

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 **Idaho Virtual High School, Inc.** (the “Charter Holder”) for the purpose of operating **Richard McKenna Charter School** (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Act of 1998, Idaho Code section 33-5201 *et seq.*, as amended (the “Charter Schools Act”).

RECITALS

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

WHEREAS, on **September 17, 2004**, the Authorizer approved a petition to transfer authorization of the School’s charter from the Mountain Home School District to the Authorizer; 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:
Our mission is to help students develop a love for learning and serving by engaging their curiosity and creativity through meaningful activities that challenge their thinking, require effective communication, and build character.
- B. Grades Served.** The School may serve students in grades Kindergarten through 12.
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- i. The School shall operate a K-6 on-site Montessori program. This shall be verified by curriculum, lesson plan, and classroom observation.
 - ii. The School shall operate a 7-12 on-site Project-Based-Learning program. This shall be verified by review of accreditation reports.
 - iii. The School shall operate a 9-12 virtual program focused on personal learning that offers a six-week block schedule. This shall be verified by review of accreditation reports.
 - iv. The School shall operate a virtual alternative program with a six-week block schedule for grades 9-12. This shall be verified by review of accreditation reports and by verification of at-risk status of students enrolled in the program.
- 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 K-12 on-site programs operated by the School shall be aggregated across all grades for reportability. The aggregated K-12 on-site program, the virtual program, and the virtual-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 comparison group for the School's K-12 on-site program shall be the Mountain Home School District, Hagerman School District, and Bruneau-Grand View School District.
- ii. The comparison group for the School's virtual program shall include all virtual schools operating in Idaho (excluding the School's virtual program).
- iii. The comparison group for the School's virtual-alternative program shall include all alternative schools operating in Idaho (excluding the School's virtual-alternative 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 **1200**.
- 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 30th.**
 - 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): **675 S. Haskett Street, Mountain Home, Idaho 83647, 1305 E. 8th North Street, Mountain Home, Idaho 83647**. The School shall operate its virtual and virtual-alternative programs from the following physical location: **675 S. Haskett Street, Mountain Home, Idaho 83647**. 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 virtual and virtual-alternative programs shall have a primary attendance area as follows: State of Idaho for online program;**
 - ii. **The School's on-site programs shall have a primary attendance area as follows: Mountain Home School District #193.**
- F. Staff.** Instructional staff shall be certified as provided by rule of the State Board of Education. All full-time staff members of the School shall be covered by the Public Employee Retirement System of Idaho, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.
- G. Alignment with All Applicable Law.** The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or

regulations are amended, the School shall be bound by any such amendment upon the effective date of said amendment.

SECTION 6: SCHOOL FINANCE

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

SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION

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

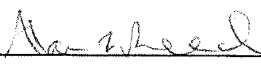
directly to the State Board of Education.

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

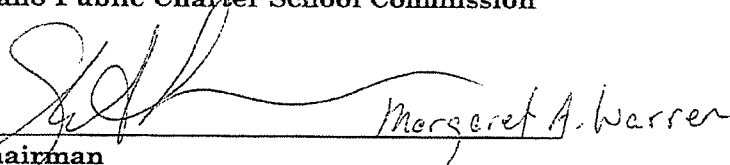
SECTION 8: MISCELLANEOUS

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

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



Chairman
Idaho Public Charter School Commission



Chairman
Idaho 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

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3. College and Career Readiness (4-Year ACGR)

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COMPARISON GROUPS

RMCS's K-12 Onsite Comparison Group is: Mountain Home School District, Hagerman School District, and Bruneau-Grand View School District

RMCS's Virtual Program Comparison Group is: all virtual schools in Idaho

RMCS's Virtual Alternative Program Comparison Group is: all alternative schools in Idaho

Richard McKenna Charter School
School-Wide
Operational Measures

OPERATIONAL MEASURES - 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 IPCSC 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 MEASURES - 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.

Richard McKenna Charter School
School-Wide
Financial Measures

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.

Richard McKenna Charter School
K-12 On-Site Program
Academic Measures

1. MATH PROFICIENCY

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

Math and ELA Proficiency Rubric	
Exceeds Standard	The school's proficiency rate is greater than one standard deviation above the mean of the identified comparison group, 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 IPCSC will use the proficiency rates as determined by the Idaho Accountability Framework and reported via the Idaho Report Card.

Math and ELA Proficiency Rubric	
Exceeds Standard	The school's proficiency rate is greater than one standard deviation above the mean of the identified comparison group, 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 IPCSC will use the proficiency rates as determined by the Idaho Accountability Framework and reported via the Idaho Report Card.

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

Growth Rubric ELA	
Exceeds Standard	The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment but who did make adequate growth toward proficiency is greater than one standard deviation above the mean of the identified comparison group, 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. LITERACY PROFICIENCY

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

Literacy Proficiency Rubric	
Exceeds Standard	One of the following is true: <ul style="list-style-type: none">• The school's proficiency rate on the spring administration of the statewide literacy assessment is greater than one standard deviation above the mean of the identified comparison group;• the school's proficiency rate on the spring administration of the statewide literacy assessment is at or above 90%; OR• The fall to spring change in proficiency rate is 20% or greater.
Meets Standard	The school's proficiency on the spring administration of the statewide literacy assessment is equal to the mean or within one standard deviation above the mean of the identified comparison group; OR the school's fall to spring change in proficiency rate is between 10%-19%.
Approaches Standard	The school's proficiency on the spring administration of the statewide literacy assessment falls within one standard deviation below the mean of the identified comparison group.
Does Not Meet Standard	The school's proficiency rate on the spring administration of the statewide literacy assessment is more than one standard deviation below the mean of the identified comparison group.

6. COLLEGE AND CAREER READINESS

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

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

C&C Readiness Rubric	
Exceeds Standard	The school's 4-Year or 5-Year ACGR is greater than one standard deviation above the identified comparison group, OR the school's ACGR is 90%.
Meets Standard	The school's 4-Year or 5-Year ACGR is equal to the mean or falls between the mean and one standard deviation above the mean of the identified comparison group, OR if the cohort size is smaller than 10 students the comparison group percentage will be disregarded and the minimum meets standard will be 75% of the current year graduation cohort.
Approaches Standard	The school's 4-Year or 5-Year ACGR falls between the mean and one standard deviation below the mean of the identified comparison group, OR if the cohort size is smaller than 10 students, the comparison group percentage will be disregarded and the school will be considered "approaching standard" if 50-74% of the school's cohort graduate.
Does Not Meet Standard	The school's 4-Year or 5-Year ACGR is more than one standard deviation below the identified comparison group, OR if the cohort size is smaller than 10 students, the comparison group percentage will be disregarded and the school will be considered "not meeting standard" if less than 50% of the school's cohort graduate.

Richard McKenna Charter School
Virtual Program
Academic Measures

1. MATH PROFICIENCY

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

Math and ELA Proficiency Rubric	
Exceeds Standard	The school’s proficiency rate is greater than one standard deviation above the mean of the identified comparison group, 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 IPCSC will use the proficiency rates as determined by the Idaho Accountability Framework and reported via the Idaho Report Card.

Math and ELA Proficiency Rubric	
Exceeds Standard	The school’s proficiency rate is greater than one standard deviation above the mean of the identified comparison group, 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. COLLEGE AND CAREER READINESS

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

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

C&C Readiness Rubric	
Exceeds Standard	The school's 4-Year or 5-Year ACGR is greater than one standard deviation above the identified comparison group, OR the school's ACGR is 90%.
Meets Standard	The school's 4-Year or 5-Year ACGR is equal to the mean or falls between the mean and one standard deviation above the mean of the identified comparison group.
Approaches Standard	The school's 4-Year or 5-Year ACGR falls between the mean and one standard deviation below the mean of the identified comparison group.
Does Not Meet Standard	The school's 4-Year or 5-Year ACGR is more than one standard deviation below the identified comparison group.

Richard McKenna Charter School
Virtual-Alternative Program
Academic Measures

1. MATH PROFICIENCY

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

Math and ELA Proficiency Rubric	
Exceeds Standard	The school’s proficiency rate is greater than one standard deviation above the mean of the identified comparison group, 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 IPCSC will use the proficiency rates as determined by the Idaho Accountability Framework and reported via the Idaho Report Card.

Math and ELA Proficiency Rubric	
Exceeds Standard	The school’s proficiency rate is greater than one standard deviation above the mean of the identified comparison group, 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. COLLEGE AND CAREER READINESS

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

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

C&C Readiness Rubric	
Exceeds Standard	The school's 4-Year or 5-Year ACGR is greater than one standard deviation above the identified comparison group, OR the school's ACGR is 90%.
Meets Standard	The school's 4-Year or 5-Year ACGR is equal to the mean or falls between the mean and one standard deviation above the mean of the identified comparison group.
Approaches Standard	The school's 4-Year or 5-Year ACGR falls between the mean and one standard deviation below the mean of the identified comparison group.
Does Not Meet Standard	The school's 4-Year or 5-Year ACGR is more than one standard deviation below the identified comparison group.

4. MATH CONTENT MASTERY

Note: This measure will be considered in addition to the standard proficiency measure for schools classified as alternative.

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 – Math Content Mastery	
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.

IDAPA 08.02.03.105 requires 6 credits of Math, including 2 in Algebra and 2 in Geometry. This section of rule also defines 1 credit as the equivalent of 60 hours of instruction or mastery as it is defined by the school's board policy if such exists. If the student is in grades 9, 10, or 11, and the student did not complete 2 credits in the most recently completed year, but has earned a total of 4 credits, the student shall be counted as having met this standard.

5. ELA CONTENT MASTERY

Note: This measure will be considered in addition to the standard proficiency measure for schools classified as alternative.

Alt Proficiency Rubric – ELA Content Mastery	
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.

