

# CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this 12<sup>th</sup> day of December, 2019, by and between the Idaho Public Charter School Commission (the “Authorizer”), and Hayden Canyon Charter School, Inc. (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq*, as amended (the “Charter Schools Law.”)

## RECITALS

WHEREAS, on November 14, 2017, Lakeland Joint School District #272 approved a charter petition for the establishment of the School; and

WHEREAS, the School will begin operations in the year 2020; and

WHEREAS, on December 12, 2019, Lakeland Joint School District #272 and the School agreed to a transfer of the School’s performance certificate and charter to the Authorizer.

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

## SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

- A. **Establishment of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the establishment of the School on the terms and conditions set forth in this Charter School Performance Certificate (the “Certificate”). The approved Charter is attached to this Certificate as Appendix D.
- B. **Pre-Opening Requirements.** Pursuant to Idaho Code Section 33-5206(6), the Authorizer may establish reasonable pre-opening requirements or conditions (“Pre-Opening Requirements”) to monitor the start-up progress of a newly approved public charter school to ensure that the school is prepared to open smoothly on the date agreed. The School shall not commence instruction until all pre-opening requirements have been completed to the satisfaction of the Authorizer. Pre-opening requirements are attached as Appendix C. If all pre-opening conditions have been completed to the satisfaction of the Authorizer, the School shall commence operations/instruction with the first day of school in Fall 2020. In the event that all pre-opening conditions have not been completed to the satisfaction of the Authorizer, the School may not commence instruction on the scheduled first day of school. In such event, the Authorizer may exercise its authority on or before July 20 to prohibit the School from commencing operation/instruction until the start of the succeeding semester or school

year.

- C. Term of Agreement.** This Certificate is effective as of December 12, 2019, and shall continue through June 30, 2025, unless earlier terminated as provided herein. In addition to the five-year term of operations, the performance certificate term includes a pre-opening period. The school will be open to students starting the 2020 school year.

## SECTION 2: SCHOOL GOVERNANCE

- A. Governing Board.** The School shall be governed by a board (the “Charter Board”) in a manner that is consistent with the terms of this Certificate so long as such provisions are in accordance with state, federal, and local law. The Charter Board shall have final authority and responsibility for the academic, financial, and organizational performance of the School. The Charter Board shall also have authority for and be responsible for policy and operational decisions of the School, although nothing herein shall prevent the Charter Board from delegating decision-making authority for policy and operational decisions to officers, employees and agents of the School, as well as third party management providers.
- B. Articles of Incorporation and Bylaws.** The articles of incorporation and bylaws of the entity holding the charter shall provide for governance of the operation of the School as a nonprofit corporation and public charter school and shall at all times be consistent with all applicable law and this Certificate. The School shall notify the Authorizer of any modification to the Articles or Bylaws within five (5) business days of approval by the Charter Board.
- C. Charter Board Composition.** The composition of the Charter Board shall at all times be determined by and consistent with the Articles and Bylaws and all applicable law and policy. The Charter Board shall notify the Authorizer of any changes to its composition and provide an amended School Leadership Roster within five (5) business days of their taking effect.

## SECTION 3: EDUCATIONAL PROGRAM

- A. School Mission.** The mission of the School is as follows: Achieving breakthroughs in academic excellence and character development by inspiring passion for inquiry and lifelong learning – utilizing hands-on discovery, real world application, collaboration and community; preparing each student for engagement in productive, thoughtful citizenship.
- B. Grades Served.** The School may serve students in grades K-8.
- C. Design Elements.** The School shall implement and maintain the following essential design

elements of its educational program:

- The school will implement an instructional model inspired by Expeditionary Learning Design Principles.
- The school's primary instructional approach will facilitate educational environments that focus on student centered learning experiences.
- The school will support student achievement in the Three Domains of Achievement: Scholarly Habit and Character Development; High Quality Work; Mastery of Conceptual Understanding and Skills

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

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

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

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

**B. Charter School Performance Framework.** The Charter School Performance Framework ("Performance Framework") is attached and incorporated into this agreement as Appendix B. The Performance Framework shall be used to evaluate the School's academic, financial and operational performance, and shall supersede and replace any and all assessment measures, educational goals and objectives, financial operations metrics, and operational performance metrics set forth in the Charter and not explicitly incorporated into the Performance Framework. The specific terms, form and requirements of the Performance Framework, including any required indicators, measures, metrics, and targets, are determined by the Authorizer and will be binding on the School.

**C. Identified Comparison Group.** For purposes of evaluating the School against the metrics and measures established in the Performance Framework, the School's comparison group shall be identified as described below and shall be established for the length of the Certificate term:

a. The School's comparison group shall include all schools in the Lakeland Joint School District (272) and Coeur d'Alene School District (271), excluding alternative schools.

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

- E. School Performance.** The School shall achieve an accountability designation of *Good Standing* or *Honor* on each of the three sections of the Performance Framework. In the event the School is a party to a third party management contract which includes a deficit protection clause, the School shall be exempt from some or all measures within the financial portion of the Performance Framework. In accordance with Charter School Law, the Authorizer shall renew any charter in which the public charter school met all of the terms of its performance certificate at the time of renewal.
- F. Performance Framework As Basis For Renewal of Charter.** The School's performance in relation to the indicators, measures, metrics and targets set forth in the Academic and Mission-Specific, Operational and Financial sections of the Performance Framework shall provide the basis upon which the Authorizer will decide whether to renew the School's Charter at the end of the Certificate term. As part of the Performance Framework, the Authorizer agrees to consider mission-specific, rigorous, valid, and reliable indicators of the School's performance. These negotiated indicators will be included in the Mission-Specific portion of the Academic and Mission Specific section of the Performance Framework.
- G. Authorizer's Right to Review.** The School will be subject to review of its academics, operations and finances by the Authorizer, including related policies, documents and records, when the Authorizer deems such review necessary. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.
- H. Site Visits.** In addition to the above procedures, the Charter School shall grant reasonable access to, and cooperate with, the Authorizer, its officers, employees and other agents, including allowing site visits by the Authorizer, its officers, employees, or other agents, for the purpose of allowing the Authorizer to fully evaluate the operations and performance of the School. The Authorizer may conduct a site visit at any time if the Authorizer has reasonable concern regarding the operations and performance of the School. The Authorizer will provide the School reasonable notice prior to its annual site visit to the School. The School shall have an opportunity to provide a written response to the site visit report no later than fourteen (14) days prior to the meeting at which the report is to be considered by the Authorizer. If no written response is provided, the School shall have the opportunity to respond orally to the site visit report at the meeting.
- I. Required Reports.** The School shall prepare and submit reports regarding its governance, operations, and/or finances according to the established policies of and upon the request of the Authorizer. However, to the extent possible, the Authorizer shall not request reports from the School that are otherwise available through student information systems or other data sources reasonably available to the Authorizer.

## **SECTION 5: SCHOOL OPERATIONS**

- A. In General.** The School and the Charter Board shall operate at all times in accordance with all federal and state laws, local ordinances, regulations and Authorizer policies applicable to charter schools.
- B. Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be 668 at capacity with annual capacities as noted below. Classroom sizes and grade configuration shall be at the discretion of the board.

	2021-22	2022-23	Total
Total Enrollment Not to Exceed:	416	529	668

- C. Enrollment Policy.** The School shall make student recruitment, admissions, enrollment and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or proficiency in the English language. If there are more applications to enroll in the charter school than there are spaces available, the charter school shall select students to attend using a random selection process that shall be publicly noticed and open to the public.
- D. School Facilities.** 13782 N. Government Way, Hayden, ID, 83835. The School shall provide reasonable notification to the Authorizer of any change in the location of its facilities.
- E. Attendance Area.** The School's primary attendance area is as follows: Lakeland Joint School District #272 and Coeur d'Alene School District #271.
- F. Staff.** Instructional staff shall be certified teachers as provided by rule of the state board of education. All full-time staff members of the School will be covered by the public employee retirement system, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.
- G. Alignment with All Applicable Law.** The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are amended, the School shall be bound by any such amendment upon the effective date of said amendment.

## **SECTION 6: SCHOOL FINANCE**

- A. General.** The School shall comply with all applicable financial and budget statutes, rules, regulations, and financial reporting requirements, as well as the requirements contained in the School Performance Framework incorporated into this contract as Appendix B.

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

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

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

**C. Revocation.** The School's Charter may be revoked by the Authorizer if the School has failed to meet any of the specific, written renewal conditions attached, if applicable, as Appendix A for necessary improvements established pursuant to Idaho Code§ 33-5209B(1) by the dates specified. Revocation may not occur until the public charter school has been afforded a public hearing, unless the Authorizer determines that continued operation of the public charter school presents an imminent public safety issue. If the School's Charter is revoked, the School shall work with the Authorizer ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix E.

**D. Dissolution.** Upon termination of the Charter for any reason by the Charter Board, or upon nonrenewal or revocation, the Charter Board will supervise and have authority to conduct the winding up of the business and other affairs of the School; provided, however, that in doing so the Authorizer will not be responsible for and will not assume any liability incurred by the School. The Charter Board and School personnel shall cooperate fully with the winding up of the affairs of the School.

**E. Disposition of School's Assets upon Termination or Dissolution.** Upon termination of the Charter for any reason, any assets owned by the School shall be distributed in accordance with Charter Schools Law.

## **SECTION 8: MISCELLANEOUS**

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

IN WITNESS WHEREOF, the Authorizer and the School have executed this Performance Certificate to be effective December 12, 2019.

Alan Reed

**Chairman, Idaho Public Charter School Commission**

David Leth

**Chairman, Hayden Canyon Charter School, inc**

## Amendment

WITNESS WHEREOF, the Authorizer and Hayden Canyon Charter School have executed this amendment to the Performance Certificate, effective 1/11/2021:

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

**Identified Comparison Group.** For purposes of evaluating the School against the metrics and measures established in the Performance Framework, the School's comparison group shall be identified as described below and shall be established for the length of the Certificate term:

- a. The School's comparison group shall include all schools in Lakeland Joint School District (272) and Coeur d'Alene School District (271), excluding alternative schools
3. To update the language in section 5B of this Performance Certificate:  
“at capacity with annual capacities as noted below. Classroom sizes and configuration shall be at the discretion of the board.”

	2021-22	2022-23	Total
Total Enrollment Not to Exceed:	416	529	668

*Alan Reed*

Alan Reed (Jan 25, 2021 14:44 MST)

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Chairman, Idaho Public Charter School Commission

*Amy Thompson*

Amy Thompson (Jan 30, 2021 12:14 PST)

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Chairman, Hayden Canyon Charter School Board

# Hayden Canyon Amendment

Final Audit Report

2021-01-30

Created: 2021-01-25  
By: Dianne Hobbs (dianne.hobbs@osbe.idaho.gov)  
Status: Signed  
Transaction ID: CBJCHBCAABAAgVV66n\_tPaJ3WCY1pUeypswlfchUCP4I

## "Hayden Canyon Amendment" History

-  Document created by Dianne Hobbs (dianne.hobbs@osbe.idaho.gov)  
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**Appendix A: Conditions of Authorization/Renewal**

**Appendix B: Performance Framework**

**Appendix C: Pre-Opening Requirements**

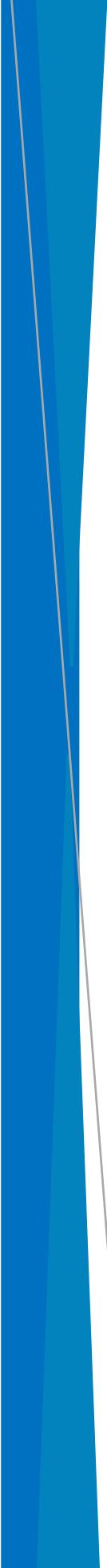
**Appendix D: Charter**

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

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

No conditions of authorization or renewal are applicable.

## **Appendix B: Performance Framework**



IDAHO PUBLIC CHARTER SCHOOL COMMISSION

# PERFORMANCE FRAMEWORK



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

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

Alan Reed, Chairman  
Jenn Thompson, Director

## ACADEMIC MEASURES

### All School Measures

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

### Identified Comparison Group Options:

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

## 1. MATH PROFICIENCY

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

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

## 2. ELA PROFICIENCY

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

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

### 3. MATH GROWTH

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

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

#### 4. ELA GROWTH

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

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

## 5. LITERACY PROFICIENCY

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

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

## 6. COLLEGE AND CAREER READINESS

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

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

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

## OPERATIONAL MEASURES

### BOARD STEWARDSHIP

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

### OPERATIONAL MANAGEMENT

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

## BOARD GOVERNANCE

### 1. Governance Structure Rubric

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

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

### 2. Governance Oversight Rubric

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

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

### 3.

## Governance Compliance Rubric

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

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

## OPERATIONAL MANAGEMENT

### 4. Student Services Rubric

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

Student Services Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years.
Meets Standard	<b>The school's English Language Learner program is in good standing.</b> <b>The school's Special Education program is in good standing.</b> <b>The school's college and career readiness program is in good standing.</b>
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

## 5. Data Security and Information Transparency Rubric

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

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

## 6. Facility and Services Rubric

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

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

## 7. Operational Compliance Rubric

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

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

## FINANCIAL MEASURES

### NEAR TERM HEALTH

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

### SUSTAINABLE HEALTH

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

## NEAR-TERM HEALTH

### 1. Current Ratio

**Calculation:** Current Assets divided by Current Liabilities

**Data Source:** Annual Fiscal Audit Report

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

### 2. Unrestricted Days Cash

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

**Data Source:** Annual Fiscal Audit Report

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

### 3. Default

**Calculation:** No calculation.

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

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

### 4. Enrollment Variance

**Calculation:** Mid-Term ADA divided by Enrollment Projections (as submitted to the PCSC in July).

**Data Source:** Mid-Term ADA report

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

## SUSTAINABLE HEALTH

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

#### Calculation:

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

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

Data Source: Annual Fiscal Audit Report

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

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

#### Calculation (example years are included as reference):

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

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

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

Data Source: Annual Fiscal Audit Report

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

## 7. Debt Service Coverage Ratio

### Calculation:

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

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

Data Source: Annual Fiscal Audit Report

### Debt Service Coverage Ratio Rubric

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

## 8. Debt to Asset Ratio

Calculation: Total Liabilities divided by Total Assets

Data Source: Annual Fiscal Audit Report

### Debt to Asset Ratio

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

## 9. Financial Compliance Rubric

**Calculation:** Total Liabilities divided by Total Assets

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

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

## **Appendix C: Pre – Opening Requirements**

## New School Pre-Opening Requirements

The following items must be collected by the PCSC for your school's files.

ITEM	COLLECTION BY PCSC
Performance Certificate Executed	
Bylaws Executed	
Articles of Incorporation	
Conflict of Interest and/or Code of Ethics Statement	
Facility Lease or Mortgage Executed	
Annual Board Approved Budget	
501c3 Approval Letter	
Org Chart	
Board Member and School Leader Contact Information (PCSC Dashboard)	
Emergency Incident Team Communication Plan	

The school has successfully completed all of the tasks as outlined in the accompanying task lists.

ITEM	PCSC Verification
Enrollment is Sufficient for Operation	
Meeting 1 Tasks (see "Pre-Opening Checklist", "Meeting 1 - October" tab)	
Meeting 2 Tasks (see "Pre-Opening Checklist", "Meeting 2 - December" tab)	
Meeting 3 Tasks (see "Pre-Opening Checklist", "Meeting 3 - February" tab)	
Meeting 4 Tasks (see "Pre-Opening Checklist", "Meeting 4 - April" tab)	
Meeting 5 Tasks (see "Pre-Opening Checklist", "Meeting 5 - June" tab)	
Final Tasks and Facilities Visit (See "Pre-Opening Checklist", "Final Facilities Visit - August" tab)	

Certificate is hereby given that all facts and representations on this assurance document are true and correct.

---

Printed Name and Title of Authorized Charter School Representative

---

Signature

Date

---

Printed Name of PCSC Representative

---

Signature

Date

## **Appendix D: Charter**



# HAYDEN CANYON CHARTER

Grade Levels: K-8

Year Opening: 2020

School Location: City of Hayden, Lakeland School District 272

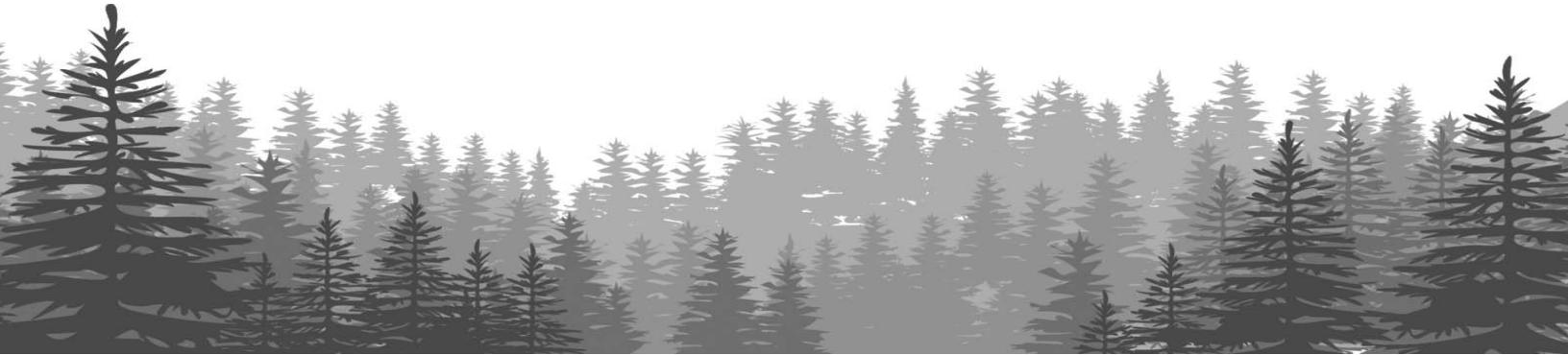
Additional Impacted School District: Coeur d'Alene School District 271

Submission Date: September 1, 2019

Contact Person: Joshua Dahlstrom, Board President  
2467 W Palais Dr Coeur d'Alene, ID 83815, 208.770.0242  
[jdahlstrom@haydencanyoncharter.org](mailto:jdahlstrom@haydencanyoncharter.org)

#### Non-Discrimination Statement:

Hayden Canyon Charter does not discriminate on the basis of race, religion, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. Any variance should be brought to the attention of the administration through personal contact, letter, phone, or email.



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## Executive Summary

**Mission Statement:** *Hayden Canyon Charter is dedicated to achieving breakthroughs in academic excellence and character development by inspiring passion for inquiry and life-long learning utilizing hands-on discovery, real world application, collaboration, and community; preparing each student for engagement in productive, thoughtful citizenship.*

HCC embraces a holistic approach to learning, harnessing creative catalysts within the arts and humanities, while also capturing discovery in the sciences, igniting the spark that fuels student engagement and investment in lifelong learning. Additionally, HCC will engage students in authentic research and applied learning in a manner congruent with the work being done at professional levels in all disciplines. Inspired, equipped, and empowered, students build a cadre of skills for success, characteristics for achievement and fulfillment in life and work, and an ethic of excellence in the quality of work they create.

