations and discipline plan through the school's Student Handbook.

Discipline Procedures and Referrals

Due to the virtual nature of the Charter School, iSVS does not experience significant disciplinary issues or problems among the student body.

iSVS, as a public virtual charter school, will adhere to all federal and state laws and regulations as well as school approved policies and procedures relating to student conduct and discipline, as well as the required reports for disciplinary infractions by students. iSVS will comply with all requirements of due process for student disciplinary violations.

If a discipline issue occurs, the staff member closest to the event will notify the school's administration to discuss and determine the degree of disruption caused by the student's behavior. Minor infractions may result in no documented Discipline Incident Referral, but are rather resolved directly by the closest professional employee and the student. Multiple minor infractions or repeated offenses may be escalated to the administration team for written referral by the ISO administrative staff.

For significant infractions, the professional employee closest to the event will complete a Discipline Incident Referral detailing the behavior, the disruption and required consequences, sending this to the parents/legal guardians of the offending student. The Discipline Incident Referral must be signed by the parent/legal guardians and will be placed in the student's cumulative file.

Students who receive Discipline Incident Referral will have the following consequences:

First Offense	-	Written warning
Second Offense	-	1 day suspension (blocked from school access)
Third Offense	-	3 day suspension (blocked from school access)
Fourth Offense	-	Referral to the school administrator for possible expulsion

Behaviors such as: violence toward others, bullying, harassment, intimidation, disrespect toward instructors, non-compliance, and other behaviors that a staff member deems as disruptive to an orderly learning environment may result in an automatic referral to the Principal.

Drugs and Weapons

iSVS has a zero tolerance policy related to drugs and weapons. Students in possession of drugs or weapons while attending a school sponsored event or activity will be automatically suspended with an expulsion hearing scheduled.

Virtual Classroom Conduct

In order for a virtual classroom session to be educationally effective for students, all students should abide by a standard set of rules. The following rules govern student conduct in the virtual classroom:

- Students' written and oral communications must be free of vulgar, belittling, or offensive language.
- Students must abide by rules established by the course instructor.
- Students must comply with usage instructions communicated orally or in writing by the instructor.

Use of Language and Images

Students must not use vulgar, obscene, abusive, or demeaning language, writing, pictures, signs, or acts in written or oral communications, including email, discussion board, listserv, virtual classroom, student websites, or in photographs. Students are prohibited from posting content from or links to suggestive, lewd, or otherwise inappropriate websites.

Dress Code

iSVS dress code guidelines reflect the following goals:

- To maintain an academic environment that is conducive to rigorous academic pursuits.
- To show respect for self and others.
- To minimize any distractions from the learning environment.
- To prepare students of life by encouraging personal responsibility and appropriateness in dress and appearance.
- To allow for consistent application of guidelines.

Students are to present themselves at iSVS activities in a manner that is modest, clean, and appropriate for the iSVS learning environment.

- Clothes must be in good condition and free of rips, holes or ragged edges.
- Clothes must be free of messages that suggest sex, drugs, alcohol, tobacco products, violence, racism, discriminatory language, gangs or other content inconsistent with the iSVS education mission as interpreted by iSVS administrative staff.

Personal Respect

iSVS instructors, administrators, and students know that personal respect is the foundation of learning. Language, comments, or images that show a lack of respect for individuals or groups will lead directly to disciplinary action.

Defiance

Students should follow the reasonable requests of iSVS staff; failure to do so is considered as defiance toward iSVS personnel and rules. Defiance is defined as defying instructions of school personnel, the bold resistance of school authority, and/or contemptuous behavior or attitude that is manifested by breaking of school rules. Acts of defiance may result in disciplinary action.

Harassment, Intimidation, and Bullying

iSVS has a zero tolerance policy towards intimidation, harassment, bullying, and/or fighting. Intimidation, harassment, bullying, fighting and racial and/or sexual harassment are violent acts against others. These behaviors cannot be tolerated, and the natural consequence is to be barred from interactions with others. A warning letter will be sent home for the first harassment, bullying, or intimidation offense. Subsequent offenses will lead to suspensions in accordance with iSVS discipline policy.

iSVS will promptly and thoroughly investigate reports of harassment and bullying, whether of a physical or of a nonphysical form. If it is determined that either has occurred, iSVS will act appropriately within discipline codes and will take reasonable action to end the inappropriate student conduct.

