CHARTER SCHOOL PERFORMANCE CERTIFICATE

This Performance Certificate ("Certificate") is executed on June 8, 2023, by and between the Idaho Public Charter School Commission (the "Authorizer") and Project Impact STEM Academy, Inc. (the "Charter Holder") for the purpose of operating Project Impact STEM Academy (the "School"), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Act of 1998, Idaho Code section 33-5201 *et seq.*, as amended (the "Charter Schools Act").

RECITALS

WHEREAS, Project Impact STEM Academy, Inc. is a non-profit entity incorporated with a board of directors; and

WHEREAS, on December 14th, 2017, the Authorizer approved the charter petition (the "Charter") subject to conditions;

WHEREAS, the School began operations in the year 2018; and

WHEREAS, on February 23, 2023, the Authorizer conditionally renewed the School's charter for a subsequent five-year term of operations to begin July 1, 2023 and end on June 30, 2028.

NOW THEREFORE in consideration of the foregoing recitals and the mutual understandings contained herein, the Authorizer and Project Impact STEM Academy, Inc. agree as follows:

SECTION 1: TERMS OF AUTHORIZATION

A. **Establishment of School.** The Charter Holder is hereby authorized to implement at the School the program described in the Charter, attached to this Certificate as Appendix C and incorporated herein by this reference. Any significant changes to any section of the Charter, including the educational program, facilities plan, financial plan, or the management plan, during the School's pre-operational period or first operational term shall be treated as an amendment in accordance with the Authorizer's policy.

B. **Term of Agreement.** The School's operational term shall be from July 1, 2023 and end on June 30, 2028. Subsequent terms of operation may be issued by the Authorizer in accordance with Idaho Code and Authorizer policy.

C. **Renewal Conditions.** The School is conditionally approved to operate. Applicable conditions are attached as Appendix B and incorporated herein by this reference. If all renewal conditions have been completed to the satisfaction of the Authorizer by the stated due date, the School shall continue operations through the remainder of the current Certificate term. In the event that all renewal conditions have not been completed to the satisfaction of the Authorizer by the stated due date, the Authorizer will consider whether to exercise its authority to revoke the School's Charter at its next regularly scheduled meeting.

SECTION 2: EDUCATIONAL PROGRAM

A. **School Mission.** The mission of the School is as follows: Project Impact STEM Academy will provide an engaging, adaptive learning environment through the use of personalized learning plans, intentionally integrated curriculum, mastery-based progression, and with authentic projects embedded in science, technology, engineering and math. In this environment, students will gain confidence, practice failure until it is no longer intimidating, and become invested in the life-long pursuit of knowledge.

B. **Grades Served.** The School may serve students in grades Kindergarten through 12.

C. **Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:

- STEM will be developed as a school-wide culture through a focus on inquiry, problem solving, and flexible scheduling. This can be measured via observation and lesson plans.
- Curriculum will be Mastery-Based and Personalized. This can be measured via curriculum review.
- Curriculum will be integrated across subjects through use of project-based learning strategies as well as reading and writing projects. This can be measured via observation and lesson plans.
- Expanded assessment methodologies will be used school-wide, including portfolios, presentations, and rubrics that focus on Critical thinking, Communication, Collaboration, and Creativity. This can be measured via observation, lesson plans and policy review.

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

E. **Accreditation.** The School shall be accredited as provided by rule of the State Board of Education. The School shall be accredited or appropriately credentialed by Cognia. All reports issued to the School from the accrediting agency shall be submitted to the Authorizer within five days of receipt.

SECTION 3: SCHOOL GOVERNANCE

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

B. **Articles of Incorporation and Bylaws.** The articles of incorporation and bylaws of the Charter Holder shall provide for governance of the operation of the School as a nonprofit corporation and a public charter school, and shall at all times be consistent with all applicable laws, rules, regulations, and this Certificate. The Charter Holder shall notify the Authorizer of any modification to the articles of incorporation or bylaws within five business days of approval by

the Charter Holder.