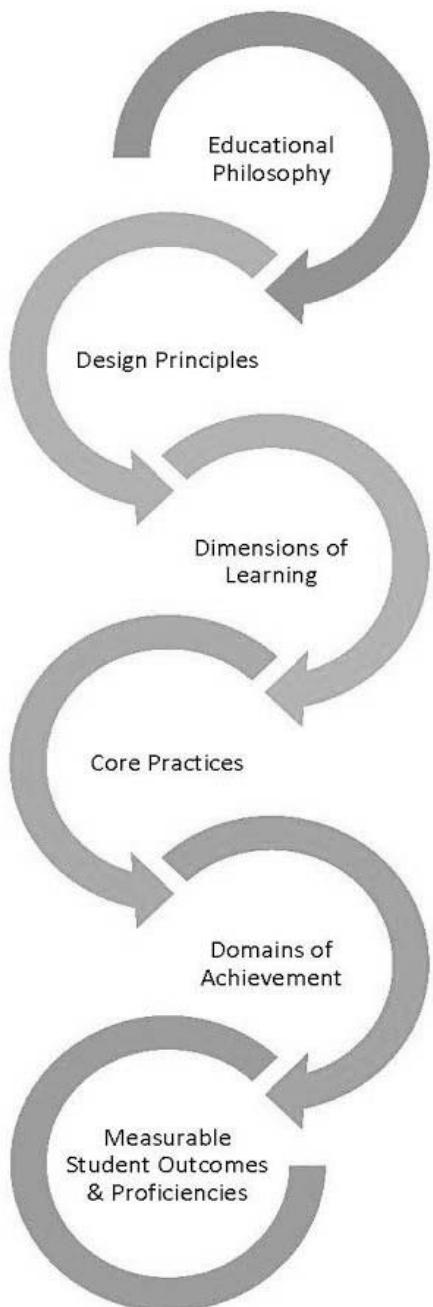
EL Education principles form the basis for HCC's learning model centered around Design Principles reflecting Core Beliefs regarding how children learn best. These beliefs frame the Core Practices which in turn support the learning within each of three Domains of Achievement: Mastery of Core Conceptual Understanding and Skills, Scholarly Habits and Character, and High-Quality Work. Student achievement will be measured primarily through mastery-based rubrics, among a cadre of assessment tools. Based on the documented success of the expeditionary model, Hayden Canyon Charter expects student outcomes to reflect measurable growth and attainment of proficiency and mastery in standards-based targets within these Domains of Achievement.

The community response to the availability of such a model has been exceptional, with over 400 applicants and 276 lotteryed and enrolled students for fall of 2019. HCC has a growing waitlist of 114 students. This indicates a strong desire for more choice in the Northern Idaho region. Over 80% of interested parents cite the project based, hands-on learning model tied to real-world applications as the most important reason for enrolling their student. Also strongly cited was the emphasis on individually tailored learning designed to elevate equity by equipping all students with the necessary skills and abilities for success in life, work, and civic responsibility.

Organized with a Board of Directors ensuring the overall alignment of decisions with the school's core values and mission, as well as fiscal responsibility, Hayden Canyon Charter has hired an Education Director whom will model the Core Practices and values HCC is built upon, and facilitate them within the school. As part of the leadership team, HCC plans to hire a Business Manager/Director, a Curriculum & Instruction Coordinator, and a Special Education Coordinator. Certified staff will include mentor leaders, adept in expeditionary learning methodologies. (**Appendix D**)

The school will run on a four-day academic schedule, emphasizing block scheduling for project work and exploratory foci, as well as providing staff with six hours of professional learning and collaboration time on Fridays. Classes will be structured with mixed-age grouping of two grade levels, encouraging collaborative learning and community building within the school. Focused student mentorship will be facilitated by staff during "crew" time to ensure healthy school climate, mediation, problem solving, and preparation for student-led conferences.

# Educational Program



## Educational Philosophy

The 21st century is a period of unprecedented and rapid change; schools are not only supporting today's students in preparation for first jobs, but also for careers that do not yet exist, and for societal challenges we do not yet know.

Traditionally, we have built our education models around literacy and numeracy sufficient to prepare a workforce in an industrial age. However, we are now living in an age where the past expectation of citizen engagement in society no longer applies, as technology opens up engagement and productivity in a global society. Change occurs at the speed of imagination and the gap is widening in our nation between those who drive innovation, those who work to actualize it, and those whose work is more connected with supporting the daily activity of society and less connected with the driving forces of change.

The difference in this modern workforce is that all productive citizens are increasingly required to utilize habits of mind such as higher-order thinking and problem solving. These higher-order thinking requirements are underpinned by foundational understandings in the areas of effective communication, mathematics, the sciences, and social studies. In addition, creative and innovative thinking, developed through experiences in areas such as artistic and engineering process, drives culture,

technological advancement, and solution making. Combined, these deep conceptual understandings and skills can be used to address world challenges from the simplest to the most pressing. The character to see the work through--grit, tenacity and perseverance--are tied with these essential components of knowledge and skills.

Hayden Canyon Charter will strive to build the foundational components of an educated person into each of our students: a) one whose commitment to lifelong learning produces a capacity for adaptive expertise and holistic problem solving, b) one who is grounded in foundational understandings and skills, c) one who is highly developed in both habits of mind and character, and d) one who is driven by an ethic of excellence for producing work of the highest caliber. Adaptive expertise is the ability to continue developing within oneself the depth of knowledge and skills to keep up with changing technologies, methodologies and expectations in life and career, thereby remaining vital and productive (Bransford, et al, 2005). Holistic problem solving assesses all sides of a challenge and seeks balance in outcomes among stakeholders, such as the balance between social justice, ecological wisdom and economic feasibility when evaluating solutions to environmental challenges. These, among many more competencies, conceptual understandings, and skills, contribute to academic excellence and achievement..

Scholarly habits of mind and character involve the commitment to lifelong learning, commitment to excellence in high-quality work, responsibility, perseverance, ethical practices, empathy, and compassion. They also include higher order thinking, drawing evidence-based conclusions, productive collaboration, leadership, service, and stewardship. These elements of character, along with academic deeper learning, lead to the ability to produce high quality work. Furthermore, developing this ethic of excellence leads to productive and fulfilling citizenship. Cultivating these traits in our students is the most responsible action educators can take, equipping them to pursue the highest levels of success in life and work, to establish better equity among all citizens, and to further the productivity of our communities and nation.

This **Educational Philosophy** of Hayden Canyon Charter is reflected in the following beliefs:

- **All students can learn at high-levels**—Equity begins with meeting every student where they are and building within them the tools they need to succeed in each area of their learning.
- **Learning is active**—Hands-on, active, exploratory learning environments foster engagement and collaboration. Students are scientists, urban planners, historians, and activists, investigating real community problems and collaborating with peers to develop creative, actionable solutions.
- **Learning is challenging**—Students at all levels are pushed and supported to do more than they think they can, achieving proficiency and mastery in all areas of achievement. Excellence is expected in the quality of their work and thinking.
- **Learning is meaningful**—Students apply their skills and knowledge to real-world issues and problems and make positive change in their communities. They see the relevance of their learning and are motivated by understanding that learning has purpose.
- **Learning is collaborative**—School leaders, teachers, students, and families share rigorous expectations for quality work, achievement, and behavior. Trust, respect, responsibility, and positive attitudes toward learning permeate the culture. Learning

the value of others' perspectives, ideas, and ways of problem solving promotes working together toward understanding, solution-making, and creating impactful, resonant culminating work

- **Learning is public**—Through formal structures of presentation, exhibition, critique and data analysis, students and teachers build a shared vision of pathways to achievement (EL Education: Core Practices, retrieved January, 2016).

## Key Educational Design Elements, Instructional Model, and Curricula

The vision of HCC stems from the regional call for an education model that meets the needs of diverse students through a holistic and inclusive project-based learning approach. Hayden Canyon Charter's education model responds to this call and is unique among the educational opportunities and choices available for families in North Idaho. Building from HCC's **Educational Philosophy** and the **Design Principles** of EL Education schools, HCC has tailored these principles to fit the area and demographic the school serves.

The **Dimensions of Learning**, informed by these Design Principles, form the framework for implementing the EL Education model through **Core Practices**. These Core Practices are the foundation for school-wide facilitation of student-driven learning and assessment resulting in student success within the three **Domains of Achievement**:

- Mastery of Conceptual Understanding and Skills
- Scholarly Habits and Character
- High Quality Work

These Domains of Achievement are assessed using a multi-dimensional cadre of tools. The **Measurable Student Outcomes and Proficiencies** are standards-based and evaluated primarily through Mastery Based Learning rubrics. Students are held accountable to state testing protocols in every grade.

Students will be taught the foundational elements of these traits as they build the depth of understanding, character/scholarly habits, skills, and abilities of an educated person in accordance with their cognitive capacity. Student engagement in real-world issues and challenges, as a lens through which depth of understanding is constructed across all disciplines, naturally stretches students. Growth occurs when students apply depth of knowledge from math and English language into effective research, investigation, data collection, and communication of findings in science, social studies, literature, and in engineering solutions. Allowing students the freedom to explore and investigate, from math to science and the arts, creates a sense of ownership and empowerment, persevering through challenges on a mastery-based continuum.

Integrated curriculum exposes students to a wide variety of multi-disciplinary ideas related to the real-world challenges they investigate. This increases student capacity for holistic

problem solving as these ideas and concepts are discussed, debated, and considered throughout the process of discovery and constructing understanding. Integrating the arts using a variety of platforms and media increases student aptitude for creative and critical thinking, which in turn expands student innovative thinking and problem solving. Students are then assessed using mastery-based learning criteria and a variety of tools in the Student Growth and Learning Portfolio (Student GLP).

Not only is the learning model designed to meet the needs of students as individuals, but by embracing partnerships with the local Universities, community college, agencies, businesses, and corporations, bridging the gap between K-12 and these stakeholders, it also prepares students to meet the needs of the community. Capitalizing on these partnerships, as well as the unique pedagogies that promote equity through differentiation, collaboration, exploratory, and mastery-based learning, Hayden Canyon Charter's educational program is designed to foster well-rounded, motivated and involved citizens to meet the challenges of the future.

## Key Educational Design Elements

### Design Principles

The **Design Principles**, informed by EL Education, provide a foundation upon which HCC's Education Model is solidly built. They center around creating environments where engaged students become self-motivated learners, equipped to achieve proficiency or mastery in all academic targets. Students are also equipped with the characteristics and habits of mind that foster continued growth, innovative thinking, and holistic problem solving, with an ethic of excellence that prepares them for future success in life and work.

The success of Hayden Canyon Charter's mission will be directly correlated with students who exit the school with this profile, manifested in their measurable growth in all Domains of Achievement. These core values are reflected in HCC's **Design Principles**:

1. Student driven learning and construction of understanding
2. Learning environments that result in impactful ideas
3. Responsibility for learning as both a personal process of discovery and a collaborative activity
4. Opportunities to learn from challenges and persevere to successful outcomes
5. Collaboration and growth—students compete against their own personal best, not each other, growing through the collaborative process and feedback from others
6. Empathy and caring
7. Diversity and inclusion, as an overarching school focus--emphasized in heterogeneous and multi-age classroom groupings
8. A direct and respectful relationship with the natural world

9. Higher order thinking and reflection—cultivating creative and critical thinking, taking time to explore one's own thoughts and consider ideas with other students and adults
10. Service and compassion to others

## Dimensions of Learning, Core Practices, & Domains of Achievement

Hayden Canyon Charter Design Principles are carried out through the five **Dimensions of Learning**:

- *Instruction*
- *Curriculum*
- *Assessment*
- *Culture and Character*
- *Leadership*

Each Dimension is outlined and supported in EL Education's open source Core Practices resources. These dimensions work in tandem to drive the learning process and actualize the Design Principles in daily practice within the Domains of Achievement. These **Domains of Achievement** focus on learning and assessment resulting in academic excellence using Mastery Based Learning practices and assessments. The Domains of Achievement provide a framework for cultivating learning and assessing the mastery of:

- *Core Conceptual Understanding and Skills,*
- *Scholarly Habits and Character, and*
- *Producing High Quality Work.*

EL Education has created open source resources outlining the **Core Practices** and protocols, detailing the implementation of the Dimensions of Learning, as well as practical supports for professional development addressing each of the dimensions. Within each Dimension of Learning, there are five to ten Core Practices that represent what the expeditionary learning approach to education ideally looks like in a school and in a classroom. The Core Practices have been proven to measurably increase student outcomes in the Domains of Student Achievement by fostering student inquiry, critical thinking, and craftsmanship.

Students engage in original research and create high-quality academic products to share with outside audiences. Learning Expeditions—deep, interdisciplinary investigations of rich academic topics—are the perfect vehicle to reach proficiency and mastery of all Learning Targets. Additionally, HCC emphasizes positive school culture and community building through multi-age classrooms, service learning, crew, and the value and impact of positive relationship building.

To facilitate this vision, HCC is dedicated to maximizing the best practices outlined by the Idaho State Department of Education Mastery Education office, EL Education, The Buck

Institute (project-based learning protocols), the Smithsonian Office of Science Education, Harvard Graduate School of Education—Project Zero (promoting excellence in education and EL schools' student exemplars), Tripod, YouCubed (mathematics), and SRI International (professional learning) among others, to actualize student achievement. Guided by ongoing research in early childhood learning, best practices, and the EL Education model, HCC learning environments are structured around the belief that:

## Dimensions of Learning: Instruction

HCC believes learning best occurs in a school culture of safety, kindness, and respect with a sense of responsibility for learning. We believe active instructional practices build academic skills and student motivation as well as ownership. We believe rigorous projects must be connected to real-world needs.

### Overarching Practices:

- Classrooms are respectful, nurturing environments where students feel safe to take risks and also accept that the ideas of others may be different from their own (Berger, 2003; EL Education, 2016; Grotzer, 1998; Alberta Learning, 2004; Hand, et al, 2009).
- The teacher's role in the learning process is as facilitator and guide (Bybee, 1989; Berger, 2003; Banchi & Bell, 2008; Berliner, 2001; Minstrell & vanZee, 2000; EL Education, 2016; Grotzer, 1998).
- Most daily classroom activities include limited but focused direct or guided instruction with a combination of integrated project-based student work, hands-on investigative inquiry, and group discussion with self-directed research (National Research Council, 2004; NRC, 2012; EL Education, 2016; National Science Foundation, 2011; Penuel, et al, 2008; President's Council of Advisors on Science and Technology (PCAST), 2010).
- The teacher organizes the pacing and classroom environment to foster both individual and group work with emphasis on problem-solving, taking initiative for one's own learning, and collaboration with others, to meet or exceed standards-based targets and benchmarks (Bransford et al, 2005; Fullan, 2011; Banks et al, 2007; Berliner, 2001; Wiggins & McTighe, 2005; Shear, et al, 2011).
- Feedback, critique, revision, and presentations of final products elevate the quality and emphasize the significance of student work. Excellence is expected, and students are encouraged and supported to go beyond what they originally believed they were capable of achieving (Berger, 2003; EL Education, January 2016).

### Instructional Practices Specific to the Domains of Achievement

Based on the above framework, HCC's expeditionary educational programming is thereby grounded in the following instructional practices in each area of growth:

## Mastery of Core Conceptual Understanding and Skills

- Active learning through hands-on, inquiry-driven, investigations and expeditions, co-created by students and teachers, are the vehicle by which core understandings are applied in real-world context to authentic challenges and problems.
- Place-based expeditions are emphasized at every opportunity to increase student investment and ownership in the investigative, solution-seeking, research and design processes.
- Academic goals are clearly presented, discussed and “unpacked” with students to ensure focus, accountability, responsibility, and achievement.
- Integrated curriculum ensures all standards and targets are met at proficiency levels or higher, while students engage in applied math and ELA across the disciplines—science, engineering, social studies, and use of technology.
- Outdoor field work and exploration are valued as essential to the educative experience.
- Art, music, and creativity are integrated into daily work and expedition as much as any other core discipline to foster and heighten innovative and creative thinking, as well as provide opportunities for learning a variety of techniques and use of different media for creative expression.
- Tiered learning and assessment strategies foster success for students at every level, allowing for growth and enrichment.
- Lesson and work-period structure are framed within the 5E Model and guided by EL Education protocols to ensure learning is student-driven. The 5E Model guides learning through active Engagement, Exploration, Explanation led by students and guided by teachers, Evaluation and Enrichment/Elaboration.

## Scholarly Habits and Character

- Self-evaluation according to rubric-based guidance for character growth in areas such as integrity, tenacity, perseverance, honesty, empathy, courage, and leadership, provides opportunity for reflection and goal setting, while teacher mentorship and conferencing holds students accountable to their goals as well as grade-level expectations for growth.
- Purpose is underscored as students end the day with time in crew for discussion and reflection on the day’s goals and activities.
- Class meetings ensure that everyone’s voice is valued and issues are discussed with an aim to resolving them positively.
- Crew means we work together to encourage and support each member’s success, ensuring we all succeed.

## Quality Work

- Academic rigor is aligned with state standards, with many opportunities to exceed grade-level expectations as higher-order learning leads to higher-level student outcomes.

- Work periods are lively, active and productive. Students honor each other's participation and their own achievements. Through collaborative efforts, students are supported and encouraged to do more than they think they can, and improve upon their last best effort.
- Students habitually use clear success criteria to self-assess and evaluate their own work and progress toward target proficiency, as well as peer-assess others' work.
- Students are coached in the practice of providing feedback that is clear, positive and useful, and receiving feedback with an open, reflective mind and positive attitude.
- Student-led conferences increase student ownership in outcomes and in the quality of their work, amplifying their ability to communicate clearly by sharing what has been achieved; reflecting on what they would do differently; and establishing new goals for improvement in areas of challenge, as well as goals for exceeding expectations in areas of strength.
- Students are coached and mentored in the process of leading their own conferences in order to build these communication skills, to increase student reflection, as well as encourage commitment to future growth and achievement.

## Dimensions of Learning: Curriculum

HCC encompasses a holistic and integrated approach to learning in all disciplines. Curriculum is anchored in real world challenges, authentic problem-solving, and themes that will resonate with students because they are either place-based, or offer opportunities for lasting impact. While the curricular offerings at each educational level are rigorous and engaging, meeting the requirements of the State Board of Education in alignment with state and national standards, they are also designed to be enjoyable, exciting, and fun for students. Curriculum development will be an ongoing process led by the Education Director/Instructional Leader and teachers, with the approval of the Board of Directors. Much of the initial Professional Learning time, before the school year begins and during the Friday dedicated time will be devoted to increasing teacher capacity in the areas of curriculum development and implementation.

### English Language Arts

EL Education's ELA Curriculum will be used to fidelity in grades K-2. The same curriculum designed for grades 3-6 will be used either to fidelity within some units, or as a template from which teachers can select alternate reading material yet still follow the learning targets. This complete ELA curriculum comes pre-designed with expeditionary foci that are science and social studies standards driven. Tiered trade books, reference books, and literary works will be available for students to engage with collectively, as with a novel study or a group research investigation into a topic, or individually, for enjoyment and discovery.

## Mathematics

Much like the ELA curriculum, math curriculum will be evaluated based on its alignment with HCC's core values, mission and vision. For example, Singapore Math, and its companion curriculum, Dimensions Mathematics Grades K-5, as well as Open Up Resources math for grades 6-8, offer logical, standards-based sequencing of the learning targets, with an inquiry approach toward building understandings from the concrete to the abstract, using all dimensions of learning—affective, cognitive and psychomotor. Alternatively, Eureka Math provides exemplary standards-based material with online videos and interactive curriculum. To increase deeper conceptual understanding, math will be applied and dovetailed as a part of interdisciplinary learning.

## Science

Hayden Canyon Charter leaders and staff will evaluate a number of possible curricula and/or combinations of books, supplies and online materials to support standards-based expeditions at each grade level. However, EL Education's ELA curriculum includes life science units for grades K-5. Other examples of resources are theme specific trade books offered through NSTA, the Smithsonian's LASER resources, Kids Discover interactive books for iPad, and online use, Brain-Pop, National Geographic, and many others.

## Social Studies

Outside of the social studies units created by EL Education, staff and the leadership team will evaluate trade books, historical fiction, nonfiction, and primary sources that meet the need of each class' expeditionary foci for the year. The staff will determine the broad thematic arcs for each multi-grade level in a two-year rotating schedule. For example, year one in the 3rd/4th grade level may focus on pioneer life in the developing nation and the move West, while year two may focus on Idaho State History as tied to the prior learning.