Academic Dishonesty

iSVS has a zero tolerance policy for academic dishonesty. Cheating (giving or receiving information) and plagiarism on class work will result in a zero grade for the assignment. Students will not have the opportunity to complete an additional assignment to make up lost points.

The following procedure governs identification and discipline for instances of academic dishonesty:

1. Instructor notifies student in writing that he or she has identified an instance in which the work's authorship is in question and requests that the student respond in writing within 3 school days. Instructor copies the Principal on the email.
2. Instructor sends Principal an email identifying the alleged infraction and providing evidence to support the allegation. Evidence can include links to websites that have been plagiarized, references to "collaboration catchers" embedded in quizzes/exams, time and date stamps on assignments, inconsistency in quality of work, comprehension of concepts, verbal print, etc.
3. Principal contacts the student and parent/legal guardian.
4. Principal makes a decision based on the evidence presented and informs instructor and student via email of the decision.
5. Student is placed on internal academic watch. Incident is reported to students' other instructors. Student's work may be routinely run through plagiarism-identification software.

Additional disciplinary action may be taken, as necessary.

iSVS realizes that verifying the authenticity of student work is problematic in both traditional and online school environments. iSVS has implemented a number of policies and procedures in order to ensure students are doing their own work, including use of online tools to identify the amount of “borrowed” or plagiarized material in written assignments.

iSVS may institute mid-term and final exams that are password protected. If/When such is instituted; students must call the student services desk during posted business hours to obtain the password for their exam. Students must correctly answer three questions (e.g., zip code, mother’s maiden name, and birth date) in order to obtain the password.

iSVS plans to monitor, implement, and create best practices in ensuring the authenticity of student work in an online environment. Ultimately, however, we believe that one of the most powerful methods of verifying the authenticity of student work is a deep knowledge of the student’s voice, style, and level of work which comes from working with students regularly in an instructional setting throughout the year.

Suspension and Expulsion

iSVS recognizes that students are entitled to attend a free and public school and that even temporary denial of access may occur only after careful attention designed to protect the individual rights of the students. However, iSVS is responsible for providing a safe learning environment for all students and school personnel.

The State of Idaho has empowered public schools to temporarily suspend or expel individual students when circumstances demonstrate that such an action is necessary for the protection of the right of other students, necessary for the orderly operation of the school process, due to habitual truancy and/or necessary for the protection of the safety of the other students. The iSVS will comply with the procedures and provisions of Idaho Code 33-205 when addressing student expulsions and suspensions.

Suspension

Authority to temporarily suspend students has been delegated by Idaho legislature to school Administrators. No person other than the school Administrator or the Board of Directors may suspend a student from iSVS.

Grounds for suspension may include the following:

1. 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 the other students and the general climate of the school.
2. A student may also be suspended when, in the judgment of the Principal, the suspension is necessary to protect the health, welfare, or safety of the student or other students of the school.

The period of suspension by the Principal/Administration shall not exceed the time parameters outlined and provided in Idaho Code 33-205. This time period may be extended by the iSVS Board of Trustees pursuant to Idaho Code 33-205. All due process rights afforded to a student pursuant to the Idaho Code will be provided relative to any student suspension.

Procedure for Suspension

1. Prior to suspension, steps will be taken to ensure compliance with all applicable policies and procedures.
2. Prior to suspension, unless an emergency exists, the Principal shall grant the student an informal hearing on the reasons for the suspension.
3. The student shall be given the opportunity to challenge the reasons for the suspension and explain the circumstances surrounding the event.

4. 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.
5. Written notice describing the reason for the suspension, term of the suspension, and conditions required to lift the suspension shall be provided to the parent(s)/legal guardian(s).
6. A copy of the written notice that was provided to the parent(s)/legal guardian(s) will be retained by the school and kept on file, with a copy forwarded to the Board of Director.