IDAPA 08.02.03.105 requires 8 credits of ELA. 1 of which must be communications/speech specific. This section of rule also defines 1 credit as the equivalent of 60 hours of instruction or mastery as it is defined by the school's board policy if such exists.

6. 9-12 PROGRESS TOWARD GRADUATION

Note: This measure will be considered in addition to the standard growth measure for schools classified as alternative.

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 – Progress Toward Graduation

Exceeds Standard	More than 75% of students enrolled in the alternative program earned 2 credits for each six-week instructional block for which the student was enrolled for 90% of the block.
Meets Standard	At least 65% of all students enrolled in the alternative program earned 2 credits for each six-week instructional block for which the student was enrolled for 90% of the block, OR the percentage of students enrolled in the alternative program who earned 2 credits for each six-week instructional block for which the student was enrolled for 90% of the days in that quarter is 5% or greater than in the previous year.
Approaches Standard	Less than 65% of students enrolled in the alternative program earned 2 credits for each six-week instructional block for which the student was enrolled for 90% of the block 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 credits for each six-week instructional block for which the student was enrolled for 90% of the block AND this percentage is less than 3% greater than in the previous year.

7. COLLEGE AND CAREER READINESS – ADDITIONAL GRADUATES

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 IPCSC understand their school's academic outcomes.

C&C Readiness Rubric – Additional Graduates

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.

Appendix B: Conditions

Richard McKenna Charter School Renewal Conditions

Richard McKenna Charter school was renewed for a five-year operational term to begin on July 1, 2022 with the following conditions:

Condition 1: RMCS's virtual and virtual alternative programs must meet standard on all academic measures of the performance framework incorporated into this performance certificate by 6/30/2024.

Condition 2: A minimum of 30% of the continuously-enrolled students at RMCS's K-12 onsite program (the Montessori program and the Project-Based Learning High-School program) achieve proficiency on the statewide math assessment by June 30, 2024. This recommendation is based on the FY21 minimum proficiency rate necessary for RMCS to achieve a "meets standard" rating under the Commission's Performance Framework.

Condition 3: A minimum of 45% of the continuously-enrolled students at RMCS's K-12 onsite program (the Montessori program and the Project-Based Learning High-School program) achieve proficiency on the statewide ELA assessment by June 30, 2024. This recommendation is based on the FY21 minimum proficiency rate necessary for RMCS to achieve a "meets standard" rating under the Commission's Performance Framework.

Condition 4: RMCS must successfully complete one of the following: (1) Achieve a proficiency rate on the spring administration of the statewide literacy assessment (currently the IRI) greater than or equal to the average proficiency rate of RMCS's identified comparison group as stated in RMCS's current performance certificate; or (2) RMCS must increase the percent of continuously-enrolled students who achieved proficiency on the statewide literacy assessment by a minimum of 10% between the fall and spring administrations of the assessment. This condition must be met by June 30, 2024. This condition is based on the proficiency rate necessary to meet standard on this measure.

Condition 5: RMCS's onsite program achieves a 4-Year Adjusted Cohort Graduation Rate of at least 86% by June 30, 2024. This recommendation is based on the graduation rate necessary to meet standard on this measure in 2019 (the most recent available data).

Condition 6: RMCS's negotiated performance certificate shall include a maximum enrollment number not to exceed 1200 students across grades K-12 and across all program offerings.

Appendix C: Charter

Richard Mckenna Charter School

September 17, 2004

District Affected: Mountain Home School District #193

675 South Haskett Street

Mountain Home, Idaho

Authorized Representative:

Larry Slade

675 South Haskett Street

Mountain Home, Idaho 83647

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Focus: Active Learning

“Active learning engages students in two aspects – doing things and thinking about the things they are doing” (Bonwell and Eison, 1991).

Active learning is an umbrella term that refers to several models of instruction that focus the responsibility of learning on learners. [Bonwell and Eison] cite literature which indicates that to learn, students must do more than just listen: They must read, write, discuss, or be engaged in solving problems. It relates to the three learning domains referred to as knowledge, skills and attitudes (KSA), and that this taxonomy of learning behaviors can be thought of as “the goals of the learning process”(Bloom, 1956). In particular, students must engage in such higher-order thinking tasks as analysis, synthesis, and evaluation.

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Tab 1: Vision, Mission Statement

Executive Summary

Beliefs

We desire to prepare students to handle the demands of a constantly changing and highly competitive world by helping them develop a love for learning and serving. That preparation begins in kindergarten and continues through high school.

- We believe that students are naturally curious and uniquely creative. Our task is to foster that curiosity and encourage students to employ their creativity to solve problems, meet challenges, and answer questions.
- We also believe strongly that students must be able to communicate their ideas clearly and effectively with public audiences in order to deeply understand and recall what they have learned. We focus on developing strong communication skills which include literacy, numeracy, and the arts (performing, visual, media, and practical.)
- Above all, we believe that building character is at least as important as developing academic skills. Students develop performance characteristics as they set goals, persistently achieve them, and focus on excellence. They develop relational characteristics when they respect others, work cooperatively, and serve others. Basically, we encourage the golden rule which requires us to treat others as we would be treated.
- Finally, we believe that as students develop curiosity, creativity, communication skills, and character, they will love learning and serving and will be well prepared for a constantly changing future.

Vision

We believe as students become curious, creative problem solvers who can communicate what they have learned, and have developed character through effort and kindness, they develop a love for learning and are well prepared for the future.

Mission

Our mission is to help students develop a love for learning and serving by engaging their curiosity and creativity through meaningful activities that challenge their thinking, require effective communication, and build character.

Legislative Intent

By providing an onsite K-8 Montessori program, and an onsite project-based high school program that is extended online for at-risk and regular ed students, we address the legislative intent by:

- Improving student learning;

Richard McKenna Charter School
Tab 1: Vision, Mission Statement, Legal Status

- Increasing learning opportunities for all students, with special emphasis on expanded learning experiences for students;
- Including the use of different and innovative teaching methods;
- Utilizing virtual distance learning;
- Providing parents and students with expanded choices in the types of educational opportunities that are available within the public school system.

Enrollment

The initial enrollment for the K-8 program will be 48 students. We will enroll an additional 24 students each year for four years, until we have enrolled approximately 216 students.

Tab 2: Proposed Operations, Legal Status

Type of School

Richard McKenna Charter School will be a new public charter school, not a conversion or replacement of an existing school. It will serve students online throughout Idaho, and onsite in Mountain Home, Idaho.

Legal Status

Idaho Virtual High School Inc., DBA Richard McKenna Charter School, is a 501(c)(3) non profit corporation organized and managed under the Idaho Nonprofit Corporation Act. Idaho Virtual High School Inc. is a Local Education Agency (LEA #453) and is authorized by the Idaho Public Charter School Commission.

Location

K-8 Campus

The proposed location of the K-8 program is at 1305 East 8th North, Mountain Home, Idaho. The attendance area of the K-8 program is Mountain Home and the Mountain Home Air Force Base. The K-8 program will begin with Kindergarten and first grade, and after that will add one grade level each year up through 8th grade.

Cole Architects have developed plans for a 17,000 sf main facility that will house up to 144 students in grades 1-6, and two, 2,500 sf annexes that will house Kindergarten, a workshop and grades 7-8. The complete facility will have 9,900 sf classrooms, offices, (6 in the main building, and three in the annexes), a multipurpose room for eating, activities, and plays, a 900 sf stage which can be partitioned off for an additional classroom, and a work shop.

The facility will be built in phases. Phase one will include two annex buildings with two classrooms each. As the annexes fill initially with grades K-3, the main building—phase two—will be constructed with six more classrooms, a gym, stage, and craft shop.

Each classroom will house approximately 24 students for a total of approximately 216 students.

Timeline/Cost

The plan for phase one construction (two 2,500 sf annexes plus main facility infrastructure) is to go to bid in the spring of 2015, break ground in the summer of 2015, and be ready for occupancy during the spring of 2016. School will begin in August, 2016.

The estimated finished cost for phase one is approximately \$700,000. The estimated finished cost of phase two is approximately \$2,125,000.

9-12 Campus

Richard McKenna Charter High School is located at 675 South Haskett Street in Mountain Home, Idaho. RMCHS provides a complete high school program for grades 9-12 that meets the Idaho minimum requirements for high school graduation.

9-12 Virtual Campus

Richard McKenna Charter School extends its high school campus by providing Online learning for both regular ed and at-risk students.

Specially designed to mirror the campus learning experience, RMCHS's Online courses are taught by Idaho certified teachers, include peer-to-peer interaction, and foster rich learning opportunities. Online courses follow the same calendar as campus classes and provide the same academic rigor of the classroom, but with greater convenience and flexibility.

Administration

Initially, one administrator will be responsible for all three programs. When financially feasible, an additional administrator may be hired to supervise the K-8 program, with the other administrator supervising the 9-12 programs.

Liability Insurance

Insurance

Richard McKenna Charter School will procure and maintain a policy of general liability insurance and errors and omissions insurance in the amount required by state law. Insurance will be provided by insurance companies who have and maintain a rating of "A" according to the A.M. Best Company. Richard McKenna Charter School will have the same role as a public school in matters of civil liability. The appropriate insurance and legal waivers of all district liability will be obtained as required of other nonprofit users of district resources and facilities.

Indemnification

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

The chartering entity shall have no liability for the acts, omissions, debts or other obligations of any charter school, except as may be provided in an agreement or contract between the chartering entity and Richard McKenna Charter School. RMCS indemnifies the chartering entity for all liability, regardless of the underlying legal theory for such claims.

Potential Effects

Initially, the impact on the school district will be minimal since we will grow our school by 48 students in grades K-1 the first year, and by 24 kindergarten students each year thereafter. Ultimately, the impact will be significant. There are about 2,880 students in grades K-8 in the Mountain Home School District. Our capacity is 216 students which is about eight percent of the district's current student enrollment.