## Arts

The arts in all forms are celebrated as a foundation of culture and a central aspect of learning and life at HCC. Artistic skills are understood as intelligences, and artistic achievement is valued as academic achievement. The arts build school culture and student character by emphasizing artistic thinking, authentic performance, craftsmanship, risk-taking, creativity, and a quest for beauty and meaning. The heritage of critique in the arts forms the basis for a whole-school culture of critique in all disciplines.

Arts are often used as a window into disciplinary content in other academic subjects (e.g., Ancient Greek architecture as an entry point to Ancient Greek civilization, protest songs as a case study when learning about the civil rights movement). The arts are also used as a window into diverse cultures and regions of the world.

## Fitness and Wellness

Experiences in the natural world, working in and appreciating nature, are a priority for students in EL schools. Physical challenges push students to pursue excellence and assume responsibility for their own learning. Teachers help students understand the connections between physical challenge and academic challenge. Crews emphasize the importance of wellness and are stewards of a climate of social and emotional safety for students. Crew meetings and school staff explicitly support the students in understanding and monitoring dangers to wellness posed by alcohol, drugs, and tobacco, as well as unhealthy relationships.

School staff will model healthy lifestyles and a healthy school culture. HCC will have priority use of the adjacent 18-acre park and playfields during school hours as well as during specified times before and after school as needed. There will be joint programs arranged between HCC and the adjacent proposed YMCA Community Center for use of the gymnasium, aquatic center, and other areas.

## Technology

Teachers at Hayden Canyon Charter will weave technology literacy throughout all subject areas and grade levels whenever it genuinely supports effective teaching, and learning. Technology integration supports the use of hardware and software to increase computational thinking and learning, communication skills, research and evidence-based thinking, numeracy, creativity and innovation, as well as all forms of higher order thinking.

Students will become proficient in the cadre of Information and Communication Technologies (ICT) tools, resources and skill sets needed for success in life and work in the 21st Century. These ICT resources include utilizing and collaborating within Microsoft Office suite, Google apps, Prezi, Padlet, Code.org and Scratch.MIT.edu, Arduino C++, Java Script, Python, Tinkercad and 3D printing, iPad education apps, Moviemaker, and Screencasting, among others. The ideas students will actualize through the use of technology in relation to their research, innovations, creation of products and project presentations will be as varied as our students themselves.

## Curricular Materials

Hayden Canyon Charter School will select and employ instructional materials according to their quality and applicability to 21st century learning for all subjects and in accordance with Idaho State Law, and their alignment with the vision, mission and education model at HCC. Instructional materials will be coordinated with learning expeditions and prioritized for accuracy and appropriateness of information. Instruction will be coordinated between developmental levels as appropriate. Literature based resources will be emphasized as students explore a wide array of resources including periodicals, primary source material, chapter books, articles, excerpts, interactive software databases, and the publications of other education organizations. HCC staff will locate and adapt instructional resources. Guest

speakers from organizations, businesses, universities, as well as parents and legal guardians, and other school community members will play important roles in the authentic learning component of the education program.

### Middle School

The 7th and 8th grade students will be mixed in one to two classes in the first few years, depending on enrollment numbers. After the phase two building expansion, the middle school classes can also expand. Tiered learning will ensure that all students are equitably supported and challenged according to their ability levels, within each expeditionary project. Given that students may qualify for high school level courses, HCC plans to offer accelerated math opportunities, such as Algebra 1 and/or Geometry, and humanities offerings to accommodate highly capable students in each of these areas. These courses will be offered during focused math/ELA blocks that either support expeditionary learning, or enrich student experiences for growth in higher order thinking. The daily schedule will be collaboratively planned out with the staff, and employ a structure that ensures flexibility during project times and times out in field work.

## Student Academic Achievement Standards Dimensions of Learning: Assessment

### Standards-based Measurable Student Outcomes & Proficiencies

#### Broad Education Program Goals

The overarching goal for the education program is to cultivate within students a holistic approach to learning and achievement that employs all the elements of academic excellence, scholarly habits and character, as well as an ethic of excellence in the work they produce to be effective, useful, productive, and engaged citizens in life and work. The goals for student learning and achievement then stem from how we define an educated person, and how that manifests in student achievement in the three domains at each grade level and by the end of each grade band. By the time each student exists Hayden Canyon Charter, they should express proficiency or mastery within each Domain of Achievement as articulated for their grade level or higher.

There is a flexibility and fluidity of student performance and growth in all areas of achievement based on where each student is starting from once they enter HCC, and the measurable growth they achieve within three years of working within this model and beyond. All students are expected to reach grade-level proficiency and/or mastery levels, however the timing of these achievements may be different based on each student's needs. Grade band expectations, the goals of student learning, are clearly articulated through standards-based learning targets, and teachers work to differentiate both instruction and

assessment to scaffold students toward mastery level in every learning target by the end of each grade level or grade band.

Every element within the different Domains of Achievement is broken down into success criteria on a continuum from Beginning and Emerging, to Proficient and Mastery level expectations for each grade level/grade band. Students move through the benchmarks with the scaffolding they need to reach Mastery levels, which is the goal for every student. Students with special needs are given more time and support to meet Proficiency and Mastery levels, while students who excel overall or in certain areas are provided with higher level rubrics and objectives that meet and challenge their capacity.

## Goals, Target Benchmarks, and Outcomes in the Domains of Achievement

Hayden Canyon Charter's staff and faculty guide student learning in three **Domains of Achievement** designed to lead each student in their growth as an educated person: **Mastery of Core Conceptual Understanding and Skills, Scholarly Habits and Character**, and **High Quality Student Work**. These **Domains of Achievement** form the core of HCC's State/District Proficiency and Growth Comparison targets and Mission Specific Educational Program Goals, assessed school-wide at each grade level. These areas of achievement include the following targets for students, as well as how teachers and leaders will facilitate environments where these targets are measured and met.

### Mission Specific Educational Program Goals:

#### Goal 1—Mastery of Core Conceptual Understanding and Skills

- **Target 1:** Students will demonstrate proficiency and deeper understanding by showing mastery in a body of knowledge and skills within and across disciplines.
- **Target 2:** Students will apply their learnings by transferring depth of knowledge, understandings and skills to novel, meaningful tasks, investigations, field work, and projects.
- **Target 3:** Students will think critically by analyzing, evaluating, synthesizing complex ideas, considering multiple perspectives, and employing creativity as a catalyst to innovation.
- **Target 4:** Students will communicate clearly by writing, speaking, and presenting ideas effectively in a variety of media within and across disciplines.

**Ties to Vision and Mission:** The *Mastery of Knowledge and Skills* targets hold students accountable to achieve not only depth of knowledge, but elevate their achievement by focusing on transferability of learning, and applied understandings.

***Teachers and Leaders will facilitate and measure by:***

- Creating authentic learning experiences and expeditions that challenge students to go beyond knowledge level, to applied understanding; synthesizing understandings from multiple core disciplines to effectively problem solve, innovate, investigate, draw conclusions, and design solutions.
- Ensuring curriculum, instruction, and assessments are rigorous, meaningful, and aligned with standards.
- Engaging all students in daily lessons that require critical thinking about complex, worthy ideas, texts, and problems.
- Using assessment practices that position students as leaders of their own learning.
- Holding students accountable to proficiency targets, scaffolding and coaching students in strategies for reaching proficiency, mastery, and exceptional levels of performance.
- Using meaningful data for teachers and students to track progress toward learning goals.
- Analyzing data collected from multiple areas such as demographic, perceptions, student learning, and school processes, allowing for the formation of responses, actions, and programs that meet the needs of all students.
- Ensuring data collected for student learning is reflective of student achievement through a cadre of authentic assessments, teacher observations of student abilities, normed/criterion-based assessments, formative, summative, and standardized tests, as well as value added measures of growth.

***Goal 2—Scholarly Habits and Character***

- ***Target 1:*** Students will work to become effective learners by developing the mindsets and skills for success in college, career, and life, including initiative, responsibility, perseverance, work ethic, organization and time management strategies, and effective and productive collaboration.
- ***Target 2:*** Students will work to become ethical people by treating others well and standing up for what is right. These characteristics include empathy, integrity, honesty, respect, and compassion.
- ***Target 3:*** Students will contribute to a better world by putting their learning to use to improve their communities with a heart for service and responsible citizenship.

***Ties to Vision and Mission:*** Through the ongoing cultivation of scholarly habits, self-directed learning in meaningful and holistic curriculum, and growth in traits of well-developed character, students at Hayden Canyon Charter will be better prepared as effective, engaged citizens and servant-leaders with elevated purpose, in their communities and throughout their civic life.

***Teachers and Leaders will facilitate and measure by:***

- Elevating student voice and leadership in classrooms and across the school.
- Making habits of scholarship visible across the school and in daily instruction.

- Modeling and expecting a school-wide culture of respect and compassion, holding students accountable to rise up to these expectations, and guiding the process through which conflicts can be resolved with healthy communication.
- Prioritizing social and emotional learning, along with academic learning, across the school.
- Evaluating student growth according to qualitative success criteria co-created by students and teachers, and utilized in student self-assessment, crew time, leader-student conferencing, and student-led conferences.

### ***Goal 3—High Quality Student Work***

- ***Target 1:*** Students will create complex work, demonstrating higher order thinking, multiple perspectives and transfer of understanding.
- ***Target 2:*** Students will demonstrate craftsmanship by creating work that is accurate and excellent in conception and execution.
- ***Target 3:*** Students will create authentic work by demonstrating original thinking and voice, connecting to real-world issues and formats, and when possible, creating work that is meaningful to the community beyond the school.

***Ties to Vision and Mission:*** To develop in students an ethic of excellence, pride in work, and the perseverance to produce work of the highest quality which elevates their achievement and character, as well as their purpose. Additionally, the realization that they are capable of such work instills new expectations for further accomplishments, engagement in productive citizenship, and success in life and future work.

#### ***Teachers and Leaders will facilitate and measure by:***

- Designing tasks that challenge students to apply, analyze, evaluate, and create as part of their work.
- Using models of excellence, productive feedback and critique, and multiple draft opportunities to support all students in producing work of exceptional quality.
- Connecting students to the world beyond school through meaningful fieldwork, expert collaborators, research, investigation, and service learning.
- Evaluating draft and final work according to clear success criteria and encouraging students to commit to changes that will elevate the quality of the work to the next level of achievement.

## **Expected Student Outcomes**

### **Measurable Student Education Standards**

In the following tables, Hayden Canyon Charter has quantified the expected and measurable outcomes the State/District Performance and Growth Comparison targets and Domains of Achievement goals. HCC will always reach to exceed these goals. The highest priority is in elevating equity such that through individualized learning and assessment, each student is able to achieve to their highest capacity and attain their best success.

<b>MSES</b>	
<b>Goal 1: Evidence of Achievement in Increasing Core Conceptual Understanding, and Skills:</b>	
<p><b>Target 1:</b> <i>Students will demonstrate proficiency and deeper understanding by showing mastery in a body of knowledge and skills within and across disciplines.</i></p>	
<b>Year 1:</b>	<b>Measurement Tools</b>
<ul style="list-style-type: none"> <li>70% of students with 90% attendance for the year will gain at least one year of academic growth and attain grade level proficiency or higher in Math and ELA state assessed benchmarks.</li>   <li>Students with academic accommodations or ELL status, and 90% attendance, will attain significant academic growth toward proficiency in 70% or more of all <b>grade level math and ELA targets.</b></li> </ul>	<ul style="list-style-type: none"> <li>iSTATION K-2</li> <li>ISAT ELA/Alternative ISAT grades 3-8</li> <li>ISAT math/Alternative ISAT grades 3-8</li> <li>Pre-Post Assessments</li> <li>Mastery Based Rubric Assessments <ul style="list-style-type: none"> <li>Student Growth and Learning Portfolio</li> <li>Formative and Summative Assessments</li> <li>Expeditionary projects/products</li> </ul> </li> </ul>
<b>Year 2:</b>	
<ul style="list-style-type: none"> <li>75% of students with 90% attendance for the year, and two consecutive years of enrollment, will gain one year of academic growth and attain grade level proficiency or higher in Math and ELA state assessed benchmarks.</li> <li>First year students with 90% attendance will meet year one benchmarks.</li>   <li>Students with academic accommodations or ELL status, with two consecutive years of enrollment and 90% attendance will reach proficiency in 75% or greater of grade level math and ELA targets.</li> <li>First year students with academic accommodations or ELL status will meet year one benchmarks.</li> </ul>	
<b>Year 3 and beyond:</b>	
<ul style="list-style-type: none"> <li>80% or more of students with 90% attendance for the year, and three years consecutive enrollment, will gain one year of academic growth and attain grade level proficiency or higher in Math and ELA state assessed benchmarks.</li> <li>Second year students with 90% attendance their second year will meet year two benchmarks</li>   <li>Students with academic accommodations and three years consecutive enrollment will show gains in growth toward grade level proficiency/mastery within 1.5 academic years, with a plan for meeting a year's growth consistently in one year and grade level proficiency in 85% of ELA and Math targets, no later than the student's 8<sup>th</sup> grade year.</li> </ul>	

<b>MSES</b>	
<b>Goal 1: Evidence of Achievement in Increasing Core Conceptual Understanding, and Skills:</b>	
<b>Target 2:</b> Students will apply learning by transferring depth of knowledge, understandings, and skills to novel, meaningful tasks, investigations, field work and project culminating assessments.	
<b>Year 1:</b> <ul style="list-style-type: none"> <li>65% of students with 90% attendance for the year will show they can relate prior understanding to new learning and applications</li>   <li>Students with academic accommodations or ELL status, and 90% attendance, will attain significant academic growth toward proficiency and mastery building foundational understanding and applying depth of knowledge and skills to novel learning and applied problem solving.</li> </ul>	<b>Measurement Tools</b>
<b>Year 2:</b> <ul style="list-style-type: none"> <li>70% of students with 90% attendance for the year, and two consecutive years of enrollment year will show they can relate prior understanding to new learning and applications</li> <li>First year students with 90% attendance will meet year one benchmarks.</li>   <li>Students with academic accommodations or ELL status, with two consecutive years of enrollment and 90% attendance will reach proficiency and mastery building foundational understanding and applying depth of knowledge and skills to novel learning and applied problem solving.</li> <li>First year students with academic accommodations or ELL status will meet year one benchmarks.</li> </ul>	<ul style="list-style-type: none"> <li>Pre-Post Assessments</li> <li>Mastery Based Rubric Assessments <ul style="list-style-type: none"> <li>Student Growth and Learning Portfolio</li> <li>Formative and Summative Assessments</li> <li>Expeditionary projects/products</li> </ul> </li> </ul>
<b>Year 3 and beyond:</b> <ul style="list-style-type: none"> <li>75% of students with 90% attendance for the year, and three years consecutive enrollment will show they can relate prior understanding to new learning and applications</li> <li>Second year students with 90% attendance their second year will meet year two benchmarks</li>   <li>Students with academic accommodations and three years consecutive enrollment will show grade level proficiency in 80% of Target 2 benchmarks by year 3 and proficiency or mastery in 90% of Target 2 benchmarks by the end of their 4<sup>th</sup> year.</li> </ul>	

## MSES

### **Goal 1: Evidence of Achievement in Increasing Core Conceptual Understanding, and Skills:**

**Target 3:** *Students will think critically by analyzing, evaluating, synthesizing complex ideas, considering multiple perspectives, and employing creativity as a catalyst to innovation.*

**Year 1:**

- 65% of students with 90% attendance for the year will show growth on a Mastery Based learning continuum in cognitively appropriate higher order thinking, as demonstrative though both qualitative and quantitative evidence.
  
- ☒ Students with academic accommodations or ELL status, and 90% attendance, will attain significant academic growth toward proficiency and mastery of higher order thinking within cognitively appropriate benchmarks.

**Measurement Tools**

- Pre-Post Assessments
- Discussion and Debate
- Public presentations
- Mastery Based Rubric Assessments
  - Student Growth and Learning Portfolio
  - Formative and Summative Assessments
  - Expeditionary projects/products

**Year 2:**

- 70% of students with 90% attendance for the year, and two consecutive years of enrollment year will show growth on a Mastery Based learning continuum in cognitively appropriate higher order thinking, as demonstrative though both qualitative and quantitative evidence.
- First year students with 90% attendance will meet year one benchmarks.
  
- ☒ Students with academic accommodations or ELL status, with two consecutive years of enrollment and 90% attendance will show growth reaching proficiency and mastery in cognitively appropriate benchmarks.
- ☒ First year students with academic accommodations or ELL status will meet year one benchmarks.

**Year 3 and beyond:**

- 75% of students with 90% attendance for the year, and three years consecutive enrollment will demonstrate growth on a Mastery Based learning continuum in cognitively appropriate higher order thinking, as demonstrative though both qualitative and quantitative evidence.
- Second year students with 90% attendance their second year will meet year two benchmarks.
  
- ☒ Students with academic accommodations and three years consecutive enrollment will show grade level proficiency in 70% of Target 2 benchmarks by year 3 and proficiency or mastery in 80% of Target 3 benchmarks by the end of their 4<sup>th</sup> year.

## MSES

### **Goal 1: Evidence of Achievement in Increasing Core Conceptual Understanding, and Skills:**

**Target 4:** *Students will communicate clearly by writing, speaking, and presenting ideas effectively in a variety of media within and across disciplines.*

#### **Year 1:**

- 70% of students with 90% attendance for the year will show growth on a Mastery Based Learning continuum and reach proficiency or higher in within grade-level English Language Arts standards for writing, speaking, and presenting across the disciplines, using a variety of media to showcase their ideas.
  
- ☒ Students with academic accommodations or ELL status, and 90% attendance, will attain significant academic growth toward proficiency and mastery of communication across the disciplines in alignment with grade-level ELA standards and appropriate cognitive expectations

#### **Measurement Tools**

- ISAT grades 3-8
- Grade level writing assessment(s)
- Pre-Post Assessments
- Discussion and Debate
- Public presentations
- Mastery Based Rubric Assessments
  - Student Growth and Learning Portfolio
  - Formative and Summative Assessments
  - Expeditionary projects/products

#### **Year 2:**

- 75% of students with 90% attendance for the year, and two consecutive years of enrollment year will demonstrate growth on a Mastery Based Learning continuum and reach proficiency or higher in within grade-level English Language Arts standards for writing, speaking, and presenting across the disciplines, using a variety of media to showcase their ideas.
- First year students with 90% attendance will meet year one benchmarks.
  
- ☒ Students with academic accommodations or ELL status, with two consecutive years of enrollment and 90% attendance will show growth reaching proficiency and mastery in cognitively appropriate benchmarks for communication across the disciplines.
- ☒ First year students with academic accommodations or ELL status will meet year one benchmarks.

#### **Year 3 and beyond:**

- 80% of students with 90% attendance for the year, and three years consecutive enrollment will show growth on a Mastery Based learning continuum and reach proficiency or higher in within grade-level English Language Arts standards for writing, speaking, and presenting across the disciplines, using a variety of media to showcase their ideas.
- Second year students with 90% attendance their second year will meet year two benchmarks.
  
- ☒ Students with academic accommodations and three years consecutive enrollment will show grade level proficiency in 70% of Target 4 benchmarks by year 3 and proficiency or mastery in 80% of Target 3 benchmarks by the end of their 4<sup>th</sup> year.

**MSES****Goal 2: Evidence of Achievement in Scholarly Habits and Character:**

**Target 1:** Students will work to become effective learners by developing the mindsets and skills for success in college, career, and life, including initiative, responsibility, perseverance, work ethic, organization, time management strategies, and effective and productive collaboration.

**Year 1:**

- 65% of students with 90% attendance for the year will show growth on a Mastery Based Learning continuum and reach proficiency or higher within grade-band targets for designated traits of scholarly habits of mind and character.
  