Expulsion

Only the Board of Trustees, upon recommendation by the Discipline Appeals Board, may expel a student. Such may occur only in compliance with the procedures identified by the Idaho Code.

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 student's IEP Team must convene to determine if the current program and placement are appropriate and if the behavior is related to the student's disability. Based upon this determination, the IEP Team shall make needed modifications to the student's IEP. See below Discipline of Students with Disabilities.

Grounds for Expulsion (which may also serve as a basis for denial of enrollment)

A student may be expelled only for the following reasons:

1. Student is continually/habitually absent/truant.
2. Student is incorrigible.
3. Student engages in activities that are continually disruptive of school discipline or to the instructional effectiveness of the school.
4. Student engages or participates in activities that include the carrying of a dangerous weapon, concealed or exposed, while in attendance at school or at a school function.
5. Student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function.
6. Student presence or actions are considered to be detrimental to the health, safety, or welfare of other students or staff.

Procedure for Expulsion

1. The student and the parent(s)/legal guardian(s) shall be notified of
 - a. The grounds of the proposed expulsion, and the date, time and place where a hearing with the Discipline Appeals Board will be held.
 - b. The right to be represented by legal counsel.
 - c. The privilege against self-incrimination.
 - d. The right to confront and cross-examine adult witnesses who testify against the student and to submit evidence on his/her own behalf.
 - e. The student and parents will be provided with notice of all rights pursuant to Idaho Code § 33-205.
2. The student and the parent(s)/legal guardian(s) shall be provided a written copy of the expulsion notice including the charges being raised.
3. 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 notice of the expulsion to the student's resident school district, and the prosecuting Attorney of the county in which the student resides.

A student may be denied enrollment in accordance with the provisions of the Idaho Code.

Discipline of Students with Disabilities

All procedures listed above will be followed when necessary to discipline students with disabilities as defined by the Individuals with Disabilities Act (IDEA). The following additional procedures will also be adhered to when disciplining student with disabilities.

When addressing students with disabilities as defined by either IDEA or Section 504, the above procedures will be followed, when necessary and applicable. In addition, steps will be taken to assure compliance with additional federal guidelines and due process implications when addressing individual disciplinary situations for students with disabilities, including but not necessarily limited to: multi-disciplinary team reviews for possible placement changes, provision of educational services, interim educational placement settings in conjunction with IEP team decisions, functional behavioral assessments and Intervention Plans and Manifest Determinations.

If a student on an 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 in an alternative setting.

c. The procedures required for students using or under the influence of alcohol or controlled substances [33-210]

iSVS has a zero tolerance policy related to the possession or use of illegal drugs or solicitation of the sale of controlled substances, including alcohol, while at school or a school function. Students found in violation of this policy will be automatically suspended with an expulsion hearing scheduled.

Procedures

1. First Offense for Use or Possession
 - a. Parent(s)/legal guardian(s) will be contacted.
 - b. Law enforcement agency shall be contacted.
 - c. Student shall be suspended for five (5) school days.
2. Second Offense for Use or Possession
 - a. Parent(s)/ legal guardian(s) will be contacted.
 - b. Law enforcement agency shall be contacted.
 - c. Student shall be suspended for five (5) school days.
 - d. Board of Directors may by petitioned for expulsion of the student.
3. Third Offense of Use or Possession
 - a. Parent(s)/legal guardian(s) will be contacted
 - b. Law enforcement agency shall be contacted.
 - c. The student will be suspended and the Board of Directors petitioned for expulsion.
4. First offense for Selling and/or Delivering Alcohol or Drugs
 - a. Parent(s)/legal guardian(s) will be contacted
 - b. The student will be suspended and the Board of Directors petitioned for expulsion.
 - c. Law enforcement agency shall be contacted.

iSVS will comply with I.C. 33-210, including a provision of anonymity for any student voluntarily disclosing their use of alcohol, etc.

d. The public school attendance alternative for students residing within the school district who choose not to attend the public charter school [33-5205(3)(n)]

iSVS is a school of choice, and no student is required to attend iSVS. Any student in the State of Idaho not wishing to attend iSVS would have the option to enroll in an existing public school presently serving the area that they reside.

e. The process by which the citizens in the area of attendance shall be made aware of the enrollment opportunities of the public charter school [33-5205(3)(s)]

iSVS will implement a student outreach strategy that includes but is not limited to the following elements or strategies to ensure a racial and ethnic balance among students that is reflective of Idaho's student demographics:

- An enrollment process is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- The development and dissemination of promotional and informational material will adhere to IDAPA 08.02.04.203.02 as stated earlier in Tab7.a.