C. **Charter Board Composition.** The composition of the Board shall at all times be determined by and consistent with the articles of incorporation and bylaws, and all applicable laws, rules, regulations, and policies. The Charter Holder shall notify the Authorizer of any changes to its composition and provide an amended School Leadership Roster within five business days of it taking effect.

SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

A. **Oversight Allowing Autonomy.** The Authorizer's role shall be to evaluate the School's performance outcomes according to this Certificate and the Performance Framework, and shall be to provide compliance oversight. The Authorizer shall comply with the provisions of the Charter Schools Act and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School.

B. **Charter School Performance Framework.** The Charter School Performance Framework ("Performance Framework") is attached and incorporated into this agreement as Appendix A. The Performance Framework shall be used to annually evaluate the School's academic achievement, Board stewardship, operational management, and financial stability. The specific terms of the Performance Framework are determined by the Authorizer and shall be binding on the School.

C. **Separate Academic Evaluations.** The academic performance outcomes of the K-12 on-site program operated by the School shall be aggregated across all grades for reportability.

D. **Identified Comparison Group.** For purposes of evaluating the School against the metrics and measures established in the Performance Framework, the School's comparison group shall be identified as described below and shall be established for the length of the Certificate term. Kuna Joint School District (003).

E. **Authorizer to Monitor School Performance.** The Authorizer shall monitor and report on the School's progress in relation to the indicators, measures, metrics, and targets set out in the Performance Framework. A formal report of the School's academic, financial, and operational performance ("Performance Report") shall be provided to the school and the public by the Authorizer annually. Data necessary to conduct this evaluation will be collected throughout the year. Additional reviews may be necessary if compliance concerns arise.

F. **School Performance.** The School shall meet standard on all measures of the Performance Framework. The Authorizer shall renew any charter in which the School met all the terms of its Certificate, including all appendices, at the time of renewal.

G. **Performance Framework as Basis for Renewal of Charter.** The School's performance in relation to the Performance Framework shall provide the basis upon which the Authorizer shall decide whether to renew the School's Charter at the end of the Certificate term.

H. **Required Reports.** The School shall prepare and submit reports as required by the Authorizer's policy.

I. **Authorizer's Right to Review.** The Authorizer maintains the right to request and review additional documentation if such becomes necessary in the course of regular oversight duties or to investigate the validity of a compliance concern. The Authorizer shall conduct its reviews in a

manner that does not unduly inhibit the autonomy granted to the School.

J. Site Visits. The Authorizer may conduct site visits in accordance with the Authorizer's policy. Reports from any site visit shall be made available to the School and shall be included in the School's annual Performance Report.

SECTION 5: SCHOOL OPERATIONS

A. In General. The School and the Charter Holder shall operate at all times in accordance with all federal and state laws, rules, regulations, local ordinances, and Authorizer policies applicable to public charter schools.

B. Maximum Enrollment. The maximum number of students who may be enrolled in the school shall be 429 students.

C. Equitable Enrollment Procedures. The School shall make student recruitment, admissions, enrollment, and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or proficiency in the English language. If there are more applications to enroll in the School than there are spaces available, the School shall select students to attend using a random selection process that shall be publicly noticed and open to the public.

i. **Calendar.** The School shall operate on a traditional nine-month calendar in which the last day of the regular term shall fall on or before June 30

ii. The School will not offer a summer school session for the purpose of acceleration and/or credit recovery.

D. School Facilities. The School shall operate at the following location(s): 1422 S Tech Ln, Meridian, ID 83642. The School shall provide the Authorizer with facilities documentation, including occupancy permits, fire marshal reports, building inspection reports, and health department reports for any facility newly occupied by the School, and any remodeling or construction project for which such documentation is necessary in accordance with Authorizer policy and in accordance with law, rule, regulations, and authorizer policy.

E. Attendance Area. The School's primary attendance area shall be used for the purposes of determining applicability of this enrollment preference category.