- ☒ Students with academic accommodations or ELL status, and 90% attendance, will attain significant academic growth toward proficiency and mastery for designated traits of scholarly habits of mind and character within appropriate cognitive expectations.

**Measurement Tools**

- Washington State OSPI Rubric for Growth in 21<sup>st</sup> Century Competencies (modified)
- Tripod Surveys (or similar)
- Public presentations
- Mastery Based Rubric Assessments
  - Student Growth and Learning Portfolio
  - Formative and Summative Assessments
  - Expeditionary projects/products

**Year 2:**

- 70% of students with 90% attendance for the year, and two consecutive years of enrollment year will demonstrate growth on a Mastery Based Learning continuum and reach proficiency or higher in within grade-band designated traits of scholarly habits of mind and character.
- First year students with 90% attendance will meet year one benchmarks.
  
- ☒ Students with academic accommodations or ELL status, with two consecutive years of enrollment and 90% attendance will show growth reaching proficiency and mastery in designated traits of scholarly habits of mind and character appropriate for individual cognitive expectations.
- ☒ First year students with academic accommodations or ELL status will meet year one benchmarks.

**Year 3 and beyond:**

- 75% of students with 90% attendance for the year, and three years consecutive enrollment will show growth on a Mastery Based learning continuum and reach proficiency or higher in within grade-band designated traits of scholarly habits of mind and character.
- 75% of second year students with 90% attendance their second year will meet year two benchmarks.
  
- ☒ Students with academic accommodations and three years consecutive enrollment will show grade level proficiency in 70% of Target 1 benchmarks by year 3 and proficiency or mastery in 80% of Target 3 benchmarks by the end of their 4<sup>th</sup> year.

<b>MSES</b>	
<b>Goal 2: Evidence of Achievement in Scholarly Habits and Character:</b>	
<b>Target 2:</b> Students will work to become ethical people by treating others well and standing up for what is right. These characteristics include empathy, integrity, honesty, respect, and compassion.	
<b>Year 1:</b> <ul style="list-style-type: none"> <li>80% of students with 90% attendance for the year will demonstrate traits of ethical character and growth in target characteristics.</li> <li>Students with academic accommodations or ELL status, and 90% attendance, will attain significant academic growth toward proficiency and mastery for designated traits of scholarly habits of mind and character within appropriate cognitive expectations.</li> </ul>	<b>Measurement Tools</b>
<b>Year 2:</b> <ul style="list-style-type: none"> <li>85% of students with 90% attendance for the year, and two consecutive years of enrollment year will demonstrate growth on a Mastery Based Learning continuum and reach proficiency or higher within grade-band designated traits of scholarly habits of mind and character.</li> <li>First year students with 90% attendance will meet year one benchmarks.</li> <li>Students with academic accommodations or ELL status, with two consecutive years of enrollment and 90% attendance will show growth reaching proficiency and mastery in designated traits of scholarly habits of mind and character appropriate for individual cognitive expectations.</li> <li>First year students with academic accommodations or ELL status will meet year one benchmarks.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation and feedback during class and crew time, field experiences, and passing/recess. (checklist and rubric based with some open-ended responses)</li> <li>Peer feedback (checklist and rubric based during collaborative work, with some open-ended responses)</li> <li>Student self-reflection</li> <li>Tripod Surveys (or similar)</li> </ul>
<b>Year 3 and beyond:</b> <ul style="list-style-type: none"> <li>90% or more of students with 90% attendance for the year, and three years consecutive enrollment will show growth on a Mastery Based learning continuum and reach proficiency or higher in within grade-band designated traits of scholarly habits of mind and character.</li> <li>Second year students with 90% attendance their second year will meet year two benchmarks.</li> <li>Students with academic accommodations and three years consecutive enrollment will show grade level proficiency in 75% of Target 1 benchmarks by year 3 and proficiency or mastery in 85% of Target 3 benchmarks by the end of their 4<sup>th</sup> year.</li> </ul>	

<b>MSES</b>	
<b>Goal 2: Evidence of Achievement in Scholarly Habits and Character:</b>	
<b>Target 3:</b> Students will contribute to a better world by putting their learning to use to improve their communities with a heart for service and responsible citizenship.	
<b>Year 1:</b> <ul style="list-style-type: none"> <li>75% of students with 90% attendance for the year will demonstrate connections with the community in tangible ways, to improve and/or heighten such societal components as social awareness and justice, ecological wisdom, economic feasibility/benefit, historical insights and applications, and innovation, among others.</li> </ul> <p>② Students with academic accommodations or ELL status, and 90% attendance, will attain cognitively and/or behaviorally appropriate growth in connecting with the community in tangible ways both individually and within peer groups as part of the collaborative learning process.</p>	<b>Measurement Tools</b> <ul style="list-style-type: none"> <li>Teacher observation and feedback during class and crew time, field experiences, and passing/recess. (checklist and rubric based with some open-ended responses)</li> <li>Student self-reflection</li> <li>Tripod Surveys (or similar)</li> <li>Community surveys</li> <li>Parent Surveys and reflection regarding their student's growth (includes some open-ended responses)</li> </ul>
<b>Year 2:</b> <ul style="list-style-type: none"> <li>85% of students with 90% attendance for the year, and two consecutive years of enrollment year will demonstrate connections with the community in tangible ways,</li> <li>First year students with 90% attendance will meet year one benchmarks.</li> </ul> <p>② Students with academic accommodations or ELL status, with two consecutive years of enrollment and 90% attendance will attain cognitively and/or behaviorally appropriate growth in connecting with the community in tangible ways both individually and within peer groups as part of the collaborative learning process.</p>	
<b>Year 3 and beyond:</b> <ul style="list-style-type: none"> <li>90% of students with 90% attendance for the year, and three years consecutive enrollment will demonstrate connections with the community in tangible ways,</li> <li>Second year students with 90% attendance their second year will meet year two benchmarks.</li> </ul> <p>② Students with academic accommodations and three years consecutive enrollment will attain cognitively appropriate growth in connecting with the community in tangible ways both individually and within peer groups as part of the collaborative learning process.</p>	

MSES
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<b>Goal 3: Evidence of Achievement in Producing High Quality Student Work:</b>
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<p><b>Target 1:</b> Students will establish and hone the capacity to create complex work, demonstrating higher order thinking, multiple perspectives, and transfer of understanding:</p>
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<b>Year 1:</b> <ul style="list-style-type: none"> <li>• 65% of students with 90% attendance for the year will attain proficiency or higher on the Mastery Based Learning rubric for High Quality Work, reflecting developmentally appropriate complexity, higher order thinking, and showing cross-cutting connections indicating deeper conceptual understanding within and between disciplines.</li> </ul>	<b>Measurement Tools</b> <ul style="list-style-type: none"> <li>• Grade-level Rubric for High Quality Work</li> <li>• Grade-Level/Band Descriptive Checklist for Blooms Taxonomy and Webb's Depth of Knowledge</li> <li>• Discipline Specific Heuristics with Mastery Based Rubrics</li> <li>• Student Growth and Learning Portfolio</li> <li>• Teacher observation and feedback during class and crew time, field experiences, and passing/recess. (checklist and rubric based with some open-ended responses)</li> <li>• Student self-reflection</li> </ul>
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<b>Year 2:</b> <ul style="list-style-type: none"> <li>• 70% of students with 90% attendance for the year, and two consecutive years of enrollment year will attain proficiency or higher on the Mastery Based Learning rubric for High Quality Work, reflecting developmentally appropriate complexity, higher order thinking, and showing cross-cutting connections indicating deeper conceptual understanding within and between disciplines.</li> <li>• First year students with 90% attendance will meet year one benchmarks.</li> </ul>	
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<b>Year 3 and beyond:</b> <ul style="list-style-type: none"> <li>• 75% of students with 90% attendance for the year, and three years consecutive enrollment will attain proficiency or higher on the Mastery Based Learning rubric for High Quality Work, reflecting developmentally appropriate complexity, higher order thinking, and showing cross-cutting connections indicating deeper conceptual understanding within and between disciplines.</li> <li>• Second year students with 90% attendance their second year will meet year two benchmarks.</li> </ul>	
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MSES
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<b>Goal 3: Evidence of Achievement in Producing High Quality Student Work:</b>
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<p><b>Target 2:</b> <i>Students will demonstrate craftsmanship by creating work that is accurate and excellent in conception and execution:</i></p>
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<p><b>Year 1:</b></p> <ul style="list-style-type: none"> <li>• 75% of students with 90% attendance for the year will attain proficiency or higher on the Mastery Based Learning rubric for High Quality Work in giving and receiving concise, useful, and specific feedback and critique, revising work to reflect improvement at each iteration, and showcasing proficiency in craftsmanship by the final draft or version of work in accordance with cognitive/language expectations.</li> </ul>	<p><b>Measurement Tools</b></p> <ul style="list-style-type: none"> <li>• Grade-level Rubric for High Quality Work</li> <li>• Grade-Level/Band Descriptive Checklist for Blooms Taxonomy and Webb's Depth of Knowledge</li> <li>• Discipline Specific Heuristics with Mastery Based Rubrics</li> <li>• Student Growth and Learning Portfolio</li> <li>• Teacher observation and feedback during class and crew time, field experiences, and passing/recess. (checklist and rubric based with some open-ended responses)</li> <li>• Student self-reflection</li> </ul>
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<p><b>Year 2:</b></p> <ul style="list-style-type: none"> <li>• 80% of students with 90% attendance for the year, and two consecutive years of enrollment year will attain proficiency or higher on the Mastery Based Learning rubric for High Quality Work in giving and receiving concise, useful, and specific feedback and critique, revising work to reflect improvement at each iteration, and showcasing proficiency in craftsmanship by the final draft or version of work in accordance with cognitive/language expectations.</li> <li>• First year students with 90% attendance will meet year one benchmarks.</li> </ul>
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<p><b>Year 3 and beyond:</b></p> <ul style="list-style-type: none"> <li>• 85% or more of students with 90% attendance for the year, and three years consecutive enrollment will attain proficiency or higher on the Mastery Based Learning rubric for High Quality Work in giving and receiving concise, useful, and specific feedback and critique, revising work to reflect improvement at each iteration, and showcasing proficiency in craftsmanship by the final draft or version of work in accordance with cognitive/language expectations.</li> <li>• Second year students with 90% attendance their second year will meet year two benchmarks.</li> </ul>
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## MSES

### **Goal 3: Evidence of Achievement in Producing High Quality Student Work:**

**Target 3:** *Students will create authentic work by demonstrating original thinking and voice, connecting to real-world issues and formats, and when possible, creating work that is meaningful to the community beyond the school:*

**Year 1:**

- 75% of students with 90% attendance for the year will attain proficiency or higher on the Mastery Based Learning rubric for High Quality Work by creating authentic work demonstrating original thinking and voice, with cognitively appropriate growth in applied creative and critical thinking.

**Measurement Tools**

- Grade-level Rubric for High Quality Work
- Grade-Level/Band Descriptive Checklist for Blooms Taxonomy and Webb's Depth of Knowledge
- Discipline Specific Heuristics with Mastery Based Rubrics
- Student Growth and Learning Portfolio
- Teacher observation and feedback during class and crew time, field experiences, and passing/recess. (checklist and rubric based with some open-ended responses)
- Student self-reflection

**Year 2:**

- 80% of students with 90% attendance for the year, and two consecutive years of enrollment year will attain proficiency or higher on the Mastery Based Learning rubric for High Quality Work by creating authentic work demonstrating original thinking and voice, with cognitively appropriate growth in applied creative and critical thinking.
- First year students with 90% attendance will meet year one benchmarks.

**Year 3 and beyond:**

- 85% or more of students with 90% attendance for the year, and three years consecutive enrollment will attain proficiency or higher on the Mastery Based Learning rubric for High Quality Work by creating authentic work demonstrating original thinking and voice, with cognitively appropriate growth in applied creative and critical thinking.
- Second year students with 90% attendance their second year will meet year two benchmarks.

## Methods of Measurement and Assessment

HCC will use a cadre of measurement tools, including but not limited to formative, summative, and performance assessments, rubrics, standardized assessment of achievement and value-added assessment to measure student growth in relation to teaching and learning. Value-added assessment identifies the progress made by individual students, against their last performance, and the extent to which individual teachers and our school have contributed to that progress. Predictions are made about the amount of growth students are likely to make in a given year based on reviewing test score gains from previous grades. ISAT scores from the year prior will be used along with formative assessments including pre-tests, open-ended questions with written and discussion components, to establish baselines for student growth.

Rubrics will be the predominant evaluation tool for projects, investigations, field work, presentations and overall expedition scoring as well as for Core Targets as they are excellent tools for measuring both growth and achievement. Understandably, rubric creation is a time-consuming approach to creating assessments, but one that has proven to be a best practice in authentic assessment and in effectiveness for increasing student achievement (Wiggins & McTighe, 2002; Hattie, 2010).

Harvard Graduate School of Education and EL Education have released a number of open source materials as practical guides for creating effective rubrics with students and evaluating student work through the lens of the rubric. These resources will guide and inform staff development of grade level, discipline specific content knowledge and skills targets, success criteria for scholarly habits and character, as well as criteria for generating high quality work. These forms of assessment and evaluation support the actualization of HCC's Educational Goals and MSES. Resources include, but are not limited to: Models of Excellence (Harvard curated exemplars), "Creating Rubrics" guidelines, "Quality Work Protocol," "Authentic Products Aligned to CCS ELA Writing," "Protocols for Using Student Exemplars to Improve Teaching and Learning," and the EQUiP Student Work Protocol.

Students who reach proficiency levels before submitting final products will always be encouraged to evaluate their work and form a plan for increasing their achievement by one level or more. Mastery level and beyond (i.e., exemplary) extend the learning and offer enrichment to students who are ready for more challenge, are seeking to grow more, or are capable of learning at higher levels in one or more areas of achievement. In this way, students who are confirmed as gifted and talented, and/or demonstrate strengths in an area are afforded the opportunity to learn at the pace and level of their highest capacity in any given subject. These higher categories of achievement may include a variety of options in any given category to increase the likelihood of engagement and invigorating, but not overwhelming, challenge.

Students will work to reach proficiency by the final draft or iteration of all work, in order to move to the next higher grade level target. With multiple opportunities for feedback and revision, staff supports, and scaffolding, students will have every resource to ensure

grade-level success in all targets. Staff will decide grading norms for upper elementary and beyond, based on rubric levels. It is likely that students achieving proficiency will earn grades along the B continuum, while students earning mastery level achievement or higher will equate to A level or A+ grades. Grading scales and expectations will be decided upon by the leadership and staff at HCC and outlined in the Student Handbook.

### ***Expedition Projects***

Students participate in project-based investigations within each grade level. Since expeditions may vary in length, a timeline for assessment depends upon the completion of each expedition project. The final product includes multiple measures in order to give a more complete and accurate picture of student achievement over time, and is evaluated using a rubric created by the teacher and students that is specific to each expedition. Most expedition rubrics include multidisciplinary knowledge and skills targets, along with growth targets in scholarly habits, character, and evaluation of good work. Other target areas will typically include accuracy of content, quality of presentation, completeness, conventions of language, and other expedition specific criteria. Students will have opportunities to receive feedback and critique from peers and their teacher, self-assess, and draft multiple iterations throughout the production process until final submission.

Students should be able to predict their rubric level of achievement and overall grade by the time they submit their final product. If proficiency levels are not being reached through the normal feedback and coaching process in class, Response to Intervention (RTI) will assess and implement other strategies for supporting an individual student to success in the expedition.

Student-engaged assessment practices have the power to build student ownership of learning, focus students on reaching standards-based learning targets, and drive achievement. This approach to assessment is key to ensuring that HCC will achieve educational equity. Students continually assess and improve the quality of their work through the use of models, reflection, critique, rubrics, and work with experts.

### **Portfolios**

Throughout the course of the school year, all students at HCC will develop and maintain a portfolio of their own work. Portfolios display work that is created over the course of the year and that illustrates achievement of Idaho Core and Content Standards, learning targets, and character growth. Portfolio pieces may include, but not be limited to grade appropriate, visual, written and multimedia pieces derived from expeditionary projects, schoolwork and college/career investigations. Select formative and summative assessments showcase student growth in each discipline. Students write reflections on how their work shows evidence of their learning, and progress over time. They also prepare for formal presentations of their portfolios. Development of the portfolio is directed by a teacher and reviewed by the parents in student-led conferences.

Student work is evaluated against specific rubrics to ensure students are building skills and knowledge that indicate they are meeting or exceeding state standards in core subject areas and progression toward becoming an educated person.

Student portfolios are archives of evidence that students have met Idaho Core and Content Standards. Unlike a yearly test, which is divorced from student ownership and reflection, the portfolio provides a clear, ongoing picture for students of what the standards look like when embodied in their own work. Portfolios compel students to unpack and analyze the standards, along with their classmates and teachers, and make sense of them as related to their own learning. The passage presentation provides a synthesis of this thinking, and also directly address Idaho Core speaking and listening standards at all grade levels.

In keeping with the school's integrated curricular goals, high-quality student work will be regularly displayed in public ways within the community and open for community assessment of the means by which students have acquired, integrated, extended, refined and meaningfully used knowledge and skills measured by Idaho's required assessments (assessment of the school, not of individual students).

### **Benchmark Assessments**

Benchmark assessments will be used to monitor progress toward long term learning targets and inform instruction. Regular formative and summative assessments will be utilized to assist teachers as they help students achieve the measurable standards of achievement for HCC as well as Idaho State Core Standards. These assessments may include regular classroom Math benchmark exams, classroom Spelling exams, and Subject Area pre-and post-assessments.

Tiered assessments target student strengths in communicating understandings so that the depth of understanding can be measured independent of the skill they may currently struggle with, such as grade level reading or writing proficiency.

Teachers at HCC will conduct assessments that may include:

- Benchmark assessments used to monitor progress toward long term learning targets and inform instruction such as Observational Survey of Early Literacy (K-1)—if developmentally appropriate,
- Running Records (K-5)—Reading fluency, accuracy and comprehension,
- Core Phonics assessments, Phonological Awareness Literacy Screening (PALS) assessments, (University of Virginia)
- Math assessments—grade-level curriculum based,
- Writing Assessment based on the Northwest Regional Labs rubric for Traits of Writing,
- Content-specific unit assessments in the areas of Science and Social Studies, and Surveys.

## Standardized Testing

HCC School will participate in all state mandated testing, including the ISAT, ISAT Alt, iSTATION, WIDA-Access assessment, Science End of Course exams, SAT, and NAEP. The school will have a certified test coordinator who will oversee the testing programs and insure the testing process is followed with fidelity for all tests.

The administration and staff will coordinate testing of students during the mandated testing window by utilizing school technology resources including PC lab, mobile laptops and computer-based classrooms. The Education Director will take the lead as the testing coordinator with the help of classified and certified staff to manage the test proctoring and scheduling. All personnel involved in state testing will be trained prior to the testing window to ensure strict test proctoring.

Families and students will be educated as to the importance of measuring growth and proficiency in numerous ways. HCC believes in a robust cadre of assessment measures to show the full picture of student capacity and achievement. Students will be prepared for each type of assessment, and ownership in showcasing excellence in achievement will be embedded in school culture and cultivated on a daily basis. For state testing, students will practice sample questions in the state allowed time frame, and staff will coach students on test taking strategies, taking breaks, staying hydrated, eating a solid breakfast, lunch and snacks throughout the day. Healthy snacks and sack lunch for students who would benefit from that support will likely be provided by the PTO.

## *Student Accountability and Support for Meeting Achievement Targets*

HCC will support students and hold them accountable for meeting growth and achievement goals with the following procedures:

- Working with colleagues, teachers will identify students who are not proficient in habits of work and academic targets. They will identify the plan for immediately increasing support for each student. A student support checklist (which identifies the issues and the plan) will be completed.
- Teachers will offer students regular opportunities for self-assessment on habits of work targets and academic targets.
- If, at any time during a term, a student continues to struggle, s/he will engage in a Student Intervention Team process.
- An intervention team, which may include school leaders, teachers, and special education staff, if appropriate, will provide intensive remediation to give each student more support and time as needed for reaching targets.