The biggest initial impact will be on the private Montessori schools. Parents pay tuition for their kindergarten children and may prefer to send their child to a publicly funded Montessori kindergarten.

We have not received any feedback from either private or public schools about our proposed charter expansion.

Tab 3: Educational Program and School Goals

21st Century Students--Developing Self-Reliance

To be educated in the 21st century means being prepared to adapt to a constantly changing environment. Our goal is to teach our students how to learn. We cannot possibly equip them with all of the knowledge required to succeed in a constantly changing world; however, we can equip them with the skills necessary to adapt and learn. Instead of giving them a “fish”, we teach them “how to fish” so they can adapt to a changing future.

Active Learning is our method for teaching students “how to fish.” It incorporates curiosity, creative problem solving, and communication skills. It also focuses on character development by cultivating what we call performance character (planning, goal setting, time management, perseverance, craftsmanship, responsibility, cooperation) and relational character (respect kindness, cooperation, and integrity.)

The school’s philosophy is that learning is not just about gaining knowledge and acquiring facts, but being able to do something with those facts.

How Learning Best Occurs

The Four C’s of Learning

Learning at RMCS focuses on four fundamental elements: Curiosity, Creativity, Communication, and Character.

CURIOSITY

Real learning begins with curiosity. At RMCS, our teachers go to great lengths to pique a student’s curiosity by posing intriguing questions. These questions may be inspired by observing nature, studying history, listening to a story, or conducting a scientific experiment. The goal is to inspire awe and wonder in a student’s mind which motivates them to research, explore, and discover.

Measures of Curiosity include:

- Observations of student initiative to learn about a particular concept or process

CREATIVITY

Once a student has gained some background knowledge through their personal study, they may be presented with a unique question, challenge, or problem which requires a creative solution. This process of creative problem solving and application develops deep understanding and strengthens recall.

Measures of creativity include:

- Exhibitions of Student Work
- Performances
- Presentations

COMMUNICATION

Learning and understanding deepens when we share what we have learned with others. To share effectively, students must develop communication skills which include:

- writing (fiction and non-fiction)
- calculating (charts, graphs, statistics)
- performing arts (drama, dance, speech, music)
- visual arts (drawing, painting, design, architecture, sculpture)
- media arts (graphic design, multimedia presentations, web design and development, video production)
- practical arts (crafts, woodwork, robotics, computer programming, engineering)

Students who share what they have learned with public audiences (i.e. parents, friends, experts) are more motivated to develop and apply effective communication skills. They also understand more deeply and can recall more readily what they have learned when they share it with others.

Measures of Communication include:

- Performances
- Presentations
- Exhibitions
- Rubrics

CHARACTER

At RMCS we are concerned as much about developing a student's character as we are about developing his or her academic and creative skills.

Character at RMCS is divided into two main categories--relational and performance. Relational character focuses on being kind, cooperative, considerate, and respectful. Performance character focuses on time management, perseverance, and craftsmanship (quality, revision, and pride).

- Measures of Character include:
- Observations
- Self Assessments
- Walk Throughs
- Behavior Grades

Educational Programs

Richard McKenna Charter High School will provide a K-12 educational program. The K-8 elementary program will be based on the Montessori method of teaching and learning, while the high school program will utilize project-based learning.

K-8 Montessori Program

The proposed location of the K-8 Montessori program is at 1305 East 8th North, Mountain Home, Idaho. The attendance area of the K-8 Montessori program is Mountain Home and the Mountain Home Air Force Base. The K-8 Montessori program will grow one grade level per year beginning with Kindergarten and ending with the 8th grade. We will build facilities as needed.

Montessori Education

The Montessori method of teaching and learning is nearly opposite of what happens in a traditional public school. Instead of moving lock-step as a group, students are encouraged to discover and delve into subjects as deeply as they desire. They are required to accomplish certain tasks each week, but are allowed to choose when and how much time they spend on a particular task. What they accomplish each week is called “work” and helps to instill a sense of pride, ownership, and achievement and develops a strong work ethic.

The Montessori model relies heavily upon manipulatives that are engineered to teach and reinforce concepts. For example, students begin learning how to write letters by tracing the letter in a box of sand. This kinetic connection helps to wire the child’s brain. The students also trace letters using felt letters. Again, they see and feel the letter. They also arrange the felt letters on a blanket to form words and sentences. After experiencing letters kinetically, they are better prepared to write letters.

The same holds true for math. There are a number of math manipulatives that range from a number tower, to math beads wired together in grids of 10x10 beads. They begin to build a number sense by stacking one grid on top another.

Sciences are taught by observing and experiencing. Time is spent in and out of the classroom growing plants and raising animals. They learn physics by using levers, weights, and scales. They learn to observe and categorize their observations by organizing objects by sounds, textures, and weights.

Art, music, and movement are an integral part of a Montessori curriculum. Emphasis is placed on participation more than perfection. Students exhibit their work in classrooms and hallways and have opportunities to perform on stage.

The teacher is literally the “guide-at-the-side” and helps students individually and in small groups. She also challenges students to work on more demanding tasks when they have mastered a concept.

Students are not given letter grades, but are assessed by the teacher who shares her observations regularly with parents. The non-graded setting reduces competition and comparisons. Students are taught to be considerate and to put away manipulatives neatly in a specific place so that others may use them. They are also taught to treat each other with kindness, respect, and patience.

Since Montessori classrooms combine two or three grade levels, students are able to learn from their older classmates, and look forward to doing things the older students are doing. Older students help teach younger students which, in turn, reinforces what the older students have learned. (See Appendix A for more information.)

9-12 Onsite Project-based High School Program

Richard McKenna Charter High School is located at 675 South Haskett Street in Mountain Home, Idaho. RMCHS provides a complete high school program for grades 9-12 that meets the Idaho minimum requirements for high school graduation. All of the courses are project-based.

9-12 Online Project-based High School Program

Richard McKenna Charter School extends its high school campus by providing Online learning for both regular ed and at-risk students.

Specially designed to mirror the campus learning experience, RMCHS's Online courses are taught by Idaho certified teachers, include peer-to-peer interaction, and foster rich learning opportunities. Online courses follow the same calendar as campus classes and provide the same academic rigor of the classroom, but with greater convenience and flexibility.

(See Appendix B for High School Course Descriptions)

Goals

Our mission is to help students develop a love for learning and serving by engaging their curiosity and creativity through meaningful activities that challenge their thinking, require effective communication, and build character.

BUILDING CURIOSITY

Teachers at RMCS employ strategies to ignite student curiosity and track student understanding, and they maximize opportunities for student voice, critical thinking, and leadership. Thoughtful lesson design leads students to want to learn, to work collaboratively, and to be aware of their learning process.

Measures of Curiosity include:

- Walk Throughs
- Observations of student motivation and initiative to learn concepts or processes.

FOSTERING CREATIVITY

Teaching at RMCS fosters curiosity about the world by creating learning situations that provide something important to think about, time to experiment, and time to make sense of what is observed.

Measures of creativity include:

- Exhibitions of Student Work
- Performances
- Presentations

DEVELOPING COMMUNICATION SKILLS

Learning activities integrate skills of reading, writing, listening, speaking, numeracy, and research, as well as critical thinking, problem solving, and collaboration. Explicit literacy

Richard McKenna Charter School
Tab 3: Educational Program and School Goals

instruction, using appropriately challenging text, takes place in learning activities at all grade levels.

At RMCS, students are engaged in skills-rich projects that result in high-quality products or performances for audiences beyond the classroom. Projects are a primary structure for in-school learning, teaching core skills and content through classroom lessons, discussions, labs, and work sessions, as well as through student research and fieldwork.

Projects are used to teach literacy and math skills, critical thinking, collaboration, and problem-solving. The products of student projects are typically modeled on real-world documents and artifacts, with professional models guiding student work.

Measures of Communication include:

- Walk Throughs
- Observations
- Performances
- Presentations
- Exhibitions
- Rubrics

DEVELOPING CHARACTER

At RMCS, students undertake tasks that require perseverance, fitness, craftsmanship, imagination, self-discipline, and significant achievement. A teacher's primary task is to help students overcome their fears and discover they can do more than they think they can.

Individual development and group development are integrated so that the value of friendship, trust, and group action is clear. Students are encouraged to compete, not against each other, but with their own personal best and with rigorous standards of excellence.

All students need to be successful if they are to build the confidence and capacity to take risks and meet increasingly difficult challenges. But it is also important for students to learn from their failures, to persevere when things are hard, and to learn to turn disabilities into opportunities.

- Measures of Character include:
- Observations
- Self Assessments
- Walk Throughs
- Behavior Grades

Thoroughness Standards

1. A safe environment conducive to learning is provided;
 - One of our guiding principles is that students must feel safe, physically and emotionally, before deep learning can take place. We accomplish this by having a zero tolerance rule for disrespect in any form with any person. Our teachers create an environment of trust where students feel safe enough to express a different opinion or consider a new idea.