Pi STEM's primary attendance area boundaries will correspond with the boundaries of the Kuna School District with an expansion that encompasses the area from Robinson Rd. (West Side) to Eagle Rd. (East Side), to Franklin Rd. (North), and an eastward extension from Robinson Rd. (East Side) to Cloverdale Rd. (West Side), and E. Amity Rd. (North) to E. Lake Hazel Rd. (South).

F. Staff. Instructional staff shall be certified as provided by rule of the State Board of Education. All full-time staff members of the School shall be covered by the Public Employee Retirement System of Idaho, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.

G. Alignment with All Applicable Law. The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are amended,

the School shall be bound by any such amendment upon the effective date of said amendment.

SECTION 6: SCHOOL FINANCE

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

SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION

A. **Relinquishment.** Should the Charter Holder choose to relinquish its Charter before the expiration of this Certificate, it may do so upon written notice to the Authorizer. In such a case, the Authorizer's closure protocol shall begin immediately following written notification.
B. **Nonrenewal.** The Authorizer may non-renew the Charter at the expiration of the Certificate if the School failed to meet one or more of the terms of its Certificate, including the Performance Framework. The Charter Holder may appeal a decision to non-renew directly to the State Board of Education.
C. **Revocation.** The School's Charter may be revoked by the Authorizer if the School has failed to meet one or more of the renewal conditions, included in Appendix B, by the stated due date. The School's Charter may be revoked as provided by Idaho Code section 33-5209C. In such an event, the Authorizer shall consider whether to revoke the School's Charter at its next regularly scheduled meeting. The decision shall be made at that time. The Charter Holder may appeal a decision to revoke directly to the State Board of Education.
D. **Closure.** The Authorizer's closure protocol shall begin immediately after a decision to relinquish is made by the Charter Holder, or a decision to revoke or non-renew or is made by the Authorizer. Closure protocol shall begin regardless of whether the Charter Holder appeals the decision. In the event that closure protocol begins, the School shall cease operations no later than the following June 30. Closure protocol shall only cease if the State Board of Education overturns the Authorizer's decision.

SECTION 8: MISCELLANEOUS

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

IN WITNESS WHEREOF, the Authorizer and the Charter Holder have executed this Performance Certificate to be effective June 8, 2023.

Alan L Reed
Alan L Reed (Jun 14, 2023 12:14 MDT)

Jun 14, 2023

Chairman
Idaho Public Charter School Commission

Jun 14, 2023

Chairman
Project Impact STEM Academy, Inc. Governing Board

Appendix A: Performance Framework

Appendix B: Conditions

Appendix C: Charter

Appendix D: IPCSC Closure Protocol

Appendix A: Performance Framework

PERFORMANCE FRAMEWORK GUIDANCE: ACADEMIC MEASURES

Adopted 8/13/2020
Revised 4/14/2022

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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

Comparison Group: Specific to school.

1. MATH PROFICIENCY

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

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

2. ELA PROFICIENCY

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

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

3. MATH GROWTH

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

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

4. ELA GROWTH

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

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

5. LITERACY PROFICIENCY

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

Literacy Proficiency Rubric	
Exceeds Standard	One of the following is true: • The school's proficiency rate on the spring administration of the statewide literacy assessment is greater than one standard deviation above the mean of the identified comparison group; • the school's proficiency rate on the spring administration of the statewide literacy assessment is at or above 90%; **OR** • The fall to spring change in proficiency rate is 20% or greater.
Meets Standard	**The school's proficiency on the spring administration of the statewide literacy assessment is equal to the mean or within one standard deviation above the mean of the identified comparison group; OR The school's fall to spring change in proficiency rate is between 10%-19%.**
Approaches Standard	The school's proficiency on the spring administration of the statewide literacy assessment falls within one standard deviation below the mean of the identified comparison group.
Does Not Meet Standard	The school's proficiency rate on the spring administration of the statewide literacy assessment is more than one standard deviation below the mean of the identified comparison group.