## Dimensions of Learning: School Culture

Although there are many details describing protocols for ensuring an inclusive and equitable school culture in the Core Practices resources, for the sake of brevity they will be summarized in this document, and made available for the HCC community on the school's website.

The core of success in implementing HCC's Education Model is cultivating a school community built on respect, tolerance, understanding, compassion, and empathy. Students and parents will be clear on the expectations for behavior in and outside class that reflect the values and mission of the school, along with protocols when these expectations are not met. Taking ownership and responsibility for ones actions is paramount, finding healthy ways toward resolution and relationship building, as well as valuing a learning environment where equity and inclusion lead to a more rich experience are ideas staff and administration will model and implement daily.

Crew is a time for students to work out differences, reflect on the highs and lows of the day, build relationships, talk out concerns, and focus on areas for growth as well as achievements in preparation for student led conferences. It is a cornerstone for building equity and inclusivity within the school. The concept for crew evolved out of the idea that in school and life, "we are all crew, not passengers." Crew is led by grade level teachers as well as administrative leadership and other staff, in order to provide a smaller mentoring environment. These adult mentors are known as Crew Leaders, and they work with students to ensure every class and the whole school environment feels safe, secure, and is a place where all students can thrive.

## Dimensions of Learning: Leadership

Leadership at Hayden Canyon Charter is everyone's responsibility and is modeled at the highest level by the Education Director. The Education Director will be involved at every level of the school day from greeting students in the parking lot, to involvement at the classroom level, and mentorship as a Crew Leader. This modeling of excellence in leadership involves all certified and classified staff, as the entire HCC community works to develop these attributes in each student.

From a relational standpoint, the leadership team will cultivate trusting and respectful relationships with the staff to ensure everyone feels safe, valued, and trusted as a professional. The best leaders are able to give and receive constructive feedback in the process of mentoring others, facilitating growth in others while also embracing their own personal growth.

The structure of the leadership team may include a Business Director to head up the financial management of the school, when increased enrollment opens up more Administrative FTE. In order to provide the best support to staff, a Mentor Specialist, adept in expeditionary learning practices, will provide "along-side" yearlong sustained supports in

curriculum and instruction, as well as during professional learning days. The Special Education Coordinator will provide inclusion and differentiated instruction leadership, supporting the schools “push-in” model. A gifted and talented educator will liaise with the school to ensure students are challenged and supported in a myriad of ways to meet their cognitive capacities.

The leadership team will work together to create meaningful and relevant professional learning experiences during the weekly dedicated time. The team will also process and interpret data with staff, to ensure progress toward measurable student outcomes in all Dimensions of Achievement. Together with the staff, the leadership team will determine accountability measures, and classroom management protocols, based on recommendations from EL Education’s *Management in the Active Classroom* resource. Additionally, staff and leadership will co-create expeditions that fit the vision and mission of the school.

## Strategies for Effectively Serving All Students

### Special Education Services

#### Practices and Protocols for Accommodation

Hayden Canyon Charter is a public school and therefore provides a free and appropriate education to all students, including students with disabilities, and will adopt The Idaho Special Education Manual from the State Department of Education. HCC recognizes the unique needs of all children and their potential for significant educational development and will provide educational opportunities designed to meet each child’s needs. HCC will adopt Idaho State Code 33-5205(3)(r), Federal Public laws, and the Individuals with Disabilities Education Act (IDEA) guidelines regarding provisions for students with disabilities. A highly utilized learning construct within each blended classroom will be collaborative group work. This complements a “push-in” methodology of support for students with special needs. Teachers will work closely with the Special Education Coordinator to establish supports and scaffolds for students during guided, independent, and collaborative learning times.

HCC will ensure facilities are appropriately accessible for students with adaptive needs and/or disabilities, as well as all visitors to the school. The building will be equipped with one or more elevators, ramps where appropriate, and accessible bathrooms, all compliant with ADA specifications for students and adults. HCC does not discriminate on the basis of race, color, religion, national origin, sex, age, sexual identity or disability.

HCC plans to hire a Special Education Coordinator as well as a 1.0 FTE Special Education instructor for grades K-8 at projected initial enrollment of 235-241 students in year one, and increase SPED educational and classified staff FTE in accordance with increased enrollment. HCC has a SPED contingency budget for hiring one or more part-time specialists to meet the accommodation needs outlined in a student’s IEP, such as an occupational therapist or speech and language specialist, SPED transportation, and potential adaptive equipment.

The Idaho Special Education Manual will be used for identifying, evaluating, establishing programming, developing Individualized Education Program (IEP), planning for and providing an appropriate continuum of services, developing our discipline policy, budgeting, and providing transportation for special needs students, as appropriate. That HCC will meet the needs of all students will be posted publicly on the school's website under the Parent Information tab as well as the Student Handbook. HCC will disclose 1) the availability of special education services, 2) the students' right to a Free and Appropriate Education, 3) confidentiality protections, and 4) the referral process.

Special Education and related services will be provided free of charge to any student who qualifies for Special Education services per Idaho Code. Such students will be identified based on criteria established by the State of Idaho. HCC will ensure that a free appropriate public education (FAPE) is available to students who attend HCC and are eligible for special education. FAPE is determined for each individual student with a disability. FAPE will include special education in the least restrictive environment (LRE) and will include related services, supplementary aids and services, transportation, and/or assistive technology devices and services required to help the student benefit from his or her education program.

Screening of all students at HCC may include review of performance on statewide assessments, curriculum-based measures, performance on daily work in the classroom, teacher observations, hearing and vision screeners, kindergarten readiness measures and developmental milestones. Once screening has highlighted students of concern, the process of preliminary evaluation and intervention will begin as outlined within the Child Find Procedures.

## English Language Learners

Hayden Canyon Charter School is committed to ensure that English Language (EL) students quickly and effectively identified upon admission to the school. Hayden Canyon Charter will apply the federal definition of EL as defined by Title III and IX of the ESEA. Registration materials for all enrolled students will include a Home Language Survey (HLS) form that identifies first language spoken by the student in the home. The HLS will be reviewed upon return, prior to the first day of school, by an administrator who will then determine students meeting the state criteria for ELP screening. Students who meet the criteria as potential candidates for language services will then be assessed using the W-APT or current Idaho ELL assessment, for potential placement into a language program. The test assesses the student's proficiency in the domains of Speaking/Listening, Reading, and Writing. Placement decisions for new English Language students will be based on W-APT standards.

**Identification and assessment of English Language students will be completed within 30 days of the opening of school. Once this process is complete, EL students will be placed with appropriate supports within two weeks.**

HCC will primarily consider the "Push in" model as well as Co-teaching for providing services to ELs, and other models that would still fit within the vision of the school, if more extensive services are required. Based upon the needs of identified EL students, HCC will determine the best instructional approach likely blending the Natural Approach and Whole Language Approach, using Project GLAD strategies as these approaches and strategies fit best with the philosophical and integrated curriculum models used at HCC.

Based on our student EL population, the Board, administration and teachers will select curriculum and resources from the cadre that are standards-based and proven successful, which will best meet the needs of our EL students within the scope of the school's expeditionary focus. HCC will follow the WIDA ELD standards in relation to content area instruction, and provide yearly Professional Development training in these standards as well as in the instructional approach, curriculum, and resources chosen for EL support. HCC will provide, as appropriate, certified teachers to facilitate and oversee the EL program, who will also work with teachers in incorporating the WIDA ELD standards in instruction.

As with all programming at HCC, certified administrators and teachers will evaluate the efficacy of EL programming and each EL student's ELP with quantitative and qualitative data to determine that we are meeting each student's needs. Measurements such as performance assessments, formative and summative assessments, standardized tests, WIDA assessments, teacher observation and parent and student feedback will inform and drive EL program and student ELP adjustments and changes as needed.

## At-risk students

Protocols listed in the section above, ***Student Accountability and Support for Meeting Achievement Targets***, will provide the framework for meeting at risk students' needs. In the first year, Prior year ISAT scores, and early formative assessments will provide insight into students at risk for not meeting grade level benchmarks. Protocols will be in place for differentiating both learning and assessment to ensure students are able to show what they know and can do in content areas, regardless of challenges in areas such as written or oral communication. Teachers and staff will simultaneously work with students to strengthen these challenge areas, focusing on growth and building student confidence. Student engagement is primary in overcoming challenges academically. Student driven learning and assessment, with varying degrees of teacher support in both executive function and deep learning, ensure that students have the tools they need to feel in control and empowered in their learning process.

Blended ability grouping, with well-defined protocols for group interaction, places students in situations where each is a contributor and is expected to add value to the group work. Students realize that everyone has strengths and challenges, and everyone has unique ideas or diverse ways of approaching a problem that can lead to growth and understanding among their group members. This validates and increases students' sense of self-worth,

their ability to be a contributor, and willingness to give and receive input, ideas, feedback and coaching to/from others.

## Gifted and Talented Students

Based on the guiding principle that all students are capable of learning at high levels, students will be involved in multi-ability grouping many times during the school week. It is a vital civic understanding that every individual brings strengths to the community of learners; that listening to others' ideas, viewpoints, and methods can enrich everyone as well as catalyze solution-making; and the community succeeds when everyone succeeds.

During time in projects, content area learning, and exploratory classes, students with an accelerated or increased cognitive capacity in an area will be given opportunities to lean into more challenging ideas, content, or explore deeper details in expeditionary projects, within the context of their group and as individual endeavors. As well, the schedule at HCC is structured in such a way that Math and ELA occur in blocks across the grade bands, giving students opportunities to learn content at higher grade level academic standards, given they have shown completion to mastery of their own grade level benchmarks.

### Procedure for Identification

HCC will work with a certified Gifted and Talented educator from a surrounding district until student enrollment expands the capacity to hire a fulltime GT specialist. During the first year and subsequent years, all students previously identified through their school districts' protocols will remain supported with appropriate GT enrichment opportunities per their need. Prior year State ISAT scores and formative assessments given at the beginning of the year will also inform decisions to recommend students for further testing. Teachers, the GT specialist, and the school Education Director will conference with parents regarding test results and implications for learning and enrichment within HCC's education model. The Mentor Specialist will then liaise with the GT specialist and work with teachers to ensure students are provided with challenging curriculum, hands-on activities, and projects that push their highest cognitive capacities.

## Professional Development Plan

EL Education Core Practices, while inherently logical in applicability for many teachers, must still be unpacked and put into practice within the learning community of the school. Alongside internalizing the EL Core Practices (used with permission) and mastering the Protocols, remains the need for continued strengthening of content depth of knowledge (DOK) in the core disciplines of ELA, STEM, Social Studies and Health, as well as increasing confidence in discipline specific pedagogies, integration and facilitating powerful expeditionary experiences. EL education brings a holistic learning approach to the student experience in-class and in the field, encouraging and guiding a hands-on investigative inquiry approach to each expedition, as well as building essential 21st Century competencies within each student. Each of these areas must be fully developed in each educator to

maximize the effectiveness and impact of the EL model for students at Hayden Canyon Charter.

Effective and efficient professional learning is developed through creative and immersive experiences. EL Education professional learning and coaching protocols, along with support from higher learning institutions, efficiently and effectively utilize the professional learning community to create immersive experiences for teachers. The practices, protocols, content areas, and pedagogies are explored through learner-driven investigation, facilitated by leadership, and designed to simulate the experiences of the students.

A 4-day school week and Friday Professional Learning and Collaboration days allow for the time needed to work toward mastery of these protocols, as well as best practice in the classroom, lab, research and field contexts. In years one and two, to achieve proficiency in expeditionary learning practices and protocols, core discipline content and pedagogy, the following will be actualized:

- Leadership will attend one or more Professional Development opportunities for leaders between June 2018 and October 2019.
- Teachers hired in spring of 2019 will attend a 4 -5 day immersive summit covering the essentials of the Core Practices and determining the areas of focus for an August week-long professional learning opportunity, based on the Schoology.com modules.
- Applying a blended learning model, Schoology.com is the platform utilized by Idaho State Department of Education and scores of other educators as an online resource for learning through interactive modules. Hayden Canyon Charter School's leadership has created a course addressing each of the EL Core Practices, encompassing EL protocols, and grade level content as well as best practices for each discipline.
  - Each of the Core Practices is explored within a module containing video, supporting documents, online resources, questions for reflection and discussion during collaborative times, and assignments congruent with expectations for fulfilling the Idaho Master Teacher requirements
  - Content for Core Disciplines including ELA, STEM, Social Studies and Health are contained in the Instruction Core Practice module and will be unpacked throughout the year as content is also integrated into thematic arcs and expeditions
  - Pedagogical strategies in constructivist learning for each discipline are outlined, and opportunities to practice among peers are designed into each PL day.
- Module pacing determined by leaders and staff
- Each 6 hour Professional Learning day will encompass four learning focuses, interwoven throughout the day with intentionality and specificity of practices and protocols targeted. These learning focus will be chosen from:
  - Field work/Hands-on investigative inquiry with professional experts
  - EL Education Core Practices

- Discipline specific Depth of Knowledge and best practices support
- Pedagogical strategies support
- Analysis of student work to establish norms of excellence and select exemplars
- Data analysis for formative and summative evaluation
- Job embedded professional learning will occur on a weekly basis with staff collaboration times, team teaching, and the Instructional Leader (Mentor Specialist) working along-side teachers in the classroom, modeling, team teaching, videoing, providing specific feedback and mentorship.
- Teachers may choose to increase their job-embedded practice during after-school enrichment opportunities provided to students by the staff of HCC and/or the community center staff, where they can hone their skills in guiding hands-on investigative inquiry with fewer students, capitalizing on the informal learning environment.

School leaders and teachers in expeditionary schools ensure that curriculum, instruction, and assessment are tightly aligned to high standards for student achievement, including the Idaho Core and Next Gen Science Standards, and informed by Mastery Based Learning protocols developed by the state. School leaders facilitate a collaborative process for curriculum mapping that includes a comprehensive review of current practices, careful sequencing and prioritization of content, vertical alignment across grade levels, and opportunities for interdisciplinary connections. Leaders support the creation of assessment plans for all curriculum units that identify formative and summative assessments associated with standards-based learning targets. School leaders carefully monitor implementation of agreed-upon curriculum, instruction, and assessment through frequent classroom visits and feedback to teachers.

Teachers and school leaders in expeditionary schools collect and analyze data to understand student achievement, assess teaching practices, and make informed decisions about instruction. Data inquiry teams analyze and disaggregate various data to determine patterns of performance. These teams emphasize collaborative inquiry as the keystone for productive data use. They use multiple sources of data, including and going beyond test scores (e.g., classroom assessments, student work, student engagement indicators). Hayden Canyon Charter will invest in the capacity of every teacher to access, understand, and use data effectively.

Expeditionary school leaders encourage school staff, families, and community members to assume leadership roles in their areas of expertise. Supported by a leadership team, they maintain focus on teaching and learning even as they manage other responsibilities. All stakeholders engage in data-based conversations linked to school improvement, and the school uses a clear process for making, communicating, and implementing decisions.

## Evaluation of Teachers

The Education Director will be responsible for the evaluation of HCC staff. The Education Director and staff will be using the Charlotte Danielson Model for staff and peer evaluation, among other tools, dovetailed with EL practices and protocols . The process of developing criteria and procedures for certificated personnel evaluation will allow opportunities for input from those affected by the evaluation; i.e., trustees, administrators and teachers. If a teacher is deemed to be underperforming, support will be given to him/her by a team composed of the Education Director, Instructional Leader, and a . In all cases, teacher performance shall be linked to continued employment at HCC.

### **Evaluation of Education Director**

The Board shall delineate the duties of the Instructional Director and shall use them as the basis for evaluating the Instructional Director's performance. IDAPA 08.O2.O2.120, or current state code.

The Board will annually evaluate the performance of the Instructional Director, using standards and objectives developed by the HCCSEL Board supported by EL philosophy and principles. The evaluation criteria will be consistent with HCCSEL's mission and goal statements and guided by leadership rubrics such as Marzano Research Laboratory: Marzano Principal Evaluation System. The Marzano School Leader Evaluation Model provides principals and administrators with strategies and tools to empower their teachers, so leaders and teachers can focus together on the ultimate objective: improving student learning.

# Financial and Facilities Plan

## Legal Status

Hayden Canyon Charter School, Inc. (HCC), a nonprofit corporation, dba Hayden Canyon Charter, is registered in the State of Idaho, Department of State, organized exclusively for educational purposes under Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provisions of any future federal income tax code. In this document, the Charter School is the petitioning entity and is referred to as HCC. HCC has been granted status as its own LEA by the Idaho State Department of Education, and as such, will be responsible for all programs, finances, reporting, and monitoring. Hayden Canyon Charter's School Organization number is 508, and the School Number is 1411, effective July 1 of the opening year, 2020.

The Hayden Canyon Charter Articles of Incorporation and By-laws are included in this document in **Appendix B**.

## Operations

HCC's planned location is at 13782 N. Government Way, Hayden, Idaho 83835, see **Appendix F**.

HCC's initial enrollment will be approximately 276 students in grades K-8. The school will utilize modular double classroom portables in years 1-3. Plans are in place to continue expanding the school's capacity through a permanent brick and mortar facility, building two phases simultaneously, and adding a third phase later, to accommodate approximately 730 students as growth permits. There is a fourth phase option to expand the facility if needed and practicable, increasing the capacity to 840. These options accommodate for growth in the surrounding areas already designated for residential development over the next ten years. These students will primarily reside within (but not limited to) the city limits of Hayden, Hayden Lake, Rathdrum, and the surrounding Garwood and Chilco neighborhoods. HCC will be situated on land in the Hayden Canyon Community that has been donated to the nonprofit Hayden Canyon Institute for Community. It will have a primary attendance area that is approximately sixteen square miles surrounding the school. The map is included in **Appendix F**.

The proposed facility for Hayden Canyon Charter will be located within Hayden Canyon Development's 33-acre Community Campus along with a proposed Community Center which will be shared with other community agencies (such as the YMCA), an 18.5-acre Community Park, and a Sheriff Department Sub- Station. The Community Campus site is in addition to more than 250 acres of permanent open space to which HCC students will

have access. Information on the temporary and permanent facility options are included in Appendix A6.

The initial temporary facility option described in **Appendix A** is to utilize modular buildings on this site for three years. This is to ensure doors can open on-time for a September 2020 start date. Upon approved underwriting, during years two and three, construction will begin on the permanent brick and mortar facility, Phases 1 and 2 will be the primary facility for HCC in year four. Included in **Appendices A and F** is a proposal from Design Space Modular Buildings, which has an extensive history of constructing, leasing and selling modular school buildings. The proposal is for used portables as a preferred option.

The HCC brick and mortar facilities will be financed, constructed and managed by a 501(c)(3) organization which has been specifically formed for this purpose and is called The Institute for Community at Hayden Canyon (IFC). It is affiliated with the National Institute for Community which was established about 20 years ago and has extensive experience in owning and managing shared-use community facilities. HCC will be the primary user of the school building based on a long-term lease/shared-use agreement. Secondary users would be able to lease portions of the building when not in use by HCC to help reduce costs for the school. These users may include organizations such as Head Start, Take Flight Early Education Pre-school, and various faith-based organizations.

HCC's responsibility to the IFC will consist of a long term-lease/shared-use agreement for its prorated share of the building mortgage and operating expenses. There is no other compensation paid by HCC to the IFC.