Richard McKenna Charter School
Tab 3: Educational Program and School Goals

- We also ensure safety from external threats by controlling who can come into the building with a controlled locking system, providing bullet proof glass, and practicing crisis procedures.
2. Educators are empowered to maintain classroom discipline;
 - Teachers are given the authority to discipline students within the guidelines of school policy. Teachers, staff, and the principal also serve on a disciplinary committee which meets regularly to review student behavior and recommend disciplinary actions.
 3. The basic values of honesty, self-discipline, unselfishness, respect for authority and the central importance of work are emphasized;
 - A portion of a student's evaluation is based on character development. Character development focuses on the four main rules of our school: Show Up, Show Up Early, Work Hard, Be Respectful.
 - Working hard means completing all of the assigned tasks to the best of your ability and beyond. It also incorporates accuracy, neatness, and quality.
 - Being respectful is the cardinal rule because it incorporates kindness, patience, and courtesy.
 - In addition to our four basic rules, we also have a list of Work Place Behaviors which students memorize and by which they are evaluated. (See Appendix D: Workplace Behaviors)
 4. The skills necessary to communicate effectively are taught;
 - One of RMCS's requirements is that students share what they have learned with others. This involves creating narratives, research, presentations, performances, and publications. Communication skills are incorporated throughout the project. Since students are working on authentic projects for real audiences, they are more motivated to develop the skills necessary to produce quality work.
 5. A basic curriculum necessary to enable students to enter academic or professional-technical postsecondary educational programs is provided;
 - The high school curriculum provides all of the courses necessary for a high school diploma including professional technical courses.
 6. The skills necessary for students to enter the work force are taught;
 - Workplace behaviors are incorporated school wide, and in every subject and course.
 7. The students are introduced to current technology.
 - Students are introduced to technology as instructional tools throughout the curriculum.
 8. The importance of students acquiring the skills to enable them to be responsible citizens of their homes, schools and communities is emphasized.
 - Following our four basic rules of showing up, showing up early, working hard, and being respectful, prepares students to be responsible citizens of their home, school and community.
 - Part of our mission is to teach our students how to work hard, respect, and serve one another. Our Volunteer Corp gives our students opportunities to serve in the community.

Graduation Requirements

Richard McKenna Charter High School will offer a diploma and require that students meet at least the minimum graduation requirements established by the Idaho State Board of Education. Additional graduation requirements may be established by the Board of Directors. (See Appendix C: Onsite Student Handbook for RMCHS Graduation Requirements.)

Idaho Virtual High School will accept credits only from accredited secondary and postsecondary institutions.

How Special Education and Other Special Needs Will Be Met

Special Education Services

Richard McKenna Charter School will comply with the Individuals with Disabilities in Education Act (“IDEA”), Section 504 of the Rehabilitation Act (“Section 504”), and the Americans with Disabilities Act (“ADA”). Richard McKenna Charter School is solely responsible for compliance with Section 504 and the ADA. Richard McKenna Charter School works diligently to ensure full compliance with the IDEA.

As an LEA, Richard McKenna Charter School is responsible for assuring compliance with these programs. Students with disabilities will be served according to federal and state laws regarding special education, including but not limited to Section 504 of the Rehabilitation Act (Section 504), the Americans with Disabilities Act (ADA), the Individuals with Disabilities Education Act (IDEA), and other applicable legislation. Richard McKenna Charter School has a nondiscrimination policy with regard to admissions which may be found in the student handbook and on the school’s website..

Students with disabilities will be served in accordance with their Individualized Education Programs (IEPs). All IEP’s will be developed by a certified special education teacher in accordance with all applicable laws and regulations.

Richard McKenna Charter School will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it. Expenses to educate students with disabilities that exceed federal reimbursements will be drawn from the general fund.

Richard McKenna Charter School will, consistent with applicable law, work to ensure that all students with disabilities that qualify under the IDEA:

- Have available a free appropriate public education (FAPE),
- Are appropriately evaluated,
- Receive an appropriate education in the least restrictive environment (LRE),
- Are involved in the development of and decisions regarding the IEP, along with their parents,
- Have access to appropriate procedures and mechanisms, along with their parents, to resolve any disputes or disagreements related to the school’s provision of FAPE,

Richard McKenna Charter School
Tab 3: Educational Program and School Goals

Richard McKenna Charter School will form a multidisciplinary team (consisting of a parent or guardian, the classroom teacher, the special education teacher, the school principal, and psychologists, therapists, or counselors as required) to consider a student's eligibility for special education. If the team determines the need for an evaluation by other personnel, such as a school psychologist, speech therapist, or occupational therapist not currently employed by the school, such evaluations will be contracted with a private provider or made possible through a cooperative arrangement with another school or district.

A special education teacher either employed full-time by the school or providing services on a contracted or part-time basis (depending on the number of students with IEPs) will be responsible to monitor Individual Education Plans (IEP) in multiple classrooms and supervise the implementation of IEPs as written. Highly qualified, certified teachers will provide services in an inclusion model to the extent possible depending on the degree of intervention necessary to meet the students' needs. Paraprofessionals will be used to support instruction as needed and allowed by IDEA and the ESEA. The special education teacher will consult with the general education staff to ensure they are utilizing effective classroom interventions, adaptations, and modifications. Generally the Montessori approach, being individualized in nature, will serve every child's needs completely in the regular education classroom.

- RMCS plans to contract/hire related service providers to meet the IEP service requirements i.e.; SLP, OT, PT, School Psych. Etc.
- Richard McKenna Charter School (RMCS) will adopt the Special Education Manual from the State Department of Education for its special education policy.
- The physical facilities will adhere to building codes and requirements of ADA.
- RMCS will provide as needed Supplementary Aids and Services, Accommodations and Adaptations, Assistive Technology, Extended School Year, Transportation for those students who's IEP requires it, (even if others are not transported), and other considerations e.g. positive behavioral supports, etc.
- Supplemental and replacement curriculum will be scientifically research based.
- When a manifestation determination occurs, RMCS will use Positive Behavioral Interventions and Supports (PBIS).
- RMCS intends to contract for services not provided by the school.
- Special education files are kept under lock and key in secured file cabinets. Only the Special Ed Director and the administrator have access to the special ed files.
- Richard McKenna Charter High School provides a free and appropriate public education for all children with disabilities in a variety of specially designed programs. Special Education and related services are available for persons who qualify.
- Parents, guardians and educators of students attending RMCHS can refer a student who may be eligible for services and not currently receiving services by contacting the student's teacher, the school counselor, or the school principal. The referrals will be made to the Special Education Director for further evaluation.
- Discipline of special ed students will be conducted in accordance with the guidelines found in Chapter 12 of the Idaho Special Education Manual, 2007.

Limited English Proficiency

SURVEY

When students are admitted into the school, they will complete a Home Language Survey to determine what primary language is spoken in the home.

ASSESSMENT

Once it is determined that the primary language spoken in the home is other than English, students will be tested within 30 days of registration or 14 consecutive days after enrollment during the school year using the Idaho English language Learner Placement Test for potential placement into an LEP program.

PLACEMENT

After being notified of their option to waive services, parents may choose to receive LEP services. Services will be incorporated into our differentiated learning model by providing qualified staff who can assist with the child's learning.

Dual Enrollment

IDVHS will follow Idaho code 33-203 regarding dual enrollment.

Tab 4: Measurable Standards, Accreditation, and Accountability

Measurable Student Educational Standards

Mission Specific Goals—General Ed Students

GOAL #1 RMCHS GRADUATES READ, LISTEN, AND VIEW CRITICALLY.

85% of all students who have 90% attendance during the school year at Richard McKenna Charter High School will increase their reading skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

All new students will take a proctored GAIN pre-test when they enter the school, and a post test at the end of the school year. Current students will take a pre-test at the beginning of the school year, and a post test at the end.

Exceeds Standard: 86%-100% of all students who have 90% attendance during the school year at Richard McKenna Charter High School increase their reading skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

Meets Standard: 66%-85% of all students who have 90% attendance during the school year at Richard McKenna Charter High School increase their reading skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN)

Does not Meet Standard: 45%-65% of all students who have 90% attendance during the school year at Richard McKenna Charter High School increase their reading skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN)

Falls Far Below Standard: Less than 46% of all students who have 90% attendance during the school year at Richard McKenna Charter High School increase their reading skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN)

GOAL #2 RMCHS GRADUATES WRITE AND SPEAK CLEARLY AND CONCISELY.

85% of all students who have 90% attendance during the school year at Richard McKenna Charter High School will increase their language skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN)

All new students will take a proctored GAIN pre-test when they enter the school, and a post-test at the end of the school year. Current students will take a pre-test at the beginning of the school year, and a post-test at the end.

Exceeds Standard: 86%-100% of all students who have 90% attendance during the school year at Richard McKenna Charter High School increase their reading skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

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Tab 4: Measurable Standards, Accreditation, and Accountability

Meets Standard: 66%-85% of all students who have 90% attendance during the school year at Richard McKenna Charter High School increase their language skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

Does not Meet Standard: 45%-65% of all students who have 90% attendance during the school year at Richard McKenna Charter High School increase their language skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

Falls Far Below Standard: Less than 46% of all students who have 90% attendance during the school year at Richard McKenna Charter High School increase their language skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

GOAL #3 RMCHS GRADUATES REASON WELL MATHEMATICALLY ABOUT NUMERICAL DATA AND CLAIMS.

85% of all students who have 90% attendance during the school year at Richard McKenna Charter High School will increase their math skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

All new students will take a proctored GAIN pre-test when they enter the school, and a post-test at the end of the school year. Current students will take a pre-test at the beginning of the school year, and a post-test at the end.

Exceeds Standard: 86%-100% of all students who have 90% attendance during the school year at Richard McKenna Charter High School increase their math skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

Meets Standard: 66%-85% of all students who have 90% attendance during the school year at Richard McKenna Charter High School increase their math skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

Does not Meet Standard: 45%-65% of all students who have 90% attendance during the school year at Richard McKenna Charter High School increase their math skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

Falls Far Below Standard: Less than 46% of all students who have 90% attendance during the school year at Richard McKenna Charter High School increase their math skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

GOAL #4 RMCHS GRADUATES KNOW HOW TO STUDY.

85% of RMCHS 12th graders will score at or above the 50th percentile on at least 7 out of 10 scales measured on the 12th grade LASSI-HS.

All new students will take a LASSI-HS pre-test when they enter the school, and a post-test at the end of the school year. Current students will take a pre-test at the beginning of the school year, and a post test at the end until they achieve mastery by scoring at or above the 50th percentile on at least 7 out of 10 scales measured on the LASSI-HS.

Richard McKenna Charter School
Tab 4: Measurable Standards, Accreditation, and Accountability

Exceeds Standard: 86%-100% of RMCHS 12th graders score at or above the 50th percentile on at least 7 out of 10 scales measured on the 12th grade LASSI-HS.