6. COLLEGE AND CAREER READINESS

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

Graduation Rate: The IPCSC will use either the 4-Year ACGR 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 ACGR is greater than one standard deviation above the identified comparison group, **OR** The school's ACGR is 90%.
Meets Standard	**The school's 4-Year ACGR is equal to the mean OR Falls between the mean and one standard deviation above the mean of the identified comparison group.**
Approaches Standard	The school's 4-Year ACGR falls between the mean and one standard deviation below the mean of the identified comparison group.
Does Not Meet Standard	The school's 4-Year ACGR is more than one standard deviation below the identified comparison group.

OPERATIONAL MEASURES

BOARD STEWARDSHIP

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

OPERATIONAL MANAGEMENT

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

BOARD GOVERNANCE

1. Governance Structure Rubric

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

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

2. Governance Oversight Rubric

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

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

3. Governance Compliance Rubric

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

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

OPERATIONAL MANAGEMENT

4. Student Services Rubric

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

Student Services Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	**All of the following are true:** • **The school's English Language Learner program is in good standing;** • **The school's Special Education program is in good standing; The school's college and career readiness program is in good standing; and** • **The school's federal programs are in good standing.**
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

5. Data Security and Information Transparency Rubric

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

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

6. Facility and Services Rubric

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

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

7. Operational Compliance Rubric

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

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

FINANCIAL MEASURES

NEAR TERM HEALTH

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

SUSTAINABLE HEALTH

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

NEAR-TERM HEALTH

1. Current Ratio

Calculation: Current Assets divided by Current Liabilities

Data Source: Annual Fiscal Audit Report

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

2. Unrestricted Days Cash

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

Data Source: Annual Fiscal Audit Report

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

3. Default

Calculation: No calculation.

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

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

4. Enrollment Variance

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

Data Source: ISEE and direct school report

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

SUSTAINABLE HEALTH

5. Total Margin and 3Yr Aggregated Total Margin

Calculation:

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

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

Data Source: Annual Fiscal Audit Report

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

6. Cash Flow and Multi-Year Cash Flow

Calculation (example years are included as reference):

Most Recent Year Cash Flow: 2020 Cash and Investments minus 2019 Cash and Investments Previous Year Cash Flow: 2019 Cash and Investments minus 2018 Cash and Investments Multi-Year Cash Flow: 2020 Cash and Investments minus 2018 Cash and Investments

Data Source: Annual Fiscal Audit Report

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

7. Debt Service Coverage Ratio

Calculation:

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

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

Data Source: Annual Fiscal Audit Report

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

8. Debt to Asset Ratio

Calculation: Total Liabilities divided by Total Assets

Data Source: Annual Fiscal Audit Report

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

9. Financial Compliance Rubric

Calculation: Total Liabilities divided by Total Assets

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

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

Appendix B: Conditions

Appendix B: Conditions of Renewal

1. Condition 1: PISTEM must achieve a Meets Standard rating on the Financial Default measure of the Commission's performance framework by November 15, 2024.

To meet this condition, PISTEM must not be in default of any financial obligations, including, but not limited, facility debt, federal taxes, and payroll obligations. PISTEM is currently in default of a facility lease. To verify that PISTEM is no longer in default of facility debt obligations, PISTEM must evidence that the school is no longer in financial default on the lease of the facility located at 2275 W Hubbard Rd, Kuna, ID 83634.

2. Condition 2: PISTEM must achieve a Meets Standard rating on all financial measures of the Commission's performance framework in fiscal year 2025. Since the corresponding data will be evaluated on or before November 15, 2025, the date by which this condition must be met is November 15, 2025.

PISTEM did not meet standard on the Total Margin or Cash Flow measures in fiscal year 2022. As these two measures are aggregated over a number of years, fiscal year 2025 will be the next opportunity the school has to evidence its ability to meet standard. Financial measures include: Financial Default, Enrollment Variance, Financial Compliance, Current Ratio, Days Unrestricted Cash on Hand, Total Margin, Debt Service Coverage Ratio, Debt to Asset Ratio, and Cash Flow. Financial measures are defined in the performance framework and shall be incorporated into PISTEM's 2023-2028 performance certificate.