Promotional and informational materials will be disseminated at least three months in advance of the enrollment deadline established by iSVS. Methods of dissemination may include press releases, public service announcements, printed publications, and public meetings. All enrollment information will include a provision that all students will be given the opportunity to enroll in iSVS regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs.

f. A plan for the requirements for the denial of school attendance [33-205; 33-5205(3)(i)]

Students may be denied attendance to the charter school for any of the following reasons:

- Being a habitual truant
- Being deemed incorrigible by the school Principal
- Being deemed by the Board of Directors to be disruptive to the school for disciplinary reasons
- Being detrimental to the health and/or safety of other students

In addition, students who attend the school after being expelled from another school or district may be placed on probation for one year. During this time, the student may be denied attendance for violation of the probationary requirements. Parent(s)/legal guardian(s) 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 Executive Director or for further discussion and appropriate action. The steps that will be followed to address these concerns are described above in (b) of this section.

g. The student handbook that describes the school rules and the procedure ensuring a student's parent or guardian has access to this handbook.

A student handbook will be assembled following state law and due process that outlines a Code of Conduct, including expectations and consequences for unacceptable behavior. The final handbook will be submitted to the Idaho Public Charter School Commission for approval prior to the start of the school year. The student handbook will be sent to the parent/legal guardian(s) and student upon acceptance of the student into iSVS.

Provided as Exhibit H is the current iSVS Student Handbook. This handbook is subject to amendment from year to year. The final Handbook is provided to all students and their parent(s)/legal guardian(s) prior to the start of the school year.

Tab 8: Business Plan

a. Detailed business plan

Business Description

iSucceed Virtual High School, Inc., an Idaho, non-profit public benefit corporation is organized exclusively for educational purposes within the meaning of IRC Section 501(c)(3) of the Internal Revenue Code. Notwithstanding any provision of the Articles, iSucceed Virtual High School, Inc., shall not carry on any other activities not permitted to be carried on:

1. 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
2. by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986 (or corresponding provision of any future United States Internal Revenue Law).

iSucceed Virtual High School, Inc., through its predecessor name, was established on July 16, 2007

Marketing Plan

iSVS provides an alternative educational experience to students throughout the State of Idaho, that for one reason or another have not found success in traditional schools. Full-time, online school is not for every student, but for some it can be the bridge that brings them back to school and provides them the opportunity to advance in their studies or obtain a high school diploma.

iSVS will utilize proven methods to publicize the availability of this alternative educational opportunity. iSVS will utilize a combination of traditional media methods, such as direct mail, radio, and newspaper to further increase awareness within the target audience. The purpose of this outreach will be to direct interested students and families to participate in numerous local community information sessions, or to contact iSVS directly via phone or internet.

iSVS will also engage in community activities and events to provide prospective students/families with information about the school. This will occur through community events, as well as the school's own sponsored events, informational sessions and/or orientation sessions.

iSVS provides information materials that may include general iSVS marketing materials, a course catalog, course description, Idaho testing & graduation requirements, and enrollment forms. iSVS also posts informational materials online and directly upon request.

Management Plan

iSucceed Virtual High School, Inc., operates the Virtual School. The Board employs all teachers, administrative and support staff. From time to time the Board will negotiate and enter into arms-length agreements with various vendors to provide goods and services to the school. Such agreements may include matters of curriculum, technology, special education/504 services, accounting and auditing support etc. The Board of Directors of iSucceed Virtual High School, Inc., maintains ultimately legal responsibility for the performance, operation and management of iSVS.

Resumes of the Board of Directors of the non-profit corporation

Exhibit C contains biographies for the Board of Directors.