Meets Standard: 66%-85% of RMCHS 12th graders score at or above the 50th percentile on at least 7 out of 10 scales measured on the 12th grade LASSI-HS.

Does not Meet Standard: 45%-65% of RMCHS 12th graders score at or above the 50th percentile on at least 7 out of 10 scales measured on the 12th grade LASSI-HS.

Falls Far Below Standard: Less than 46% of RMCHS 12th graders score at or above the 50th percentile on at least 7 out of 10 scales measured on the 12th grade LASSI-HS.

Mission Specific Goals—Alternative Ed Students

GOAL #1 RMCHS GRADUATES READ, LISTEN, AND VIEW CRITICALLY.

75% of all students who have 90% attendance during the school year at Richard McKenna Charter High School will increase their reading skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

All new students will take a proctored GAIN pre-test when they enter the school, and a post-test at the end of the school year. Current students will take a pre-test at the beginning of the school year, and a post-test at the end.

Exceeds Standard: 76%-100% of all students who have 90% attendance during the school year at Richard McKenna Charter High School increase their reading skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

Meets Standard: 66%-75% of all students who have 90% attendance during the school year at Richard McKenna Charter High School increase their reading skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

Does not Meet Standard: 45%-65% of all students who have 90% attendance during the school year at Richard McKenna Charter High School increase their reading skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

Falls Far Below Standard: Less than 46% of all students who have 90% attendance during the school year at Richard McKenna Charter High School increase their reading skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

GOAL #2 RMCHS GRADUATES WRITE AND SPEAK CLEARLY AND CONCISELY.

75% of all students who have 90% attendance during the school year at Richard McKenna Charter High School will increase their language skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

All new students will take a proctored GAIN pre-test when they enter the school, and a post-test at the end of the school year. Current students will take a pre-test at the beginning of the school year, and a post-test at the end.

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Tab 4: Measurable Standards, Accreditation, and Accountability

Exceeds Standard: 76%-100% of all students who have 90% attendance during the school year at Richard McKenna Charter High School increase their reading skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

Meets Standard: 66%-75% of all students who have 90% attendance during the school year at Richard McKenna Charter High School increase their language skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

Does not Meet Standard: 45%-65% of all students who have 90% attendance during the school year at Richard McKenna Charter High School increase their language skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

Falls Far Below Standard: Less than 46% of all students who have 90% attendance during the school year at Richard McKenna Charter High School increase their language skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

GOAL #3 RMCHS GRADUATES REASON WELL MATHEMATICALLY ABOUT NUMERICAL DATA AND CLAIMS.

75% of all students who have 90% attendance during the school year at Richard McKenna Charter High School will increase their math skills by at least one grade level equivalent as measured by the “General Assessment of Instructional Needs” standardized test (GAIN).

All new students will take a proctored GAIN pre-test when they enter the school, and a post-test at the end of the school year. Current students will take a pre-test at the beginning of the school year, and a post-test at the end.

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GOAL #4 RMCHS GRADUATES KNOW HOW TO STUDY.

75% of RMCHS 12th graders will score at or above the 50th percentile on at least 5 out of 10 scales measured on the 12th grade LASSI-HS.

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Tab 4: Measurable Standards, Accreditation, and Accountability

All new students will take a LASSI-HS pre-test when they enter the school, and a post-test at the end of the school year. Current students will take a pre-test at the beginning of the school year, and a post test at the end until they achieve mastery by scoring at or above the 50th percentile on at least 5 out of 10 scales measured on the LASSI-HS.

Exceeds Standard: 76%-100% of RMCHS 12th graders score at or above the 50th percentile on at least 5 out of 10 scales measured on the 12th grade LASSI-HS.

Meets Standard: 66%-75% of RMCHS 12th graders score at or above the 50th percentile on at least 5 out of 10 scales measured on the 12th grade LASSI-HS.

Does not Meet Standard: 45%-65% of RMCHS 12th graders score at or above the 50th percentile on at least 5 out of 10 scales measured on the 12th grade LASSI-HS.

Falls Far Below Standard: Less than 46% of RMCHS 12th graders score at or above the 50th percentile on at least 5 out of 10 scales measured on the 12th grade LASSI-HS.

Assessment Tools

RMCS will use standardized tests to assess student achievement such as the following:

GENERAL ASSESSMENT OF INSTRUCTIONAL NEEDS (GAIN)

The General Assessment of Instructional Needs (GAIN) is a standardized test published by Wonderlic. It tests reading, language, and math skills and generates grade equivalent scores. GAIN offers both pre and post testing.

LEARNING AND STUDY STRATEGIES INVENTORY-HIGH SCHOOL VERSION (LASSI-HS)

The Learning and Study Strategies Inventory – High School Version (LASSI-HS) is an assessment tool designed to measure students' use of learning and study strategies and methods at the secondary school level. The original version of the LASSI, which was published in 1987, is designed for students who are currently enrolled in college. The high school version was developed in response to the need to assess skills that are critical for academic success at the high school level, but that are also instrumental for making a successful transition into a college setting.

The LASSI-HS is a 76-item self-report instrument. There are two forms of the LASSI-HS: a self-scored form that can be scored by a teacher, counselor, or individual student; and a computer-scored form that is scored through a service provided by H&H Publishing Company. Separate norms are provided for 9th, 10th, 11th, and 12th grade students. In addition, by using the 12th grade norms, this instrument is appropriate for first-year college students who are not yet familiar with the tasks and learning demands of the college environment.

The LASSI-HS can be administered on an individual or a group basis.

The LASSI-HS is a diagnostic and prescriptive measure that assesses student thought processes and behaviors that impact studying and learning. The specific focus is on both covert and overt thoughts and behaviors that relate to successful learning in high school and that can be altered through educational interventions. In addition, these thought processes and behaviors also contribute significantly to success in college and can be learned or enhanced through programs and interventions in secondary educational settings.

LASSI is used by 2,274 institutions including the University of Idaho, Idaho State University, Boise State University, the College of Idaho, and Brigham Young University.

Mission Specific Goals for Grades K-8

Mission specific goals for grades K-8 will be developed as the school grows from a K-1 to a K-8 program in conjunction with the High School Performance Certificate renewal process.

When grade levels are available for statewide testing, the K-8 program will utilize the IRI, NAEP, and ISAT tests as well as other standardized tests such as the General Assessment of Instructional Needs (GAIN).

The Montessori program will ensure that students are prepared for the statewide testing format.

STATE MANDATED TESTS

Students will participate in all State mandated tests. Students will be tested and proctored at approved testing sites throughout the state

Common Core Standardized Testing

Some individuals express concern that a Montessori education does not prepare public school students for standardized testing. Just the opposite is true as noted below:

“A primary goal of Montessori classrooms is to provide students with a combination of guidance and a prepared environment in which to develop the necessary skills in reading, writing, speaking, and listening that facilitate effective communication and expression. Montessori students have always been encouraged to be independent and critical thinkers; to analyze, question, and contribute their own thoughts on a topic. Montessori students from a very young age are encouraged to ‘actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens world views.’”

The Common Core gets very specific in providing goals for building the necessary skill sets for reading, writing, and speaking effectively from kindergarten through high school. And yet, as with Mathematics, time and time again, the standards are met or exceeded by the Montessori Scope & Sequence. (<http://montessoricompass.com/blog/common-core-standards-an-opportunity-for-montessori-to-shine>)

Accreditation

Richard McKenna Charter High School shall be accredited by the NWAC/AdvancEd.

School Improvement

Richard McKenna Charter School is committed to being a school where student success is the top priority.

If it is ever determined that, based on student performance, the school is in need of improvement in accordance with the Star System by receiving a one, two or three Star Rating, Richard McKenna Charter School will develop a plan that will focus on improving school and

Richard McKenna Charter School

Tab 4: Measurable Standards, Accreditation, and Accountability

staff capacity (structure, resource allocation, and teacher skill sets) to increase student achievement.

The Board of Directors of Richard McKenna Charter School will provide consultation to the Principal regarding ongoing plans for the school. The Board will be responsible for the oversight and implementation of the school improvement process. It will subject all School-level Improvement, Continuous, Rapid, and Turnaround Plans to a documented, meaningful, and thorough review process prior to providing approval.

Tab 5: Governance Structure, Parental Involvement, Audits

Governance Structure

Structure

Idaho Virtual High School Inc.(DBA Richard McKenna Charter School) is a non-profit 501(3)(c) organization organized and managed under the Idaho Nonprofit Corporation Act and a Local Education Agency (LEA). The Board of Directors will be the public agents who control and govern the Charter School. Richard McKenna Charter School shall be responsible for identifying and complying with all statutory requirements affecting the operation of a public school. The Board of Directors' meetings will follow the open meetings laws, keep accurate minutes, and make the minutes available to the public, according to the Bylaws of the Charter School Corporation.

Board of Directors

INITIAL FORMATION

The Board of Directors of Richard McKenna Charter School will consist of no less than five (5) and no more than seven (7) members. During the initial year of operation, the Board shall be comprised of the Directors listed in the Articles of Incorporation and any other directors elected by the then current Board.

SELECTION AND REPLACEMENT

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

BOARD RESPONSIBILITIES

The Board of Directors will have the responsibility to approve the selection of the school Principal, who shall not be one of its members. The Board also will be responsible for hearing, and approving or disapproving, the recommendations of the school Principal with respect to changes in staffing, program, or curriculum.

MEETINGS

The Board of Directors shall meet at least three times annually at a time, place and manner designated by the Board.