Appendix C: Charter

Serving Grades K-12
Anticipated Opening: July 1, 2018
Kuna School District
Kuna, ID

Specific Location: 2275 W Hubbard Rd, Kuna, ID 83634
Contact: Teresa Fleming, Board Chair
1577 N. Linder Rd. MB 162, Kuna, ID 83634
(208) 576 – 4811
TFleming@PiSTEM.org
Version 3.2 20190313

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Executive Summary

The public education system has seen cycles of change throughout its 120+ years of existence where focusing on the "big ideas" of mathematics and literature gave way to more focused attention and an emphasis on phonics and skills development. Each cycle of change has offered methods that are beneficial for particular types of learners; however, the general process of change has not afforded the flexibility to show benefits for multiple student learner types.

In the past, students have been able to choose which subjects of study they would like to pursue, but apart from a few schools and programs, they have had little to no choice in the way they would like to be taught in those courses. Public education provides many great opportunities for students to be educated in not only their required, core classes but also amazing elective and extracurricular programs. However, public education struggles in meeting the needs of the different learning methods and styles in which the students learn best.

Public education, as a bureaucracy, strives to give all students the opportunity to learn and to be successful, but by the very nature of being a bureaucracy, public education is slow to respond to the differing needs of its students. Most people would agree that each student learns similar material and concepts differently and at different rates. If that is so, then those same people must also agree that a system that forces all students to learn in a similar manner and pace, is not a system designed for all students.

Also, because of bureaucracy, many programs in public schools are only as long-lived as the teachers who lead or administrators who support these programs are there to continue the leadership and support. Often, once the lead teachers or supportive administrators leave the public school, the program quickly dissolves back into the traditional model of learning. The system needs to be flexible and adaptable to this change. For these reasons, the founders of Project Impact STEM Academy (Pi STEM) have collaborated to design a charter school to provide this vehicle for change.

Pi STEM will develop an environment that offers learning through multiple means, methods and speeds. Using structured, personalized learning platforms, Pi STEM will allow students to move at a pace that is appropriate at an individual level. This platform will ensure that concepts are thoroughly understood/mastered before a student progresses onto a more complex concept. Additionally, Pi STEM's environment intends to integrate work that has been typically segmented into standalone subjects. Pi STEM believes this integration will provide a better understanding of the content's purpose, and ultimately provide an improved learning of the materials. This integration will occur using project-based learning. Projects will be based in science, technology, engineering and mathematics (STEM) in an interdisciplinary and applied approach. Other disciplines will also be necessary; artistic skills will be required for presentation, history will be used during project development and research, as well as other subjects.

Pi STEM's environment no longer requires the teacher to be the "sage on the stage" where the teacher becomes the sole provider of information. With information being as ubiquitous

as it is through technology, teachers are now taking on the role of facilitator and life coach. Instead of being masters of retaining facts, students can now be asked to be assessed on their skill levels in communication, collaboration and critical thinking while being creative and innovative.

Pi STEM's founders have reached out to the community of Kuna with the initial intent of building a high school that would provide the above referenced environment. Through many public events, social media contacts and community leader discussions, Pi STEM has decided to follow the public's request of extending the intended charter school to grades K-12.

Before opening its doors, Pi STEM will apply to Northwest Accreditation Commission, a Division of AdvancED for accreditation. Pi STEM will complete the accreditation process review and obtain candidacy status within the first year of operation. Additionally, the accreditation report and/or self- evaluation will be submitted to the authorizer annually.

Pi STEM's founding group is represented by experienced individuals with diverse backgrounds, who are committed to helping student's reach their utmost potential. Pi STEM is founded by a group consisting of local community leaders who are actively involved in education, specifically with underserved populations. This can be seen in Appendix D Petitioning Group. As well as the numerous outlined skills, a majority of Pi STEM's founding group are parents. As such the team believes strongly in the connection between student success and parental/family involvement. Pi STEM will work to continually foster strong family engagement through use of communication practices, a parent/teacher organization, and community presentations of student's work.