## Fiscal Philosophy and Spending Priorities

Hayden Canyon Charter is committed to financial solvency and responsible spending. As seen in **Appendix A**, the school prioritizes ensuring payroll, lease payments, and debt repayment are met each month with a concrete cash flow plan. Funding the education model and ensuring the funding actualizes the mission and vision of the school begins with highly qualified staff. Of equal priority, safe and appropriate facilities are essential. Third, materials to facilitate the highest levels of learning are the next spending priority within the education model. Debt retirement must be a primary focus as well, to build community credibility and ensure financial strength and health. The school is continually working to secure \$200,000 or more community and philanthropic pre-opening funding, providing liquid assets necessary to cover the placement of portables, and unforeseen costs in year one.

# Financial Management and Monitoring Plan

## Financial Management

Financial management at HCC will include a broad approach encompassing accounting, economics, and marketing, utilizing quantitative methods of measuring each. The objective of financial management is to maximize profit, even for non-profit organizations, with planning and implementation of short and long-term revenue generation and cost containment while obtaining a consistent cash flow with minimum liabilities. The Board and staff of HCC are committed to the educational success of our students, and also recognize that a successful school must also be maintained as a successful business. In this light, HCC will recruit those individuals well experienced in financial management, specifically of non-profit and educational organizations, as well as a Business Manager trained in school finance.

To ensure separation of duties, appropriate chain of command, transparency, and consistent financial management the current Business Manager and future Business Director will collaborate closely with the Board, Education Director, and staff. The Business Manager/Director will present financial statements and related reports to the Board at each meeting, and as frequently as necessary in coordination with the Education Director and staff. Until the Business Director can be staffed at full-time per the state administrative allowance and the HCC budget, the Business Manager and Education Director will coordinate and facilitate these duties.

The Board will determine revenue and expense mechanisms and maintain oversight, with implementation by the Education Director, Business Manager, and staff. Variances from Board approved revenue and expense or other budgetary benchmarks will be reviewed at each Board meeting or in a special meeting if required. Further, an annual audit by an external reporting firm will be conducted. Exceptions and discrepancies will be immediately addressed to ensure long term financial success.

## Income and Expenditures

HCC will obtain income through state apportionment, grant funds, private and public financial support, and school fundraising. Please see more detailed discussion of fundraising below. Additional income may be obtained through investment of excess cash when possible, utilizing risk averse, cash, liquid short and long-term instruments at the discretion of the HCC Board and as directed by a licensed advisor. Financial oversight of revenue source identification, fund management, and reporting will be maintained by the HCC Board with implementation and daily management by the Business Manager/Director in coordination with the Education Director and staff.

Expenditures will be maintained in the same manner with oversight by the Board, and implementation via the Education Director, Business Manager/Director, and staff.

Record keeping of income and expense transactions will be the responsibility of the Business Manager/Director, in compliance with Idaho State Code through SDE and IFARMS, as well as IRS for the Board 501(c)(3) reporting , following all necessary and appropriate guidelines. Reporting will also be made to grant authorizers, local, state, and federal educational authorities, submitted in required format and timely manner. Financial statements will be made public via paper, electronic, and other means affording full disclosure to appropriate parties.

### Assets and Liabilities (Debt)

Management of assets and liabilities is a critical aspect of overall financial success. While often cash is held as the main focus, liquid and fixed assets and the ability to purchase and manage related short and long-term debt is critical for stability and growth. HCC has prepared a Pre-Opening Budget to correspond with the Pre-Opening Timeline assuring that capital and other financial needs are addressed. In particular, cash and liquid assets have been reviewed, as well as fixed assets such as furniture, fixtures, and equipment. Although HCC will apply for all appropriate funding assistance, identification of fixed asset need and cost is critical and will be an ongoing process as enrollment increases, staff and buildings are expanded, and programs are added.

Typically, cash basis accounting would be applied to these transactions unless circumstances at HCC require change to accrual method per GAAP and IRS requirements. Cost basis valuation will be utilized unless market valuation is stipulated by related code. As with income and expense management, the BD will prepare Balance Sheet, Capital Asset Utilization, and other necessary reports for Board review. HCC will maintain a conservative approach with long term maintenance of secure assets and minimal debt.

### Cash Flow

Cash flow has been allocated per month to cover ongoing expenses such as payroll and anticipated operating costs, educational program costs, etc. These expenses are budgeted and accounted for from Pre-opening months July and August, through the month of August in year one. This is due to the fact that many staff opt in for twelve month salary disbursement, and the lease of the protables is on a twelve month cycle.

Materials requisitions and expense reports will be required of all staff members and program chairs, with cash expenditures approved in advance per budgetary stipulations and HCC Board policies. Cash flow shortfalls will be addressed immediately with the BD and ED, with Board involvement as appropriate. Cash excess will be maintained in short-term, insured cash accounts with future use at Board discretion. It is the goal of the HCC Board to maintain a minimum three-month cash reserve for operating expenses, with a six month reserve the preferred goal, and to consistently meet all payroll, vendor, and other overhead obligations in a current manner.

See **Appendix A** for all Financial and Budget Worksheets.

## Fundraising

The HCC Board of Directors, Business Manager/Director, Education Director, staff, and PTO will be proactive in researching financial opportunities including local, state, and federal grant offerings, private solicitations, public support, and events within and on behalf of the school. Board members and staff will be encouraged to forward information about all possible funding opportunities and suggestions in support of ongoing fundraising, and to encourage school-wide support and facilitation.

To date, HCC has held a successful inaugural Gala Auction, generating over \$75,000 in revenue. The Founding Board has scheduled and is planning a second annual Gala Auction for August 21, 2019, and will continue holding Gala Auctions annually. Other annual events such as student culminating project community nights and STEAM carnivals will be used to generate revenue with sponsorship opportunities, dining, and carnival tickets, among other revenue sources.

## Grant Writing Plan

Grant writing, application, and implementation is an on-going, year-round process. The Board and school leadership team will establish a grant committee, including parents, to research and manage the application process. The HCC grant plan will include identification of current and possible local, state, national, and federal grant opportunities. Within this process the Board, Education Director, and Business Manager/Director, and committee will establish a working database documenting grant type, application deadlines, scope of work requirements, implementation requirements, fund draw-down timing and amounts, tracking of in-kind requirements if any, and supplementary reporting requirements and deadlines to reflect use of funds. Grants will be chosen based upon best use for the students and continuing financial stability of HCC. Of particular focus and priority, the Founding Board and Education Director will also prepare a proposal for the BLUUM Foundation during the spring grant cycle in 2020.

National and federal level grants will be researched online and via [www.grantwatch.com](http://www.grantwatch.com), as well as the federal grant repository found at [www.grants.gov](http://www.grants.gov). This site lists thousands of federal level grants, covering many industries, scope of work, application and funding requirements. State grant opportunities will be sought through the Department of Education, Idaho Department of Lands, Idaho Parks and Recreation, and other applicable sources based upon our unique location and specific mission.

Teachers will be encouraged to access funding opportunities for educators such as Donors Choose, to bolster their in-class supplies for expeditions.

## Private and Public Support

Financial support will be solicited via local businesses and private individuals. We respect that many worthy organizations ask for financial support, and that private/public funds are at times limited. However, there is also great support for education in north Idaho, particularly for alternative or charter schools. As a result, we feel that a well-planned, reasonable fundraising campaign would be both appropriate and successful without over-reaching our supporters.

Currently, donations for sponsoring a classroom are being solicited and have been accepted from community members, families, businesses, and organizations. Companies including Costco, Wal-Mart, Best Buy, Kootenai County Literacy Program, Kootenai County Library System, and Microsoft Products Donation Program among others have been contacted to begin the donation process.

## Annual Audit Plan

Each year, HCC will hire an independent certified public accountant, adept in school finance, to conduct an independent audit that complies with state mandated requirements. Upon completion of the audit, the Board will review the audit report and findings. A copy of the audit report will be submitted to the authorizing entity and the State Department of Education. Annual audit and financial compliance will be completed pursuant to all relevant Idaho State code sections.

## Financial Reporting

HCC will comply with the financial reporting requirements of relevant Idaho Code sections including timely, web-based listings of expenditures. Within one-hundred twenty (120) days from the last day of each fiscal year, the Board will prepare and publish an annual statement of financial condition and report of the school as of the end of such fiscal year in a form prescribed by the State Superintendent of Public Instruction pursuant to Idaho Code. Such annual statements shall include, but not be limited to, the amounts of money budgeted and received and from what sources, and the amounts budgeted and expended for salaries and other expenses by category. The annual statement will be submitted to the State Department of Education as required by law.

The school shall place copies of all teacher contracts and vendor contracts on the school website. In addition, the school will develop and maintain an expenditures website as required by Idaho Code.

Annually, HCC will file with the State Department of Education such financial and statistical reports as the SOPI may require pursuant to Idaho Code. HCC will destroy all claims or vouchers paid five years from the date the claim or voucher was canceled and paid pursuant to Idaho Code.

HCC will review the school budget frequently and, if necessary, make appropriate budget adjustments. Amended budgets shall be submitted to the State Department of Education pursuant to Idaho Code.

HCC will invest any idle monies as permitted by Section 67-1210 of the Idaho Code.

## Liability Insurance

### Civil Liability

Hayden Canyon Charter will have the same responsibilities as any other public school in matters of civil liability. The Idaho Public Charter School Commission, Idaho State Department of Education, and Lakeland School District, shall have no liability for the acts, omissions, debts or other obligations of HCC.

HCC will procure and maintain a policy of general liability insurance and errors and omissions insurance adequate to meet the requirements of state law. A copy of proof of insurance will be provided to the authorizer. HCC shall be responsible for maintaining its own insurance for liability and property loss as required by Idaho State Law. HCC shall hold harmless and indemnify the authorizer against any claim, action, loss, damage, injury, liability, cost or expense of any kind or nature, including, but not limited to, attorney's fees and court costs, arising out of the operation of HCC and/or arising out of the acts or omissions of the agents, employees, invitees or contractors of HCC.

Insurance may be provided by Moreton & Company, through their ISBA Insurance Plan. Moreton is an endorsed insurance provider to the member districts and LEAs of the Idaho School Boards Association. HCC may request other competitive insurance proposals. Upon approval, HCC will include mandating the continued maintenance of insurance policies such as Liability, Property Loss, Workers Compensation, Health, Unemployment, Officers and Directors Insurance, and Error and Omissions coverage. This insurance will provide protection from damage to HCC school properties and liability as required by law. Building and grounds insurance will be provided by the lessor. In total for staff, HCC will provide for health insurance, unemployment insurance, workers compensation insurance, and PERSI.

## Employee and Staff Qualifications and Provisions

HCC's full time and part time staff will meet or exceed qualifications required by state law. All instructional staff shall be appropriately certified teachers as required by Idaho Code. Administrators will be appropriately certified as administrators. Classified Staff will meet all federal screening requirements and meet qualifications as described, with relevant experience and training.

## Transportation and Food Service Plan

HCC plans to make transportation available to as many students as possible when practicable. HCC will adhere to all appropriate laws, rules, regulations, and policies regarding student transportation including ID Codes 33- 5205 & 33-5208. HCC has determined that initial school-funded transportation of students is not economically feasible. Discussions with transportation companies in Spokane, Boise and Montana provide estimates approaching \$10.00 per mile, substantially above the state reimbursement rate. A copy of Harlow's written cost estimate is provided in **Appendix F3**. HCC will continue to explore cost effective transportation options that are practicable, including the grant supported purchase of a school bus and the funding of a classified staff bus driver. To that end, HCC is pursuing grant funding from the BLUUM foundation in the current 2019 fall cycle, as well as other regional and national funding opportunities.

At this time, local school districts have not been willing to cost-share or commit their resources to transport HCC students.

### Student Travel for Extracurricular Activities, Field Trips, Etc.

Unless other travel arrangements are authorized, students will board a contracted bus at the school, which is designated as the point of origin for the trip, and will return to the point of origin in the bus. There will be no stops along the designated route to pick up or discharge students. The only variation allowed in this regulation is the release of students to parents in a face-to-face situation at the close of the activity before buses begin the return trip. Such release will require a signed, dated note from the parent.

## Food Service Plan

HCC will obtain free and reduced lunch (FRL) information during the registration process beginning in March, once students have been offered admission. Appropriate documentation will be gathered annually and will meet the program requirements. As a participant in the National School Lunch Program (NSLP), HCC will adopt all policies required for the operation of the program, such as a wellness policy, and follow all guidelines, Code of Ethics standards, and Procurement Policies (2 CFR 200, Allowable and Unallowable Cost Guidance in Federal Programs) regarding meals and snacks served at the school or school events.

HCC food service options will be limited until the construction of the proposed kitchen in Phase II. For the portable facilities, or Phase I of the brick and mortar, HCC has initiated discussions with Chartwell, Inc., to provide nutrition services. HCC will pursue its food service program with the option of providing nutrition to students in the first year, and will apply for the Free and Reduced Lunch reimbursement based on data collected during registration. HCC may choose one or more of the following lunch options: 1) Provide sack lunches for students who qualify for free and reduced lunch; 2) partner with

a local school district that is willing to provide food to HCC students in exchange for a fee; 3) contract with local restaurants on a rotating basis, that can offer meals according to NSLP regulations; 4) serve food appropriate for preparation in a warming-style kitchen environment.

Based upon data collected from the Free and Reduced Lunch surveys, HCC will also consider/apply to the Cold Milk and the Fresh Fruit and Veggies (FF&V) programs through the State of Idaho. The school will then make milk and FF&V available to encourage healthy eating and to provide continued energy. HCC will seek local, organic options as well as items from the HCC gardens when available.

# Board Capacity & Governance Structure

## Description of Governance Structure

HCC's organizational structure will consist of a governing Board of Directors, one to two key executive employees (Education Director and Business Director) who will serve as school leaders, as well as certified and classified staff. Additionally, influences in decision making will come from the school's Parent-Teacher Organization, Board of Advisors, and several community partnerships from higher education institutions and agencies, as well as the commercial sector. Best practices of EL Education will provide a basis for how this organizational structure will operate. See Hayden Canyon Organizational Chart in **Appendix D.**

A governing Board of Directors will provide fiduciary oversight and educational vision. The governing Board will hire staff in accordance with school needs and growth. Among the hired staff of HCC, the Business Manager/Director will ensure the financial solvency of the school, along with maintaining reporting compliance.

HCC has employed an Education Director and will employ in the future, a Business Director. HCC will initially operate with one administrator (based on state staffing allocations) and a highly qualified Curriculum and Instruction Coordinator from instructional staffing. The Education Director and C&I Coordinator will ensure the educational success of HCC students and the professional development of teachers. HCC's Education Director and C&I Coordinator will successfully develop a program combining project- based learning, teacher collaboration, and social-emotional education, as well as innovative professional learning opportunities that ensure successful leader and teacher implementation of the education program.

The Business Manager/Director is responsible for managing facilities, finances and required reporting for the school. HCC will employ administrative support staff according to needs related to reporting and information management. These responsibilities may be delegated as appropriate. The administrative, instructional and support staff will be expanded as the school's enrollment increases. An independent audit will be performed each year by an independent auditor.

The administrative team of Education Director and future Business Director shall assume broad responsibilities concerning, but not limited to:

- Curriculum, instruction, and assessment
- Instructional materials and supplies
- Resource allocation
- State charter school requirements
- Special services

- Contracted services
- Disciplinary support
- Public and media relations
- School-wide community building
- Business and community partnerships
- Professional development
- Employment and personnel issues
- Enrollment and attendance
- Staff evaluations
- Facility conditions
- School climate
- District/Board liaison
- Fiduciary responsibilities for the school

## Board Governance

HCC will be a legally and operationally independent entity, established by the nonprofit corporation's Board of Directors. The elected and appointed Board Directors will be legally accountable for the operation of the charter school. HCC commits to adhering to all federal and state laws and rules and acknowledges its responsibility for identifying essential laws and regulations and complying with them. This includes Idaho's Open Meeting and Public Records laws. The policies and procedures of the Board will be directed to the administration for implementation. See By-Laws in **Appendix B**.

The governance of HCC is vested exclusively in the BOD and not with the originators of the charter. The BOD has successfully recruited new members and expanded its numbers ensuring that 'founders syndrome' will not occur. To date, only one member of the original BOD remains on the Board. Many of the past BOD remain on the BOA and provide information and insight while allowing the BOD full authority to provide changes needed or desired.

The BOD will serve as the public agents who govern the Charter. There will be not less than 5 nor more than 9 members on the Board of Directors. A list of the Board members is listed in **Appendix C**.

The HCC By-Laws have been adopted to promote and retain long-term commitment to the mission of the Charter by staggering the transition of board members so that no more than two-fifths of the BOD is replaced at any one time. While stabilizing the BOD, the annual election of a portion of its members, as stated in the By-Laws, promotes and encourages fresh perspectives and allows for changes in talents as needs change on the Board.

The BOD will make every attempt to include a balance of skills and vocations on the Board as new members are determined with the procedures set forth in the By-Laws. Desired skills

and vocations include, but are not limited to: legal expertise; financial/accounting expertise; education expertise, including administration, instruction, and special education; and business operations expertise. From the Board membership and Board of Advisors, the BOD will organize a committee to evaluate current Board needs and recruit individuals with talents in those areas to apply to fill vacancies on the BOD. Communications of Board needs will also be provided to the parent-teacher organization (PTO) who will be encouraged to provide the BOD changes that the PTO believes will be in the best interests of HCC.

Upon the resignation, removal or term expiration of a board member, the BOD will assess the needs of the Board and will recruit new candidates through a nominating committee to balance the Board to the benefit of HCC and will hold elections as per the procedures stated in the By-laws.

The Board of Directors' responsibilities include, but are not limited to:

Securing adequate and appropriate board leadership training available through the Idaho School Boards Association (ISBA) or its equivalent including but not limited to training on school finance, ethics, school governance and strategic planning. Upon approval of the Charter's transfer, the Board will evaluate its need relative to training available through ISBA and will select and enroll in the training programs in which it will participate. A similar assessment and enrollment will take place annually to ensure the Board has continuous training and stays abreast of relevant new developments. The BOD will identify areas of special needs and provide training as necessary to ensure the viability of HCC's compliance in operations and Open Meetings and Record Keeping statutes.

- Securing adequate and appropriate academic program training by utilizing monthly programs for the initial years to provide project based learning and implementation concepts.
- Aiding in the business operations of the school, including the procurement of funding and ensuring operation of the business in accordance with the requirements of the Idaho Nonprofit Corporation Act, Chapter 3, Title 30, Idaho Code.
- Monitoring and assessing the school's compliance with the provisions of its chapter under the Idaho Public Charter Schools Act, Chapter 52, Title 33, Idaho Code.
- Holding meetings which follow open meetings laws, including the posting of agendas at least 24-48 hours in advance, quorums, executive sessions procedures, board meeting frequency, etc.
- Maintaining entity records in accordance with Idaho public records laws, including keeping accurate meeting minutes, complying with public access requirements, and fulfilling any Freedom of Information Act requests for other records in accordance with the requirements of that act.
- Meeting as necessary, with one meeting serving as the annual meeting of the corporation.

## Founding Board Qualifications

Below is a list of original Founders who have made material contributions to the establishment of the HCC by giving their time, effort, energy and resources to the creation and formation of the charter, including the formation of the school and its policies, mission statement, methods and governance structure. The original founders are: Glen Lanker, Jason Ball, Cynthia Reyburn, Bonnie Russel- Hunt, Char Beach, Patrick Jones, Chris Noland, Sarah Halsted, Terry Trainer-Wright, Briana DuRocher, Joshua Dahlstrom, Jennifer Vest, Rachel Wheeler, Ryan Crandall, Vern Newby, Josh Fletcher, Amy Thompson, Conrad Underdahl, Tyson Schroeder, Dr. Amy Spoelstra, and Dave Miller.

The current Founding Board Directors include President, Joshua Dahlstrom, Vice President, Josh Fletcher, Treasurer, Jennifer Vest, Jason Ball, Ryan Crandall, Tyson Schroeder, and Amy Thompson. Additional Founders may be added up to the time of initial enrollment, by majority vote of the Board of Directors. These additional Founders may be persons, employees, or staff who contribute significantly to the development of the school in ways such as: participating as volunteers in the creation and development of the school's physical location, structures, grounds, and general campus, and by other actions, donations, and volunteer activities without which the school would not come into existence.