SCHOOL ADMINISTRATION

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

- vision and mission of school
- instructional materials and supplies
- resource allocation

Richard McKenna Charter School
Tab 5: Governance, Parental Involvement, Audits

- state charter school requirements
- special services
- contracted services
- public and media relations
- business and community partnerships
- curriculum, instruction, and assessment
- professional development
- employment and personnel issues
- enrollment and attendance
- formative/summative staff evaluations
- facility conditions
- climate for innovation and growth
- staff and school morale
- district/board liaison
- budget and financial records
- reports to chartering entity

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

Ethical Standards

Idaho Virtual High School, Inc. DBA Richard McKenna Charter School, is a non-profit organization organized and managed under the Idaho Nonprofit Corporation Act. The Board of Directors will be the public agents who control and govern the Charter School. Richard McKenna Charter School's board shall be responsible to identify and comply with all statutory requirements affecting the operation of a public school.

The Board of Directors meetings will follow Idaho School Board Association's Code of Ethics for School Board Members which includes but is not limited to the open meetings law and public records law. The clerk of Board of Directors will keep accurate minutes of the meetings and make the minutes available to the public according to the Bylaws of the charter school corporation.

Parental Involvement

COMMUNICATION

Including parents is an integral part of RMCS's program. RMCS views parents as partners in their child's education. Parents will receive regular progress reports as well as other communication from their teacher regarding their student.

PARENT NIGHT

Parent Nights will be scheduled regularly throughout the school year where parents see displays of their child's work or watch performances, learn about what will be taught in upcoming units and how they can support their child, and participate in some of the learning activities their children will experience.

VOLUNTEERS

Volunteers who can assist teachers and the administration as well as share their unique talents with the school are welcome and appreciated.

Audits

Richard McKenna Charter School will conduct an independent financial and programmatic audit annually. The Richard McKenna Charter School will follow the requirements set forth by Idaho statutes 33-5210(3), 33-357, and 33-701 (5-10) regarding audit reporting and will submit electronic and/or physical copies to the appropriate agencies. A physical copy of the audit is available to the public at the main office, and electronic copies on the school's website.

RMCS invests its funds in the Local Government Investment Pool. Investment portfolios may evolve over time.

RMCS will review its budget during the February board meeting.

Financial Reporting

RMCS's Board of Directors will ensure that all financial reports required by the SDE will be submitted annually and copies sent to the appropriate agencies.

School Calendar

The Principal will determine the school calendar, schedule, and hours of operation. The Principal, in consultation with the Board of Directors, will establish the school year calendar in compliance with the requirement of providing the required number of hours of instruction for grades K-12.

This schedule will be reviewed on an annual basis and may be changed, as necessary, by the Principal in consultation with the Board of Directors. State required hours of attendance will be met.

Tab 6: Employee Requirements

Employee Practices

Employment Practices

- Richard McKenna Charter School's staff will meet or exceed qualifications required by state law. All teachers will be certified. The Principal will make recommendations to the Board of Directors for approval of instructional staff.
- Idaho Virtual High Richard McKenna Charter School reserves the right to seek waivers or limited certification options as provided by rule of the Idaho State Board of Education when deemed in the best interests of the educational program. Additionally, The Idaho Virtual High Richard McKenna Charter School reserves the right to hire any person for temporary assistance under the direct supervision of certified staff members. These provisions are intended to allow various community experts and other specialized persons who may not hold certification to contribute to the school according to their talents, experience, creativity, or expertise on a short-term or seminar basis.
- Employees who have previously been screened for criminal background and/or finger printed by educational entities in the state of Idaho, or whom their district grand fathered in, will not be required to be rechecked. New employees not covered as described above will undergo background checks and finger printing.
- Job announcements and all other hiring practices will be free of discriminatory language.

Employee Qualifications

Richard McKenna Charter School's full time and part time staff will meet or exceed qualifications required by state law. Instructional staff shall all be certified teachers as required by Idaho Code Section 33-5205(3)(g) and will be Highly Qualified in the teaching positions that require it. This will include Special Education teachers. They will meet the qualifications outlined on the State Department of Education's website Highly Qualified Guidelines and Other Frequently Asked Questions (http://www.sde.idaho.gov/site/teacher_certification/HQT/).

Professional Codes and Standards

Staff will be required to possess personal characteristics, knowledge, and experience consistent with the philosophy, vision, mission, core values, and expectations of Richard McKenna Charter School as outlined within this petition. Staff must also comply with the professional codes and standards approved by the State Board of Education, including standards for ethics or conduct as required by Idaho Code.

RMCS reserves the right to employ any person for temporary assistance under the direct supervision of certified staff members. These provisions are intended to allow various community experts and other specialized persons who may not hold certification to contribute to the school according to their talents, experience, creativity, or expertise on an as-needed basis.

The principal will make recommendations to the board of directors for approval of the instructional staff. The principal and the board must agree on the hiring decisions for them to be final.

Transfer Rights

Richard McKenna Charter School is its own Local Education Agency (LEA). No employee transfer rights apply between Richard McKenna Charter School and any other school district.

Employee Benefits and Provisions

Richard McKenna Charter School will provide all employees the following programs and benefits: group health insurance, Public Employee Retirement System Insurance (PERSI), federal Social Security, Unemployment Insurance, and Worker's Compensation Insurance as required by law. Accumulation of sick leave for teachers shall be up to ninety (90) days and be governed by Idaho Code.

Collective Bargaining

Richard McKenna Charter School's certified staff will be a separate unit for purposes of collective bargaining.

Written Contracts

All certificated staff will be required to sign a written contract with Richard McKenna Charter School. Contracts will be in a form approved by the Idaho State Superintendent of Public Instruction. The contract is conditional upon valid certification.

A copy of all teacher contracts and certificates for all certified teachers or staff members will be on file in the school office. Job announcements and all other hiring and employment practices will be free of any unlawful discriminatory language or practices.

Background Check

All employees, subcontractors, board members, and volunteers who work with students independently will undergo state of Idaho criminal background checks and FBI fingerprinting checks. One fingerprint card will be submitted to the Office of Certification at the State Department of Education. Subcontractors will pay for their own background checks. RMCS will pay for background checks for all employees, volunteers and board members.

Professional Opportunities

The faculty at Richard McKenna Charter School will work in an environment where they have opportunities to work with each other to align subject areas. The Principal will determine in-service training days in order to provide teachers with training.

Teacher Evaluation

Teachers will be evaluated according to the procedures outlined in Idaho Code.

Teacher Certificates

A copy of the certificates for all certified teachers/staff members will be available for inspection at Richard McKenna Charter School's main office.

Health and Safety

Americans with Disabilities Act

The Richard McKenna Charter School facility(s) will be inspected annually to ensure compliance with applicable state and federal guidelines as provided in Idaho Code and the Americans with Disabilities Act.

Inspection Reports

Richard McKenna Charter School will provide certification that the facilities meet all requirements for health, safety, fire, and accessibility for the handicapped prior to the opening of the school and by the date specified in the contract. RMCS also will provide regular inspections of the facilities for health, safety, and fire compliance.

Richard McKenna Charter School's plans and policies for public conduct in the school, which protects the safety, welfare, and education of students, will be aligned with the Idaho State Board of Education Thoroughness Standard A, "A safe environment conducive to learning is provided."

Richard McKenna Charter School will comply with the following health and safety procedures:

1. Conduct criminal history checks for all employees in compliance with Idaho Code § 33-130. This requirement is a condition of employment.
2. Require that all students show proof of immunization before being enrolled at Richard McKenna Charter School or have an exemption signed by a parent or legal guardian.
3. Require that all visitors sign in at the office and receive and wear a visitor's pass when visiting the school building.
4. Provide for inspection of the facility in compliance with Idaho Code § 39-4130, and adopt policies to meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools. Fire and safety officials will inspect the facility using the same guidelines used for all public schools.
5. Adopt and implement a comprehensive set of health, safety, and risk management policies. These policies will be developed in consultation with Richard McKenna Charter School's insurance carriers and at a minimum address the above and the following items:
 - All staff will receive training in emergency response, including appropriate "first responder" training. All staff will be trained in emergency response protocols and will be provided an emergency response binder.

Richard McKenna Charter School
Tab 6: Employee Requirements

- RMCS will create an emergency response team that will develop school protocols and procedures. The team will meet at least twice a year to review the protocols and recommend needed changes.
- RMCS will create procedures for securing and administering prescription drugs.
- The school will be housed in a facility that has received fire marshal approval and has been evaluated by a qualified structural engineer who has determined the facilities present no substantial safety hazard.
- The school will function as a gun-, drug-, alcohol-, and tobacco-free workplace.
- The facility will pass inspection by fire and safety officials using the same guidelines for all public schools;
- Fire and evacuation drills will be conducted during the first week of school, monthly and during the first week back after extended breaks;
- Maps illustrating fire exit routes will be posted near the exit in every room;
- All visitors and volunteers will be required to check in at the office and to wear an identification badge;
- Student check out during the school day will require the person picking up the child to sign the child out at the office and to produce appropriate photo identification;
- All state rules and regulations for student safety will be followed;
- Health records highlighting chronic issues will be held on each student and made available in emergencies;
- Emergency contact numbers will be maintained on all students;
- All staff will be trained in suicide prevention;
- All staff will be trained in universal medical and health precautions;
- RMCS will adopt a policy regarding use/possession of illegal substances consistent with policy of the chartering district;
- All employees will be screened by law enforcement agencies.

Richard McKenna Charter School has a policy regarding internet usage and comply with all requirements set forth in the Children's Internet Protection Act. (See Appendix C: Onsite Student Handbook.)

Disciplinary Procedures

Discipline

RMCS students are required to comply with the rules established by Richard McKenna Charter School. Depending on the severity of the violation and mitigating circumstances, students who violate any of the rules will follow a process of first, being warned verbally about the nature of the offense and the consequences of further violations, second, being placed on probation, and third, being suspended from either a course or the school. Students, who are, suspended, must have a formal interview with the principal before resuming classes.