Pi STEM defines success for their students in being able to own and access their learning while also being able to express their understanding of learning through critical thinking, collaboration, communication, and connection to the community.

Pi STEM's focus is centered on children, allowing each child to become confident and successful in their own educations. Pi STEM will work tirelessly in its endeavor to provide families voice and choice in their academic lives and Pi STEM looks forward to working with our community, community leaders and the public-school system in doing so.

Mission Statement

Project Impact STEM Academy will provide an engaging, adaptive learning environment through the use of personalized learning plans, intentionally integrated curriculum, mastery-based progression, and authentic projects embedded in science, technology, engineering, and math. In this environment, students will gain confidence, practice failure until it is no longer intimidating, and become invested in the life-long pursuit of knowledge.

Educational Program

Educational Philosophy, Instructional Practices and Curriculum

An Educated Person

At Pi STEM the belief is that an "educated person" is one that has an acute appreciation and a multitude of exposure to the skills of gaining knowledge. We feel that becoming educated is not necessarily an achieved status but instead reflective in a self-motivated desire to become a perpetual student of knowledge. In a letter written while a professor at Eton College (1845-72) Master William Cory wrote his belief of the purpose of education; we feel these words can also depict the definition of becoming educated:

"… you go to a great school not so much for knowledge as for arts and habits; for the habit of attention, for the art of expression, for the art of assuming at a moment's notice a new intellectual position, for the art of entering quickly into another person's thoughts, for the habit of submitting to censure and refutation, for the art of indicating assent or dissent in graduated terms, for the habit of regarding minute points of accuracy, for the art of working out what is possible in a given time, for taste, for discrimination, for mental courage, and for mental soberness."

Pi STEM believes that an educated person will possess the aptitudes necessary to meaningfully contribute to society at large by embodying the following skill sets:

- Initiative and Self-Direction
- Flexibility and Adaptability within Failure
- Leadership and Responsibility within their Community
- Problem Solving through Information Integration
- Productivity and Accountability

How Learning Best Occurs

The philosophy of Pi STEM is grounded in the belief that if provided with a healthy, safe, and encouraging environment, all students can and want to learn. Pi STEM's philosophy is that learning is maximized when:

- focused and integrated investigations are implemented across the curriculum
- compelling projects are designed and guiding questions are asked
- fieldwork, local expertise and service learning are incorporated
- high quality student work is produced and presented to the public
- mastery-based, research-driven instructional practices are used school wide
- reading and writing are taught across the disciplines in K-12
- inquiry-based mathematics and science are taught
- learning is integrated through the STEM related fields
- a school culture of exploration and learning through failure is built and character is fostered
- reflection throughout learning is built-in and expected

- a Professional Learning Community (PLC) is developed
- families are engaged in the life of the school
- time is designed for student, community, and adult learning

Students, parents, and teachers will experience peace of mind in the Pi STEM setting because of a commitment to the concept that each child has the right to attend school in an environment that fosters learning. Each parent has the right to expect a school to provide a healthy and nurturing environment for their child. Each staff member has the right to teach in a respectful environment. Pi STEM is committed to teaching students respect for all people regardless of age, gender, color, race, ability, nationality or religious affiliation. Through respect as a value, Pi STEM believes that students learn best through trial and error, successes and failures, with support from their teachers, family and community.

Instructional Practices

Over the last 120 years in the United States, in traditional schools, students have been placed into groups according to their ages and regional locations. As students progress in their academic skills and learning, most learn and progress at the same rate. Some students do not learn at that rate and are left either bored and wanting for more, or lost and left behind. The traditional school system does not work for all students and it is time for a change.

During the 2015 Idaho Legislative session, House Bill 110 was passed that directed the Idaho State Department of Education to investigate a change in Idaho schools towards a mastery-based educational model. The mastery-based educational model provides a structure that creates flexibility and allows students to progress as they demonstrate mastery of academic content, regardless of time, place, or pace of learning. This approach creates a personalized and differentiated learning experience for all students allowing the students to work at the pace and level that is best for them.