## Board of Directors Qualifications

Board Director qualities include alignment with the code of ethics in personal, professional and community work. Board Directors should add value to the overall skills needed on the board in one or more categories of business management, marketing, legal expertise, school financial management, education, leadership, entrepreneurship, and community networking. Board Directors should be committed to attending all regular and special meetings and trainings, including but not limited to the ISBA conference and any relevant SDE and EL Education continued professional learning opportunities. All Directors must be adept in compliance with open meeting laws.

The Board of Directors (BOD) encourages open dialog between the individual board members and the staff at HCC, within the open meeting law requirements. It is paramount, however, that the BOD's primary line of communication is with the Education Director and/or Business Director. In this relationship, the BOD and the administration team perform separate, yet complementary tasks to ensure the smooth operation of the school and the effective learning of the students.

## Board Oversight Responsibilities

The Board of Directors' responsibilities include, but are not limited to:

- Securing adequate and appropriate board leadership training available through the Idaho School Boards Association or its equivalent.

- Training will include, but not limited to, training on school finance, ethics, school governance and strategic planning.
- Upon approval of the HCC's charter, the Board will evaluate its needs relative to training available through ISBA and will select and enroll in the training program in which it will participate.
- A similar assessment and enrollment will take place annually to ensure the Board has continuous training and stays abreast of relevant new developments.
- Should the Board identify areas of deficiency that cannot be addressed through training provided by ISBA or other qualified organizations, the Board of Directors will arrange specialized training relative to those areas, including if necessary, training relative to Idaho's open meeting laws and public records laws so as to ensure compliance with such laws in the Board of Directors' administration of the HCC's business.
- Securing adequate and appropriate Academic Program training by participating in training provided by the leadership team and/or its equivalent.
- Aiding in the business operations of the school, including the procurement of funding and ensuring operation of the business in accordance with the requirements of the Idaho Nonprofit Corporation Act, Chapter 3, Title 30, Idaho Code.
- Monitoring and assessing the school's compliance with the provisions of its charter under the Idaho Public Charter Schools Act, Chapter 52, Title 33, Idaho Code.
- Holding meetings which follow open meetings laws, including the posting of agendas at least 24- 48 hours in advance, quorums, executive session procedures, board meeting frequency, etc.
- Maintaining entity records in accordance with Idaho public record laws, including keeping accurate meeting minutes, complying with public access requirements, and fulfilling any Freedom of Information Act requests for other records in accordance with the requirements of that act.
- Meeting as necessary, with one meeting serving as the annual meeting of the corporation.

In addition to the BOD, HCC's Board of Advisors (BOA) will provide invaluable strategic expertise and support. Its members are available to provide important input in many vital areas including: special education; facility design & construction; public relations & community support; fundraising; performing and fine arts; athletic and other extracurricular activities; helping to facilitate learning expeditions; community service opportunities; technology; business and entrepreneurship; and collaboration with secondary education providers, just to name a few. An example of the latter is the relationship with the University of Idaho as described in their letter in **Appendix F3**. The BOA will also be an important resource for developing community education partnerships and sharing potential career opportunities with HCC students as visiting mentors.

## Transition Plan

The Founding Board will transition to the Operating Board of between five and nine (5-9) Directors.. The number of directors may be changed according to the by-laws and following representation shall be adjusted to comport with the number of directors. This transition shall occur at the first annual meeting following the opening of the school.

The By-Laws have been adopted to promote and retain long-term commitment to the mission of HCC. This includes staggering the terms of election so that less than a majority of directors is elected in any one year. This process still provides for the promotion of fresh ideas and energies to the BOD.

By a vote of the Board, the four (4) directors with the highest number of votes will be designated as Board Appointed Directors A, B, C, and D with the directors receiving the highest two vote counts filling Positions A and D, the director with the third highest vote count filling Position B, and the directors with the fourth highest vote count filling Position C. The remaining directors shall be designated as Parent Representative Directors E, F, G, H, and I and will be determined by lot.

Initial terms will be as follows:

Position A - three years

Position B - two years

Position C - one year

Position D - three years

Position E - two years

Position F - one year

Position G - three years

Position H - two years

Position I - one year

Subsequent terms will be for three (3) years each. As terms of the Board Appointed Directors expire (A -D) the full BOD will renew, fill, or replace directors with persons having strengths that will be most beneficial to the needs of the Board. Two-thirds (2/3) majority of the Board is required for selection. As terms of the Parent Representative Directors expire (E - I), ballots by parents of the students shall select the persons which will provide the best representation of HCC. The BOD shall fill vacancies of the board with a two-thirds (2/3) affirmative vote. Those directors shall complete the remainder of the term and shall stand for election or approval as above. A Board Appointed Director vacancy may be filled with a Parent Representative Director.

In such instances, the new vacancy may be filled by the BOD, however, the new BOD member will be validated by ballot at the next election to fill the remainder of the term.

## Board Training and Recruitment

The Board of Directors will annually assess the strengths of the Directors and train to the needs of the Board for expertise in education, finance, operations, and public relations. The Board of Directors will require and assist each member to complete certification training regarding proper Board functions and operations. The Business Manager/Director will allocate appropriate funds to provide adequate Board training including necessary travel expenses.

Assessment and training will be provided by ISBA or comparable programs. These programs will be directed, facilitated, or self-assessed programs. The programs will provide training for board leadership, open meetings laws, business operations and school finance, funding and fundraising, records keeping, and instructional program pedagogy.

In anticipation of the need for new Directors of the Board, Hayden Canyon Charter will solicit a list of interested individuals from the community, volunteers, and collaborators in HCC education. In a collaborative effort with the HCC Parent Teacher Organization, the Hayden Chamber of Commerce, and other non-profit organizations in Kootenai County, HCC BOD will identify individuals who will help balance the skill sets needed for a strong Board of Directors. Once interested individuals have been identified, an election/selection process shall be followed as defined above.

## Ethical Standards

The authority of the Board of Directors (BOD) lies within the policies and directions provided in open public dialog and the individual members of the Board shall support the policies and directions affirmed by the Board.

The Board of Directors for HCC shall maintain a high level of integrity, perseverance and openness regarding individual actions concerning the business and operations of HCC as well as privileged information. The BOD is also expected to maintain a high level of trust and collaboration with the HCC staff, parents of HCC students, and the community at large. Upon affirmative vote of two-thirds of the BOD, an individual director may be removed from the board for failing to meet reasonable standards.

A signed copy of HCC's ethical standards for board members is included in **Appendix B**. All new directors shall agree to and sign the oath of HCC's Ethical Standards.

# Student Demand & Primary Attendance Area

## Primary Attendance Area

The Hayden Canyon Charter building site will be near 13782 N. Government Way, Hayden, ID. The primary attendance area for HCC as shown on the map in **Appendix F** will include portions of Lakeland Joint SD 272 and CDA SD 271. It encompasses existing and proposed neighborhoods in the area. A copy of the draft lease agreement is attached in **Appendix F**.

Specifically:

Starting at Boekel Road and Government Way, including Rookery Road, go east along the section line to Dodd Road and continue east including both sides of Dodd Road to Rimrock Road. Continue south to Lancaster Road, then west to Strahorn Rd, then south again to Lacey, then west to Highway 95, then north to Lancaster Road and then west to the center of section 1 (between Highway 41 and Greensferry) and then north to the BNSF right-of-way. Continue northeast to Highway 53, then east to Meyer Road, then south to the center of section 31 (between Highway 53 and Boekel Road), then east to Atlas road, then south to Boekel Road and then east to the point of beginning.

A strong tenant of HCC is the emphasis for non-motorized transportation to and from school, where possible. This objective supports lowered cost education, less overall traffic volume and increased student mobility enhancing positive health and life-style for the students, parents and community. Many parents in the region, however, already personally transport their students each day to local magnet schools, charter schools, and across the two neighboring school districts, so motorized transportation is common.

The proposed site is the best option for the type of educational plan Hayden Canyon Charter has developed. The existing donated site is also particularly cost-effective in a severely limited land market. The HCC site is located in an area of rapid growth where the closest elementary schools (Northwest Expeditionary Academy, Atlas, and Hayden Meadows) are over 2.5 miles away and have reached or surpassed capacity enrollments.

The primary attendance area includes multiple mobile home parks, established developments as well as original rural agricultural housing, resulting in a full range of socio-economic student populations. Including the new developments on record, HCC's student demographics are predicted to mirror the general student demographics of the area.

## Student Population

Current demographics available from the Coeur d'Alene School District 271 indicate their student population consists of 88% white, 1% Hispanic/Latino, 1% American Indian/Alaska Native, 1% Black/African American and 1% Asian. An average of 44% of these students qualify for free/reduced lunch and 8% of the students receive Special Education support. Lakeland Joint School District 272 reflects much the same demographic, with 92.8% white, 3.3% Hispanic or Latino, 0.4% Asian, 0.3% Black/African American, 0.3% Native American, and 0.1% Pacific Islander. As of May 2017, over 41% of students in Lakeland qualified for free/reduced lunch with at least two elementary schools exceeding 65%. Approximately 10% of students in Kootenai County receive special education services.

## Community Need, Demand, and Market Interest

### Overall Need

Hayden Canyon Charter conducted the official lottery for the 2019-2020 school year and enrolled 276 students in grades K-8, with a wait list of 114 students. Parents and students have responded to the education model HCC offers, confident that the school will fill needs in school choice, pedagogy, school environment, regional initiatives, and capacity.

### Meeting the Needs of Families Seeking School Choice, Progressive Pedagogy, and Improved School Environment

Over 80% of parents surveyed in the HCC Family interest survey would choose Hayden Canyon Charter because of the project based, hands-on, investigative approach to learning versus traditional classroom models currently used in most North Idaho classrooms. Over 70% of parents would choose HCC based on the holistic learning approach focusing on real-world problem solving using applied math, communication, literacy skills, and science. In addition, parents frequently ask to ensure that history and social studies will be learned, and upon hearing it will be part of all grade level expeditions and curriculum, respond enthusiastically and consistently with affirmation.

Based upon parent demand, seen throughout the region, the Coeur d'Alene School District has moved toward more innovative approaches in some of the magnet elementary schools. However, schools in the district are at or over capacity and parents are seeking alternatives. Parents in the North Idaho region are seeking choices for a more tailored and whole-child approach to learning, which HCC will offer through the expeditionary model.

Through the Family Interest Survey, HCC has documented parent comments such as:

“THANK YOU for opening this school! It sounds like everything I want for my kids!!! Please let me know if there is anything we can do to help you get started!!!”

“We came to your planning meeting at the church by Hayden canyon two years ago or so. I was blown away and have been waiting anxiously to see this become a reality!!!!”

“I am excited about an opportunity for my daughter to grow in areas that aren’t often viewed as valuable in the traditional school system.”

“Very interested in this school. Nice to have school choice.”

“My son’s learning environment is stagnant and does not consistently engage and challenge him. We are very excited that this type of learning environment may become available to him!”

## Meeting the Need of Regional Initiatives

The community of Kootenai County has voiced a need for an alternative educational approach as evidenced by participation in the 2030 regional planning initiative, HCC expeditionary education workshops, public statements, and written feedback. The regional planning effort, entitled **CDA 2030 Implementation Plan**, articulates a community desire for alternative educational choices, as described in the foci below. Hayden Canyon Charter is fully committed to supporting the CDA 2030 vision for fulfilling these needs and increasing:

- **Diversified Schools**—The continuing development and choice of diverse educational opportunities.
- **Experiential Learning Programs**—Explore opportunities to develop an experiential learning curriculum for PreK -12 students.
- **Service Learning Programs**—Develop and promote service learning programs to link school curriculum and classes to real-world life experiences.
- **School Citizenship and Service Opportunities**—Encourage youth citizenship and service opportunities starting in the elementary schools.
- **Career Education**—Promote career education, including goal setting, entrepreneur skills, and career pathways starting from the elementary level.
- **K-16 Career Technical Education**—Create programs, projects, and curriculum that supports career technical education in K-16 education.
- **Career Professional Skills**—Teach and foster professional skills such as problem solving, public speaking, collaboration, timeliness, etiquette, professionalism, etc., for K-12 students and for those in the workforce.

Hayden Canyon Charter is designed to holistically educate students in the arts and sciences, focusing on innovative and creative thinking in design and solution making. Thereby, HCC is also committed to partnering with community stakeholders in supporting the CDA 2030 vision for education in innovation and technologies:

- **High Tech Industry Awareness, Education and Training**—Support community-wide programs in schools to increase awareness, education, and training opportunities for the development of high tech industries in Coeur d'Alene.
- **Promote Robotics & Engineering**—Promote Coeur d'Alene as a center for robotics excellence, encourage efforts to include robotics in curricula, develop expertise in this area, support robotics technology in local businesses, and promote community awareness of robotics and software engineering (CDA 2030, 2015).

## Meeting the Need to Reduce Overcrowding and Increase Capacity

The primary zone boundary of HCC extends into both Lakeland and Coeur d'Alene School districts where development is skyrocketing and schools are exceeding capacities. Hayden Canyon Charter provides a public school of choice within one to two miles of these neighborhoods and existing schools, and a capacity for over 800 students within a 10-15 year growth plan. Even though the site is within the Lakeland School District, most of the closest schools are in the Coeur d'Alene District and their enrollment is currently at or beyond capacity.

The Coeur d'Alene district has chosen to develop a magnet school model in many of its schools, requiring families who cross elementary attendance areas to provide transportation for their students to the desired magnet school. Despite this, interest is so high that most of the magnet schools have wait lists for each grade. Currently the district is seeking other possible solutions to overcrowding, because population growth is outpacing the district's capacity to build new schools.

At the time of this application, the over-capacity of the four northern elementary schools in District 271 is greater than HCC's expected enrollment for the first five years of operation of HCC. District 271 predicts that the capacity of all elementary portable classrooms will be filled this year. At this time, District 271 is exploring ways to offset enrollment in the northern portion of the district. According to District 271 facilities assessments, a new 600 student elementary school will cost taxpayers almost \$12,500,000. This school only serves to alleviate current overcrowding. It is projected that the K-8 student population will increase by approximately 400 students in the next six years in keeping with a student growth of 340 students during the past six years. **Table 1** is a recent enrollment summary taken from District 271's website:

**Table 1:** 2016 Coeur d'Alene School District Example Elementary Enrollment

Elementary School	Building Capacity	With Portables	Enrollment
Atlas	494	558	609
Dalton	300	N/A	408
Hayden Meadows	543	607	644
Skyway	543	735	694
Total north schools	1,880	2,220	2,355

According to an article run in the Coeur d'Alene Press March 26, 2016: "Trustee Dave Eubanks told The Press that although it would have been 'nice' if the subdivision builders contributing to the jump in the student population were required to build a school during construction, he is open to suggestions from the community on how to address the district's growth. 'As you know, some of our schools are stuffed to the rafters with kids, and we have to do something,' Eubanks said."

Bill Rutherford, a principal in the Coeur d'Alene School District, expanded on this challenge for the district in an article run April 21st, 2016, by the Coeur d'Alene Press, stating, "We're so crowded up North. The schools are just packed and we've got portable classrooms at every school. And those schools were built for 550 kids, and some of them have over 700." Additionally, on June 8th, 2016, the CDA Press documented the difficulty for the district purchasing 5 to 10-acre parcels within its boundaries, making it challenging to locate a new site for an elementary school to ease overcrowding.

The Lakeland Joint SD 272 has approximately one-half the K-12 student population as the CDA SD 271, for total combined student population of approximately 15,000 children. HCC plans to open with approximately 241 students, or 1.6% of the combined Districts' population.

The Lakeland Joint SD 272 has recently re-zoned its elementary schools to accommodate the growth that has both occurred and is expected along the south side of Rathdrum.

As shown on the map of Surrounding Public School Locations in **Appendix F**, the proposed location for HCC is at the center of a five mile diameter circle in an area where significant growth is occurring. Due to the anticipated growth in the area, the opening of HCC will not likely result in significant loss of total student enrollment in either school district.

In contrast, in an effort to offset the impact of growth from within the community and to ease the pressure of growth from other communities, the Hayden Canyon development donated over 20 acres of land, through the Hayden Canyon Institute for Community, for a school and community center. In addition, over 200 acres of green space are available for student use during school hours.

## Demand and Market Interest

The unfulfilled demand for alternative educational options is significant in the region. The North Idaho STEM Charter Academy in Rathdrum is only a few years old and already has a wait list of over 300 students. The middle school at Coeur d'Alene Charter Academy also has a significant wait list. Additionally, The Summit School in the Spokane Valley is an EL Education school which historically has a yearly waiting list of more than 300 students. This clearly indicates community and regional support for a variety of education models. HCC is positioned to provide a desired alternative educational program.

Prior to the 2019 lottery and enrollment process, Hayden Canyon Charter's student interest survey, identified over 350 families with 565 interested students, and directly indicates that parents are seeking models of proven excellence and innovative practice to prepare their students for success in an ever-changing world. The March 2019 enrollment of 276 students, with a wait list of over 114 students confirms both the need and demand for alternative education models. This is well over the anticipated application of 50% of the interested students. These parents and students primarily learned of the school through community events and word of mouth. A fully implemented marketing plan would increase those numbers significantly.

HCC is the second proposed charter with a project-based model in the area; this indicates the demand is still high in the region for such an educative approach. Parents of wait-listed students for the other regional charters may see the value of enrolling their student(s) at Hayden Canyon Charter. With over 400 students waiting for regional charter admission, even a fraction of those already vested in an alternative education model, applying for enrollment at HCC, would place an increased demand on the seats available.

In addition, over 30 qualified teachers submitted applications for K-8 positions for the fall of 2019. These teachers either specifically sought out the expeditionary model, have filled in the teacher interest survey online, or have indicated their interest as a part of the family interest survey, without any formal marketing or advertising on the part of HCC. The Education Director interviewed and selected 15 highly qualified candidates for anticipated 2020 positions. Teachers informed they were on the final list of candidates were enthusiastic about participating in professional development during the 2019-20 school year, in preparation for the fall 2020 opening.

## Enrollment Capacity

### 2019 Enrollment

Based upon the 2019 Lottery, HCC is projected to enroll between 276 and 439 students in years one through three. The initial facility plan, using modular classrooms accommodates this growth, and the future brick and mortar building, Phases 1 and 2 continues with the pattern of growth.

**Table 2** shows the ideal and maximum number of students per class. Grades 1-2, 3-4, and 7-8 are planned to be mixed grade classes.

**Table 2:** Classroom Capacity

Grade	K and/or K-1	1 or 1-2	2	3 or 3-4	4	5 or 5-6	6	7 or 7-8	8
Max. No. of Students per Classroom	26	27	27	28	28	29	29	29	29
Target number of students per classroom	21	23	24	25	25	26	26	26	26

HCC's facility, budgeting, and staffing have been planned to expand incrementally as needed to accommodate growth as it occurs, while remaining fiscally and operationally sustainable at each stage (see the table with Projected Enrollment & Building Phasing in **Appendix F** for details).

The U.S. Census Bureau estimated Kootenai County's population at 147,300 in 2014 and about 157,000 by 2020 (source: the Fall 2015 edition of *The Real Estate Report* by the

Spokane-Kootenai Real Estate Research Committee). As shown in the Population Map in Appendix I, the estimated population within a five-mile radius of the proposed HCC site was 46,000 as of 2015 and 126,000 within a 10-mile radius, which represents about 85% of the total population in the county (JP Stravens & Associates).

In addition, the City of Hayden's population has grown at an average annual rate of 3.6% over the last 15 years, and its future growth rate is estimated to be at least 2.5% per year over the next 20 years. This is higher than Kootenai County's average of 1.6% per year since 2010 and equates to an estimated need for approximately 2,000 new housing units in Hayden alone over the next 20 years (Valbridge Property Advisors, Oct., 2014).