Expulsions

In accordance with Idaho, the Richard McKenna Charter School Board of Directors may deny enrollment or may expel or deny attendance to any pupil who is a habitual truant, or who is incorrigible, or whose conduct, in the judgment of the board, is such as to be continuously disruptive of school discipline or the instructional effectiveness of the school, or whose presence in a public school is detrimental to the health and safety of other pupils, or who has been expelled from another school district in this state or any other state. Any pupil having been denied enrollment or expelled may be enrolled or readmitted to the school by the Board of Directors upon such reasonable conditions as may be prescribed by the board, but such enrollment or readmission shall not prevent the board from again expelling such pupil for cause.

The board shall expel from school for a period of not less than one (1) year (twelve calendar months) or may deny enrollment to, a student who has been found to have carried a weapon or firearm on school property in Idaho or any other state, except that the board may modify the expulsion or denial of enrollment order on a case-by-case basis. An authorized representative of the board shall report such student and incident to the appropriate law enforcement agency.

Discipline of students with disabilities shall be in accordance with the requirement of federal law Part B of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act. Discipline of students with disabilities will consider whether the disability contributed to the student violation of school rules.

No pupil shall be expelled nor denied enrollment without the Board of Directors having first given written notice to the parent or guardian of the pupil, which notice shall state the grounds for the proposed expulsion or denial of enrollment and the time and place where such parent or guardian may appear to contest the action of the board to deny school enrollment. The notice shall also state the rights of the pupil to be represented by counsel, to produce witnesses and submit evidence on his own behalf, and to cross-examine any adult witnesses who may appear against him. Within a reasonable period of time following such notification, the Board of Directors shall grant the pupil and his parents or guardian a full and fair hearing on the proposed expulsion or denial of enrollment. However, the board shall allow a reasonable period of time between such notification and the holding of such hearing to allow the pupil and his parents or guardian time to prepare their response to the charge.

Any pupil who is within the age of compulsory attendance, and who is expelled or denied enrollment as herein provided, shall come under the purview of the Juvenile Corrections Act, and an authorized representative of the board shall, within five (5) days, give written notice of the pupil's expulsion to the prosecuting attorney of the county of the pupil's residence.

Once the expulsion period is complete, students may apply for readmission into the school.

The Principal of any school may temporarily suspend any pupil for disciplinary reasons or for other conduct disruptive of good order or of the instructional effectiveness of school. A temporary suspension by the Principal shall not exceed five (5) school days in length, and the Principal may extend the temporary suspension an additional ten (10) school days. Provided, that the Board of Directors finds that immediate return to school attendance by the temporarily suspended student would be detrimental to other pupils' health, welfare, or safety, the Board may extend the temporary suspension for an additional five (5) school days. Prior to suspending any student, the Principal shall grant an informal hearing on the reasons for the suspension and the opportunity to challenge those reasons. Any pupil who has been suspended may be readmitted to the school by the Principal, upon such reasonable conditions as the Principal may

Richard McKenna Charter School
Tab 6: Employee Requirements

prescribe. The Board of Directors shall be notified of any temporary suspensions, the reasons therefore, and the response, if any, thereto.

The Board of Directors shall establish the procedure to be followed by Richard McKenna Charter School administration for the purpose of affecting a temporary suspension. This procedure must conform to the minimal requirement of due process.

Law Enforcement

When a student is suspected of being in violation of federal, state, or local law for possession, use, or distribution of any illegal drug or controlled substance, the local law enforcement agency should be notified immediately. The principal or a designee shall communicate all available information to the police and offer the full cooperation of the administration and faculty in a police investigation. Immediate notification will also be given to the parent or guardian.

Any search, seizure, or subsequent disciplinary action shall be subject to applicable school policies, regulations, state laws, or student handbook rules.

Tab 7: Admissions, Discipline, Student Policies

Enrollment Capacity

<i>GRADE LEVEL</i>	ANNUAL ONSITE ENROLLMENT				
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
K	24	24	24	24	24
1	24	24	24	24	24
2		24	24	24	24
3			24	24	24
4				24	24
5					24
6					
7					
8					
9	12	12	12	12	12
10	12	12	12	12	12
11	12	12	12	12	12
12	12	12	12	12	12
Total Onsite Enrollment	96	120	144	168	192
Total 9-12 Online Enrollment	240	240	240	240	240
Overall Enrollment	336	360	384	408	432

Admissions

Enrollment

Richard McKenna Charter School is a public charter school open to any student regardless of race, color, national or ethnic origin, religion, gender, social or economic status and/or special needs.

Each year RMCS has a limited number of openings for new students. We hold an annual lottery where names are randomly drawn, then placed in order on a waiting list. RMCS's annual lottery is held on the third Thursday of February at 1:00 pm and is for students entering kindergarten through 8th grade. Applications for the lottery will be accepted from January 1st of each year until 24 hours prior to the lottery. Offers of enrollment for the next school year will be made following the lottery.

Lottery Process for Initial Admission for a New Charter School

All potential students wishing to enroll in Richard McKenna Charter School must complete a lottery application. Applications can be mailed to the address provided on the application or faxed to the school. Applications must be received by Richard McKenna Charter School on or before the Third Wednesday of February, by 12:00 pm. Applications received after the deadline will be added to the bottom of the final selection list for the appropriate grade.

If the capacity of the school is insufficient to enroll all prospective students, a lottery shall be utilized to determine which prospective students will be admitted to RMCS. Richard McKenna Charter School will comply with Idaho Code Section 33-502 (j) and follow the Admission Procedures outlined in IDAPA rules 08.02.04 sections 203.03 to 2.03.12.

Prospective students will be placed in priority groups as follows:

First Priority – The first priority group of Richard McKenna Charter School will include the children of full-time employees, children of the Founders provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of Richard McKenna Charter School

Second Priority – The second priority group is siblings of pupils already selected by the lottery

Third Priority – The third priority group is students who reside within Mountain Home and Mountain Home Air Force Base.

Fourth Priority – The fourth priority group includes students who reside outside of Mountain Home and Mountain Home Air Force Base.

Offers of enrollment may be made via e-mail, telephone or residential mail. Acceptance must be made within 48 hours of when the offer is made or of the date the offer was delivered, as verified by the U.S. postal Service. If no response is received within 48 hours, the child's name will be moved to the bottom of the waiting list.

Final Selection List

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

Richard McKenna Charter School
Tab 7: Admissions, Discipline, Student Policies

There shall be no carryover from year to year of the list maintained to fill vacancies. A new lottery shall be conducted each year to fill vacancies which become available.

Lottery Process for Subsequent Years

All potential students wishing to enroll in Richard McKenna Charter School must complete a lottery application. Applications can be mailed to the address provided on the application or faxed to the school. Applications must be received by Richard McKenna Charter School on or before the Third Wednesday of February, by 12:00 pm. Applications received after the deadline will be added to the bottom of the final selection list for the appropriate grade.

If the capacity of the school is insufficient to enroll all prospective students, a lottery shall be utilized to determine which prospective students will be admitted to RMCS. Richard McKenna Charter School will comply with Idaho Code Section 33-502 (j) and follow the Admission Procedures outlined in IDAPA rules 08.02.04 sections 203.03 to 2.03.12.

Prospective students will be placed in priority groups as follows:

First Priority—Students returning to the public charter school in the second or any subsequent year of its operation;

Second Priority – The second priority group of Richard McKenna Charter School will include the children of full-time employees, children of the Founders provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of Richard McKenna Charter School

Third Priority – The third priority group is siblings of pupils already enrolled in the charter school;

Fourth Priority – The fourth priority group is students who reside within Mountain Home and Mountain Home Air Force Base.

Fifth Priority – The fifth priority group includes students who reside outside of Mountain Home and Mountain Home Air Force Base.

Offers of enrollment may be made via e-mail, telephone or residential mail. Acceptance must be made within 48 hours of when the offer is made or of the date the offer was delivered, as verified by the U.S. postal Service. If no response is received within 48 hours, the child's name will be moved to the bottom of the waiting list.

Final Selection List

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

There shall be no carryover from year to year of the list maintained to fill vacancies. A new lottery shall be conducted each year to fill vacancies which become available.

Attendance Alternative

Students located within the attendance area of Richard McKenna Charter School will have the option to enroll in existing public schools presently doing the area. No student will be required to attend Richard McKenna Charter School.

Enrollment Opportunities

To make citizens aware of enrollment opportunities, RMCS will use mix of media which may include, the local newspaper, direct mail, radio, the internet, and other media outlets as outlined in Idaho code 33-5205(3).

Discipline

In accordance with Idaho, the Richard McKenna Charter School Board of Directors may deny enrollment or may expel or deny attendance to any pupil who is a habitual truant, or who is incorrigible, or whose conduct, in the judgment of the board, is such as to be continuously disruptive of school discipline or the instructional effectiveness of the school, or whose presence in a public school is detrimental to the health and safety of other pupils, or who has been expelled from another school district in this state or any other state. Any pupil having been denied enrollment or expelled may be enrolled or readmitted to the school by the Board of Directors upon such reasonable conditions as may be prescribed by the board, but such enrollment or readmission shall not prevent the board from again expelling such pupil for cause.

The board shall expel from school for a period of not less than one (1) year (twelve calendar months) or may deny enrollment to, a student who has been found to have carried a weapon or firearm on school property in Idaho or any other state, except that the board may modify the expulsion or denial of enrollment order on a case-by-case basis. An authorized representative of the board shall report such student and incident to the appropriate law enforcement agency.

Discipline of students with disabilities shall be in accordance with the requirement of federal law Part B of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act. Discipline of students with disabilities will consider whether the disability contributed to the student violation of school rules.