The instructional design principles for Pi STEM will be mastery, competency-driven and real world skills based. Students will work in a fluid, no-bell system where a student can work on the skills and content that they, and the faculty, deem important and appropriate. Students will collaborate with each other, learning how to work best with other individuals (Guskey, 2010). The students' work will be reflective where they can look back upon their experience and learn from their successes and failures.

The traditional academic core subjects will be taught as integrated learning experiences through project based learning (PBL) making the students' learning more relevant and connected (Jones, 1997). Many of the students' projects will come from partnerships with locally based industries and community leaders, allowing students to affect real change in their communities through their work and learning.

The processes of PBL will provide our students the opportunity to access the path of the future, which addresses solving problems through creative innovation. Pi STEM seeks to distill a growth mindset and passion for learning by reinforcing achievement through effort. Pi STEM endeavors to educate students and reinforce the skills of the future through an open and personalized learning atmosphere focusing on the development of 21st Century Skills, experimentation, and presentation.

21st Century Skills have been identified as one of the largest growing needs of the world's workforce. Unfortunately, many students lack these skills which traditional education does not effectively teach (Rotherman, 2009). Without intentional education focused training on soft skills, students will fail in the global community. Not only should 21st Century Skills be taught intentionally, students' learning should also extend beyond the school grounds as they work with industry and community leaders. These connections allow students to provide services and ideas to the community to help solve real world problems, adding considerable value to not only the students' lives but also to the school district and the entire community. As students become better known within the community, their potential to be recruited by industry will be greatly improved.

STEM is known as science, technology, engineering, and math and as such, many people may assume this is the main content and focus of Pi STEM. However, STEM areas revolve around the idea of innovation, trial and error, critical thinking, the design process, computational thinking, and integration of research and resources. For example, science is built on the scientific process of asking questions, building hypotheses, and experimentation. Technology focuses on computational thinking and using the technological tools available in the current society along with the possibility of adding to and/or building new technology. Engineering revolves around the design process which emphasizes growth through failure, constructive criticism, and revision. Mathematics is based on models and critical thinking in all areas of life, providing students with another language in which they may communicate their learning. As such, Pi STEM strives to integrate and develop these STEM processes into students' education and structure.

Pi STEM is not unique in the use of mastery-based education. The State of Idaho has developed the Idaho Mastery Education Network (IMEN) for the purpose of implementing House Bill 110. Idaho schools involved in IMEN have begun training in the use of mastery-based education models.

The curriculum that Pi STEM is investigating is provided by Summit Learning and the Summit Learning Platform. Summit Learning's mission is to prepare their diverse population of students for success in college, career and life, and to be contributing members of society. (Unknown, 2017).

Summit Learning is a leading public charter school system with 11 schools in California and Washington. Summit Learning shares its personalized learning approach to teaching and learning with over 300 schools, free of charge.

Summit Learning has published a recent report titled *The Science of Summit: School models that Drive Student Success* where Summit Learning describes the framework and research that they have used to develop their schools and curriculum. The Summit Learning approach to teaching and learning is based on developing four key student outcomes which Pi STEM will use to measure student's proficiencies. These assessments include Cognitive Skills (interdisciplinary, higher-order, thinking skills with rubrics developed with Stanford University), Content Knowledge (rigorous content across all academic subjects), Habits of Success (behaviors, mindsets, and dispositions), and Sense of Purpose (self-knowledge, values, relationships, and a credible path). This cohesive approach combines what learning

science tells us is best for students with universal human values and Summit Learning's experience as educators and teachers.

Summit Learning's model also mirrors Pi STEM's mission in the three pillars that Summit Learning has chosen to support their teachers and students. These pillars are: project-based learning (where real-world projects are a major component of the Summit experience), one-to-one mentoring (where students work with a designated mentor to create and track goals throughout the student's learning experience) and individualized pathways (which places students at the center of learning empowering them to set goals and deeply understand content by consuming it in a way that they learn best).