Financial Plan

iSVS was represented at the most recent Seminar for Reporting Attendance & Enrollment held on August 6, 2007 at the Ameritel Hotel in Boise. The seminar was conducted by Mr. Gregory Berg, Public School Finance, Idaho State Department of Education. The information provided was used as a basis for the financial model provided in Exhibit I.

Start-up Budget with Assumptions Form

See Exhibit I

Three (3) – year Operating Budget Form

See Exhibit I

First Year Month-Month Cash Flow

See Exhibit I

b. The school's budget must be in the Idaho Financial Accounting Reporting Management System (IFARMS) format

See Exhibit I

c. A proposal for transportation services with an estimated first year cost as required by Section 33-5208(4), Idaho Code.

iSVS will be a full-time, online public high school and will not require students to attend classes at a traditional school building, nor will students be required to participate in extra-curricular activities that may be scheduled from time-to-time. Therefore, no transportation services will be provided to iSVS students.

d. Plans for a school lunch program, including how a determination of eligibility for free and reduced price meals will be made.

iSVS will be a full-time, online public virtual school and will not serve lunch.

Tab 9: If this is a virtual public charter school, a brief description of how the school meets the definition of a public virtual school as defined by Section 33-5202A(6), Idaho Code.

A public virtual school in Idaho is defined as a public charter school that may serve students in more than one school district and through which the primary method for the delivery of instruction to all of its pupils is through virtual distance learning or online technologies.

iSVS is proposing a full-time, online charter school that serves school aged students throughout the State of Idaho. iSVHS will provide a personalized, flexible, innovative, student-led/ instructor-facilitated and supervised learning program, where students can study at their own pace, on their own schedule—with instruction, supervision, and support from a team of Idaho-certified instructors. We will also provide a broad selection of online courses aligned to Idaho state standards, while supplying each student with access to technology equipment and also providing a monthly internet stipend. Students and families may individually choose to opt-out of school provided technology equipment or the school's provided internet stipend.

The computer technology provided to the students for their educational use will be fitted with appropriate programming and platform structure to operate the school's program as well as appropriate filtering systems. Additionally each student and parent/guardian will be required to enter into a computer use agreement assuring that the provided technological equipment will be used solely for the student's educational purposes.

iSVS will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based on ethnicity, creed, gender, national origin, or disability.

Students enrolled in iSVS will engage in a combination of asynchronous study, where they work at their own pace to master the course content, as well as weekly synchronous activities where they can participate with their peers and certified instructors to review specific course material in real-time over the internet using the "virtual classroom".

As a public school, iSVS must abide by all student performance criteria as established by Idaho State standards, as well as Federal standards. All students of iSVS are required to participate in Idaho Standards assessment testing, and iSVS is required to report the results of those tests to the Idaho State Board of Education and the Public Charter School Commission.

Based upon this brief summary, the petitioners believe the program proposed for iSVS meets the definition of a public virtual school.

Tab 10: Business Partnerships and Plan for Termination

a. A description of any business arrangements or partnerships with other schools, educational programs, businesses, or non-profit organizations, and copies of any contracts or lease agreements

iSVS currently has a business relationship with the following entities:

1. Curriculum Provision and Support – Flipswitch d/b/a Strongmind. Strongmind provides virtual school systems to clients in the United States. The company also has a component for those schools that simply wish to purchase curriculum access with related support. An arms-length contract has been in the process of negotiation. A final copy of such Agreement will be provided upon full party signature.

b. Additional information the petitioners want the authorizing chartering entity to consider as part of the petition.

c. A plan for termination of the charter by the board of the public charter school.

In the case of termination or non-renewal of iSVS, the Board is responsible for the dissolution of all business and affairs of the school:

- All records of students attending the school will be immediately transferred to new student schools, including the providing of students with written notice of information as to how to request a transfer of student records.
- All requests for student record transfers will be accommodated for up to one year subsequent to dissolution.
- Upon dissolution of the Corporation, should any such dissolution ever occur, assets shall be distributed to creditors pursuant to sections 30-3-114 and 30-3-115, Idaho Code. After paying or adequately providing for the debts and obligations of the Corporation, the remaining assets shall be returned to the authorized chartering entity for distribution in accordance with applicable law.