No pupil shall be expelled nor denied enrollment without the Board of Directors having first given written notice to the parent or guardian of the pupil, which notice shall state the grounds for the proposed expulsion or denial of enrollment and the time and place where such parent or guardian may appear to contest the action of the board to deny school enrollment. The notice shall also state the rights of the pupil to be represented by counsel, to produce witnesses and submit evidence on his own behalf, and to cross-examine any adult witnesses who may appear against him. Within a reasonable period of time following such notification, the Board of Directors shall grant the pupil and his parents or guardian a full and fair hearing on the proposed expulsion or denial of enrollment. However, the board shall allow a reasonable period of time between such notification and the holding of such hearing to allow the pupil and his parents or guardian time to prepare their response to the charge.

Any pupil who is within the age of compulsory attendance, and who is expelled or denied enrollment as herein provided, shall come under the purview of the Juvenile Corrections Act, and an authorized representative of the board shall, within five (5) days, give written notice of the pupil's expulsion to the prosecuting attorney of the county of the pupil's residence.

Once the expulsion period is complete, students may apply for readmission into the school.

The Principal of any school may temporarily suspend any pupil for disciplinary reasons or for other conduct disruptive of good order or of the instructional effectiveness of school. A temporary suspension by the Principal shall not exceed five (5) school days in length, and the

Richard McKenna Charter School
Tab 7: Admissions, Discipline, Student Policies

Principal may extend the temporary suspension an additional ten (10) school days. Provided, that the Board of Directors finds that immediate return to school attendance by the temporarily suspended student would be detrimental to other pupils' health, welfare, or safety, the Board may extend the temporary suspension for an additional five (5) school days. Prior to suspending any student, the Principal shall grant an informal hearing on the reasons for the suspension and the opportunity to challenge those reasons. Any pupil who has been suspended may be readmitted to the school by the Principal, upon such reasonable conditions as the Principal may prescribe. The Board of Directors shall be notified of any temporary suspensions, the reasons therefore, and the response, if any, thereto.

The Board of Directors shall establish the procedure to be followed by Richard McKenna Charter School administration for the purpose of affecting a temporary suspension. This procedure must conform to the minimal requirement of due process.

Student Handbooks

Student policies are found in the student handbooks, one handbook for each of the programs-- K-8, 9-12 on-site and 9-12 Online.

The handbooks are available in print at the main office or Online on our school's website.

(See Student Handbooks in Appendix C.)

Tab 8: Business Plan, Transportation, School Lunch

Funding Sources

Basic funding for the school would be provided as stipulated in Idaho Code ~~33-5208~~. No tuition will be charged for Idaho residents, except for overage classes.

Transportation

RMCS will provide student transportation services for all of its elementary students beginning with the first year of school by contracting with the local school bus company. The estimated cost of transportation during the first year is approximately \$270/day.

School Lunch

RMCS does not plan to provide a lunch program.

Richard McKenna Charter School
 Tab 8: Business Plan, Transportation, School Lunch

Three Year Budget

Richard McKenna Charter School									
Annual Budget Template									
	Year 1			Year 2			Year 3		
	Number	Rate	Amount	Number	Rate	Amount	Number	Rate	Amount
Number of Students	336			360			384		
Revenues:									
State Apportionment		\$4,400	\$1,478,400		\$4,400	\$1,584,000		\$4,400	\$1,689,600
State Transportation		85%	57,120		85%	122,400		85%	195,840
Nutrition Program	\$ 0		0	\$ 0		0	\$ 0		0
Federal Grants									
Contributions/Donations									
Total Revenues			\$1,535,520			\$1,706,400			\$1,885,440
Expenses:									
<u>Salaries:</u>					3.0%			3.0%	
Teachers	\$37,500	12	\$450,000	\$38,630	13	\$502,190	\$39,790	14	\$557,060
Special Ed	\$42,000	1	42,000	\$43,260	1	43,260	\$44,560	1	44,560
Instructional Aids	\$30,000	2	60,000	\$30,900	2	61,800	\$31,830	3	95,490
Classified/Office Staff	\$25,000	5	125,000	\$25,750	5	128,750	\$26,520	5	132,600
Administration	\$45,000	1	45,000	\$46,350	1	46,350	\$47,740	1	47,740
Nutritional Program	\$42,000	0	0	\$43,260	0	0	\$44,560	0	0
Librarian	\$45,000	0	0	\$46,350	0	0	\$47,740	0	0
Maintenance/Other	\$28,000	1	28,000	\$28,840	1	28,840	\$29,710	1	29,710
Total Salaries			\$750,000			\$811,190			\$907,160
<u>Benefits:</u>									
Retirement/PERSI	15.0%		\$112,500	15.0%		\$121,680	15.0%		\$136,070
Health/Life Insurance	6.0%		45,000	8.0%		64,900	8.0%		72,570
Payroll Taxes	8.0%		60,000	8.0%		64,900	8.0%		72,570
Workers Compensation	6.0%		45,000	6.0%		48,670	6.0%		54,430
Total Benefits			\$262,500			\$300,150			\$335,640
<u>Operating Expenses:</u>									
Textbooks	\$25.00		\$8,400	\$26.50		\$9,540	\$28.00		\$10,750
Supplies			\$14,000			\$14,000			\$14,000
Equipment			\$5,000			\$5,000			\$5,000
Contract Services			\$37,000			\$37,000			\$37,000
Legal			\$1,500			\$1,500			\$1,500
Accounting			\$5,500			\$5,500			\$5,500
Advertising/Marketing			\$4,300			\$4,300			\$4,300
Gas/Electric			\$7,200			\$7,200			\$7,200

Richard McKenna Charter School
Tab 8: Business Plan, Transportation, School Lunch

	Telephone		\$2,500		\$2,500		\$2,500
	Liability & Property Insurance		\$8,000		\$8,000		\$8,000
	Testing & Assessment		\$1,500		\$1,500		\$1,500
	Staff Development		\$5,000		\$5,000		\$5,000
	Consulting		\$15,000		\$15,000		\$15,000
	Travel		\$6,000		\$6,000		\$6,000
	Postage		\$1,000		\$1,000		\$1,000
	Rents and Leases		\$0		\$0		\$0
	Debt Retirement		\$0		\$0		\$0
	Grounds & Maintenance		\$8,400		\$8,400		\$8,400
	Miscellaneous		\$1,000		\$1,000		\$1,000
	Total Operating Expenses		\$131,300		\$132,440		\$133,650
	Program Expenses:						
	Transportation	\$ 200	\$67,200	\$ 400	\$144,000	\$ 600	\$230,400
	Nutrition Program	\$ 0	0	\$ 0	0	\$ 0	0
	Total Benefits		\$67,200		\$144,000		\$230,400
	Total Expenses		\$1,211,000		\$1,387,700		\$1,606,800
	Net Operating Income/(Loss)		\$324,520		\$318,620		\$278,590
	Beginning Fund Balance		150,000		474,520		793,140
	Ending Fund Balance		474,520		793,140		1,071,730

Tab 9: Virtual Schools and Online Programs

Online learning makes a Richard McKenna Charter High School education available well beyond the Mountain Home campus. Specially designed to mirror the campus learning experience, RMCHS's Online courses are designed and taught by Idaho certified teachers, include peer-to-peer interaction, and foster rich learning opportunities. Online courses follow the same calendar as campus classes and provide the same academic rigor of the classroom, but with greater convenience and flexibility.

Richard McKenna Charter School has been operating an Online program for regular and alternative ed students since 2002. We created our own Learning Management System named Acquire Learning Management System and our Online courses. All of our teachers are highly qualified, and Idaho certified.

Our teachers are available during posted office hours via phone, email, or video conferencing. Teachers are required to grade all assignments within 48 hours. Out attendance is based upon course work completed which is tracked by our LMS. Each course requires 90 hours of completed work which includes student to student interaction via blogs and discussion boards. Credit is granted when a student completes all of the daily assignments with a grade of D or better and completes the final project with a D or better.

Each Online course has been mapped to the State Common Core standards.

Students receive technical support from teachers, a help desk, office staff, and contracted technical services.

All of our Online students use their own computers and internet access. RMCS provides equipment such as webcams and microphone headsets as needed.

Online teachers attend an annual inservice Onsite for professional development/training. They also have access to Online tutorials which provide self-paced learning opportunities that qualify for district inservice credit hours.

Special Ed services are provided by our Special Ed director who provides one-on-one help and direct instruction using video conferencing and screen sharing. The Special Ed director also meets face-to-face with parents and students. Testing is contracted out to locally qualified psychologists.

Tab 10: Business Arrangements, Community Involvement, School Closure

Business Arrangements

Contracted Services

Richard McKenna Charter school will contract services as needed such as technical support, auditing, architectural services, networking, testing, proctoring, and financial accounting.

Lease/Purchase Documentation

Richard McKenna Charter School will provide complete documentation for any lease or purchase of facilities.

School Closure

In case of termination, RMCS will follow the procedures found in Idaho code 33-5212.

The President of the Board of Directors will be responsible for the dissolution of Richard McKenna Charter School and will cooperate with the Public Charter School Commission. The board will follow all state and federal laws regarding the dissolution of a nonprofit corporation and arrange for the liquidation of assets dispersing of funds to the creditors. The board will also follow the Public Charter School Commission's school closure protocol.

When the board determines that the school will be terminated, the board will appoint a designee or designees to execute the termination. The designee may or may not be a Board member or the Administrator. The designee will work under the direction of the Chairperson and will coordinate the dissolution of the school. The designee will arrange for a final independent fiscal audit, and for the sale of assets and will use the proceeds to pay creditors.

Any items bought with federal funds will be delivered to the Public Charter School Commission and will not be used to pay creditors. The remaining assets will be distributed to creditors pursuant to Idaho Code 33-5212.

Student/Employee Records

Within the month after the determination to dissolve the school, the designee will contact the parents of past and present students of how to obtain school records and/or to which school the records should be sent. The designee will send written notification to parents of students at their last known address and will email the parents at their last known email. The notification will explain how to request a transfer of student records to a specific school, where to obtain records before dissolution, and where the records will be stored after dissolution. The designee will send the records to the school that parents have requested.

The designee will send personnel records to all former employees of the school within one month after the final school year.