The surrounding Hayden Canyon neighborhood will add an average of 90-120 housing units per year over its 15 to 20 year buildout, for a total of 1,820 units. At an estimated ratio of 0.4 elementary and middle school students per household, that equates to a total of over 700 students. Due to the significant growth rate in the area apart from Hayden Canyon, as stated in the Need section,, there is sufficient demand to fill the school upon opening, and for several years after, independent of enrollment from the Hayden Canyon community. However, the facilities plan meets the anticipated growth in enrollment from within the primary attendance zone so that students within the community have access to the school.

## Strategies for Enrolling Underserved Families

To increase the likelihood that a diverse demographic of students can be served at HCC, every effort is being made to reach out to areas of lower-income and underserved populations. Many of the cities within the two districts have significant percentages of students who qualify for Free and Reduced Lunch, with John Brown Elementary of Lakeland Joint SD 272 school at over 80%. Therefore, it is in HCC's strategic plan to help reduce strain on families desiring such an education for their student, but who may be challenged by transportation, providing meals, or having a safe place for their student before and after school. HCC has drafted several options for busing as soon as it is practicable. HCC has several options outlined for providing sack lunches for students who qualify for free and reduced lunch prior to the completion of the warming kitchen in Phase II of the building plan.

In preparation for a four-day school week, parents were asked through an online survey to select options that would serve their families best "before and after school," as well as Friday childcare opportunities on-site. The program, known as Before and After School Enrichment (BASE), was piloted successfully by the Lakeland School District. BASE is both self-funded and federally funded. Trained professionals provide care and academic enrichment opportunities at school from 6 am to the start of school, after school until 6 pm, and all day from 6 am-6 pm on non-school days, such as Fridays at HCC, and some holidays.

Sack meals and snacks are provided by a government funded program facilitated through Chartwells. Cost for BASE is minimal compared to comparable childcare at private facilities. According to HCC's online survey, at least 75 families have shown interest in using a BASE program on Fridays, with 30 families in need of before and/or after school care during the school week. HCC will strive to institute these support systems in order to increase equitable access.

## Community Partnerships and Local Support

Hayden Canyon Charter recognizes that collaboration with other organizations will make an invaluable contribution to its ongoing success and will actively seek business arrangements and strategic partnerships with other schools, educational programs, businesses, and non-profit organizations. Refer to Appendix E for letters of interest, and other information. HCC will seek to establish relationships with multiple supportive organizations, including but not limited to:

- **The Institute for Community at Hayden Canyon**—The 501(c)(3) that will construct, own and manage the school and community center buildings.
- **EL Education, Inc.**—Although HCC will not be a contracted member of their network per their letter, they have offered to make resources available and provide as much support as possible otherwise.
- **Idaho School Board Association**—HCC has joined as a member.
- **Idaho Charter School Network**—HCC will join as a member.
- **University of Idaho**—Per UI's letter, UI is committed to working closely with and supporting HCC and making available many resources, including learning expedition opportunities and professional development.
- **The Smithsonian Environmental Research Center**—The education office at SERC has graciously offered to promote classroom connectivity with senior scientists via web-conferencing and blogging.
- **Department of Environmental Quality**, IdaH2O, Bureau of Reclamation and other agencies—Board members have established relationships with faculty and staff tasked for outreach, who are committed to engaging with students and teachers in field work.
- These charter schools have generously offered advice and support: **Anser, Palouse Prairie, Coeur d'Alene Charter, Sandpoint Charter, Sage International**, and also **Summit EL School** in the Spokane Valley.
- **The YMCA**—will work closely with HCC on many programs which will be beneficial for the students, especially in fitness and recreation. The YMCA will also be a great option for families at times when school is not in session.
- **Head Start**—will work with HCC in leasing available classroom space in the facility and be a potential source of new HCC students.

- **Take Flight Early Learning Preschool**—Their program is similar to expeditionary learning and they will also look into leasing classrooms in the brick and mortar building..
- **Enable, Inc.**—An equestrian therapeutic riding center, serving at risk and special needs children which will utilize the existing equestrian center in Hayden Canyon.
- **Champions College**—A private performing arts college that is interested in locating a branch campus in Hayden Canyon's Village Center. They also operate an after school performing arts program for elementary students called Championeers, which teaches valuable lessons regarding leadership, character development, bullying, and suicide prevention, etc.
- **Gem Community Citizens Project Group/Hayden Senior Center/Jumping Beans Mobile Food Bank**—The center's food bank can benefit from produce contributed from the school's community garden. For several years, a fun run to raise funds for the food bank has been held at Hayden Canyon. Seniors have volunteered to mentor students in academics.
- **Shared Roots Community Garden**—A successful non-profit community garden in downtown Coeur d'Alene will advise and assist HCC with its garden program.
- **Second Harvest**—A local food bank that will provide free seeds for the HCC community garden.
- **Running Shoes for Kids**—This is a local non-profit that also has staged family fun runs at Hayden Canyon for fundraising and increasing awareness.
- **Northwest Academy of Music**—A highly respected local music school that is supportive of HCC and interested in collaborating to provide music enrichment programs for the students.
- **Various local businesses**—There is growing support for HCC from various local business owners and community stakeholders, with examples being HCC's Board of Advisors. HCC will continue to seek out these relationships; it has been encouraging to see the strong support for children's and educational initiatives in this community.
- **Coeur d'Alene and Lakeland School Districts**—HCC will seek ways to collaborate with the existing local school districts where possible. An example is that the CDA District has held its high school and junior high cross-country meets at Hayden Canyon at no charge for the past few years and will continue to do so.
- **Hayden Historic Commission**—Discussions are underway with the Hayden Historic Commission to consider the feasibility of relocating the historically significant Steel Log Cabin from nearby to the Hayden Canyon open space where the Commission would then operate a history interpretive center. This would give HCC students the opportunity to learn about history in the region first-hand, especially in the 4th grade when Idaho State history is emphasized.

# Educational Leadership & Management

## General Standards of Quality

HCC has hired an Education Director with experience in strong leadership, proven success with students of all backgrounds in high growth and academic achievement, positive character development, cultivating scholarly habits of mind, and developing and implementing an ethic of excellence in high quality work. The Education Director for Hayden Canyon Charter will fill the role of principal for the entire K-8 school, with the ability to lead as the school expands to high school. The Education Director is expected to model and promote a school culture of respect, understanding, and encouragement among all ages, from all backgrounds. HCC is situated in an area of vast socio-economic differences, and a primary focus of the school is increasing equity among all learners.

The Education Director will model the Core Practices and values HCC is built upon, and facilitate them within the school, based upon the work plan designed cooperatively by the leadership team and approved by the HCC Board. Relationship building is paramount in any school, and is a primary focus for leadership at HCC with students, staff, parents, the Board, and the community. It is vital the Education Director establishes trust, and a relationship that is welcoming of feedback from staff and parents. Given that project based learning lends itself to community based culminating events, where student work is showcased, the Education Director should be adept and comfortable organizing and running such events, reaching out to community stakeholders, and promoting collaboration with school staff, students, and community experts. Additionally, the Education Director will work directly with the HCC Board of Directors to drive fiscal decision-making, spearhead fundraising, build cooperative community stakeholder relationships, hire and develop staff, and ensure the safety and well-being of staff and students.

## Leadership Team

HCC's leadership team is overseen by the Board of Directors ensuring the overall alignment of decisions with the school's core values and mission, as well as fiscal responsibility are upheld. Hayden Canyon Charter has hired an Education Director with over 12 years of experience as a school principal and superintendent of a small school district. She also has 20 years experience teaching in a low socio-economic school providing HCC with a leader whom will ensure equity among all learners, model the Core Practices and values HCC is built upon, and facilitate them within the school.

As part of the leadership team, HCC plans to hire a Business Manager/Director to ensure fiscal solvency, maintain accurate record keeping, prepare all required budget reports, and communicate with the Board of Directors. Other members of the leadership team will be a Curriculum & Instruction Coordinator, whom will mentor and support teaching staff and

provide professional development to the staff on Fridays, as well as a Special Education Coordinator to oversee our Special Education department. This leadership team will work closely with the Board of Directors and the school's Certified staff, which will include mentor leaders, adept in expeditionary learning methodologies. (**Appendix D**).

### Evaluation of Education Director

The Board will delineate the duties of the Instructional Director and shall use them as the basis for evaluating the Instructional Director's performance. IDAPA 08.O2.O2.120, or current state code.

The Board will annually evaluate the performance of the Education Director, using standards and objectives developed by the HCC Board supported by EL philosophy and principles. The evaluation criteria will be consistent with HCCS's mission and goal statements and guided by leadership rubrics such as Marzano Research Laboratory: Marzano Principal Evaluation System. The Marzano School Leader Evaluation Model provides principals and administrators with strategies and tools to empower their teachers, so leaders and teachers can focus together on the ultimate objective: improving student learning.

## **Appendix E: Public Charter School Closure Protocol**



**IDAH**O PUBLIC CHARTER SCHOOL COMMISSION



**CLOSURE  
PROTOCOL**

**August 2013**

## Background

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

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

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

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

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

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

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# Introduction

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

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

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

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

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

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

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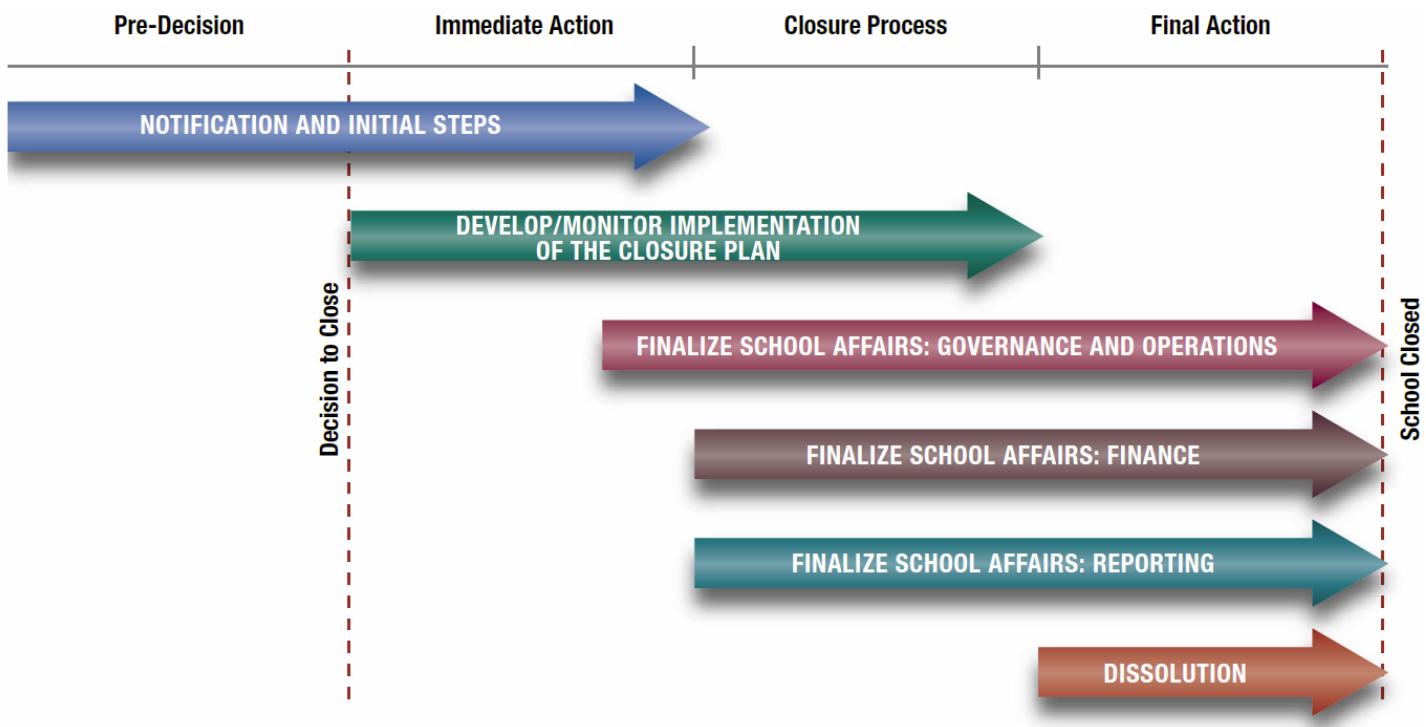
## Endnotes

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

<sup>2</sup> I.C. § 33-5212

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

## A Conceptual Timeline for Closure



## Notification and Initial Steps

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

<p><b>Send Additional and Final Notifications</b></p> <ol style="list-style-type: none"> <li>1. Notify parents and affected school districts in writing after key events (e.g., denial of an appeal) and when the closure decision is final.</li> <li>2. The letters notifying staff, parents, and other districts of the final closure decision should include:           <ul style="list-style-type: none"> <li>• The last day of instruction.</li> <li>• Any end-of-the-year activities that are planned to make the transition easier for parents and students.</li> <li>• Assistance that will be provided to families in identifying new schools. This may include a list of school options; application deadlines or open house dates for traditional public, public charter, or private schools; or individual meetings with families.</li> <li>• Basic information about the process for access and transfer of student and personnel records.</li> </ul> </li> </ol>	School, PCSC			
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## Develop/Monitor Implementation of the Closure Plan

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

## Finalize School Affairs: Governance and Operations

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

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

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p><b>Maintain and Organize Records</b></p> <ol style="list-style-type: none"> <li>1. Maintain all corporate records related to: <ul style="list-style-type: none"> <li>• Loans, bonds, mortgages and other financing.</li> <li>• Contracts.</li> <li>• Leases.</li> <li>• Assets and their sale, redistribution, etc.</li> <li>• Grants -- records relating to federal grants must be kept in accordance with 34 CFR 80.42.</li> <li>• Governance (minutes, bylaws, policies).</li> <li>• Accounting/audit, taxes and tax status, etc.</li> <li>• Employees (background checks, personnel files).</li> <li>• Employee benefit programs and benefits.</li> <li>• Any other items listed in the closure plan.</li> </ul> </li> <li>2. Determine where records will be stored after dissolution.</li> </ol>	School			
<p><b>Transfer Student Records and Testing Material</b></p> <ol style="list-style-type: none"> <li>1. Ensure that all student records are organized and complete</li> <li>2. Within 10 days of receiving a records request, send student records, including final grades and evaluations, to the students' parent or new district and/or school, including: <ul style="list-style-type: none"> <li>• Individual Education Programs (IEPs) and all records regarding special education and supplemental services.</li> <li>• Student health / immunization records.</li> <li>• Attendance record.</li> <li>• Any testing materials required to be maintained by the school.</li> <li>• Student transcripts and report cards.</li> <li>• All other student records.</li> </ul> </li> <li>3. Document the transfer of records to include: <ul style="list-style-type: none"> <li>• Date of transfer (for each individual student file transferred).</li> <li>• Signature and printed name of the charter school representative releasing the records.</li> <li>• Name and contact information of the receiver's representative.</li> <li>• The total number and percentage of general and special education records transferred.</li> </ul> </li> </ol>	School			
<p><b>Inventory Assets and Prepare Federal Items for Pick-up</b></p> <ol style="list-style-type: none"> <li>1. Inventory school assets, and identify items: <ul style="list-style-type: none"> <li>• Loaned from other entities.</li> <li>• Encumbered by the terms of a contingent gift, grant or donation, or a security interest.</li> <li>• Belonging to the EMO/CMO, if applicable, or other contractors.</li> <li>• Purchased with federal grants or funds (i.e. Charter Start grant) <ul style="list-style-type: none"> <li>➢ Items purchased with federal funds should be listed on the Federal Items Inventory spreadsheet provided by the PCSC. The list should be very detailed and complete, and items should not be sold or re-distributed.</li> </ul> </li> </ul> </li> <li>2. Return assets not belonging to school where appropriate documentation exists. Keep records of assets returned.</li> <li>3. Organize and pack items purchased with federal funds and arrange for PCSC walk-through and pick-up. <ul style="list-style-type: none"> <li>➢ Boxes should be packed, closed, taped, and <i>clearly</i> labeled with name(s) and/or number(s) corresponding to the inventory.</li> <li>➢ PCSC walk-through must be scheduled in advance and must be at least 2 days prior to the scheduled move day.</li> <li>➢ At the time of the walk-through, all federal items must be prepared and distinctly separate from other school assets. If the school's items are not adequately prepared for moving, the PCSC will delay the date for pick-up of federal items.</li> </ul> </li> </ol>	School, PCSC			

## Finalize School Affairs: Finance

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<b>Maintain IRS 501(c)(3) Status</b> Maintain IRS 501(c)(3) status until final dissolution. Notify IRS regarding any address change(s) and file required tax returns and reports.	School			
<b>Notify Funding Sources / Charitable Partners</b> Notify all funding sources, including charitable partners of school closure. Notify state and federal agencies overseeing grants / programs of school closure.	School			
<b>Review and Revise School Budget</b> <ol style="list-style-type: none"> <li>1. Review the school's budget and overall financial condition.</li> <li>2. Make revisions, taking closure expenses into account closure while prioritizing continuity of instruction. Submit budget to PCSC and SDE.</li> <li>3. Identify acceptable use of reserve funds.</li> </ol>	School, PCSC, SDE			
<b>List all Creditors and Debtors</b> Formulate a list of creditors and debtors and any amounts accrued and unpaid with respect to such creditor or debtor. Note that the creditor list is not the same as the contractor list (above), but should include any contractors with whom the school owes money (based on a contract or invoice). <ol style="list-style-type: none"> <li>1. Creditors include lenders, mortgage holders, bond holders, equipment suppliers, service providers and secured and unsecured creditors.</li> <li>2. Debtors include persons who owe the school fees or credits, any lessees or sub-lessees of the school, and any person holding property of the school.</li> </ol>	School			
<b>Notify Debtors and Process Payments</b> Contact debtors to request payment. Process and document received payments.	School			
<b>Determine PERSI Obligations</b> Contact PERSI to determine remaining liabilities for employee retirement program.	School			
<b>Notify and Pay Creditors</b> <ol style="list-style-type: none"> <li>1. Notify all creditors of the school's closure and request final invoices.</li> <li>2. Sell appropriate assets.</li> <li>3. Prioritize and pay creditors in accordance with I.C. § 33-5212(2). Document payments made.</li> </ol>	School			
<b>Itemize Financials</b> Review, prepare and make available the following: <ol style="list-style-type: none"> <li>1. Fiscal year-end financial statements.</li> <li>2. Cash analysis.</li> <li>3. Bank statements for the year, investments, payables, unused checks, petty cash, bank accounts, and payroll reports including taxes.</li> <li>4. Collect and void all unused checks and destroy all credit and debit cards. Close accounts after transactions have cleared.</li> </ol>	School			
<b>Close Out All State and Federal Grants</b> Close out state, federal, and other grants. This includes filing any required expenditure reports or receipts and any required program reports, including disposition of grant assets.	School, SDE, Fed			
<b>Prepare Final Financial Statement</b> Retain an independent accountant to prepare a final statement of the status of all contracts and obligations of the school and all funds owed to the school, showing: <ol style="list-style-type: none"> <li>1. All assets and the value and location thereof.</li> <li>2. Each remaining creditor and amounts owed.</li> <li>3. Statement that all debts have been collected or that good faith efforts have been made to collect same.</li> <li>4. Each remaining debtor and the amounts owed.</li> </ol>	School			
<b>Complete Final Financial Audit</b> Complete a financial audit of the school in accordance with statute by a date to be determined by the authorizer. Submit final audit to the PCSC and SDE.	School, PCSC, SDE			
<b>Reconcile with State</b> Reconcile state billings and payments. Reimbursement of funds previously disbursed to the school may be required.	School, SDE			

## Finalize School Affairs: Reporting

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

## Dissolution

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

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

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

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