The Summit Learning curriculum was developed by teachers. It is a collection of meaningful projects, concept units and playlists of content and assessments that are include in the Summit Learning Platform. The Base Curriculum has been designed as a model curriculum for Summit Learning that is built with flexibility in mind so that partner schools can customize it to meet the expectations of their state standards, district benchmarks, school values and student needs. Teachers can adapt or create new playlists and projects to meet their students' needs. All of us learn in different ways. With Summit Learning, students are able to move at their own pace and learn how they learn best because they have different options to learn the same information, all with the support of their teacher. While the Summit Learning Platform does provide curriculum that surpasses Idaho State and United States Federal graduation requirements, the platform does not include specific STEM focused curriculum. The platform is extremely flexible and Pi STEM faculty can easily modify the curriculum to match our STEM model of integrating the student's lessons into a project-based learning model. The Summit Learning Platform was not chosen primarily for the built-in curriculum, but it was also chosen for its ease in modifying the curriculum and its alignment to Cognitive Skills, Content Knowledge, Habits of Success and Sense of Purpose.

Pi STEM will have the ability to integrate a STEM curriculum within the Summit Learning platform that is more than just an integration of subject areas. A STEM curriculum includes more than just an integration of subject areas. A STEM curriculum develops a set of thinking, reasoning, teamwork, investigative and creative skills that students can use in all areas of their lives. STEM isn't a standalone course, but rather it is a way of intentionally incorporating different subjects across an already existing curriculum (Jolly, 2014). The Summit Learning Platform curriculum is designed to build upon and support project-based learning.

The curriculum at Pi STEM will include projects with rigorous lessons in science and mathematics which by its very nature means that the lessons will be hand-on and inquiry-based. Great STEM projects will need more than just rigorous lessons in order to accomplish Pi STEM's mission. Great STEM projects will include the following components:

1. **STEM lessons focused on real-world issues and problems**. Pi STEM will partner will local businesses and the community of Kuna in finding real-world issues and problems to solve.

2. **STEM lessons are guided by the engineering design process (EDP**). The EDP will be used as a framework for Pi STEM's student to use while creating solutions to real-world issues and problems.
3. **STEM lessons immerse students in hand-on inquiry and open-ended exploration.** A student's path to learning will be open ended with constraints where the student's work will be hands-on, collaborative with decisions about solutions that are student generated.
4. **STEM lessons involve students in productive teamwork**. In order to help the students be productive in their teamwork Pi STEM will intentional instruct students with similar language, procedures and expectations for group work. Students will be assessed by their teachers and peers while working in a group to develop solutions to problems.
5. **STEM lessons apply rigorous math and science content that students are learning into the student's projects.** Students will not see math and science as standalone courses, but work together to solve problems.

STEM lessons allow for multiple right answers and reframe failure as a necessary part of learning. Pi STEM's learning environment will offer students the opportunity to develop solutions to problems without the fear of being wrong or making mistakes. Students will develop many different solutions to problems that they are solving. STEM lesson always provide opportunity for multiple correct answers (Jones, 1997). The Content Knowledge curriculum developed by Summit Learning is in alignment with Common Core and Next Generation Science Standards. For college-level courses, the content is aligned to the AP standards. To ensure that all students cover the full scope of the curriculum, students will be required to demonstrate their mastery of the content standards aligned with Common Core, Next Generation Science Standards and AP, College Board Standards. The flexibility in STEM lessons will come from how the students choose to find solutions to the problems that they are investigating.

Expected Student Outcomes

Assessment occurs in many ways: performance, verbal, and written. It is the intent Pi STEM to make use of all three in every focused investigation. Monitoring the progress of students and evaluating innovations in educational procedures are an important part of the curriculum development process. Pi STEM will provide formative and summative data to demonstrate that the school is meeting performance standards prescribed by the state. This data may also include emerging Idaho State Department of Education standards and/or Pi STEM-developed criteria.

Pi STEM will fully participate in required testing included in the Idaho Assessment Program, currently made up of the following tests:

- Civics Assessment (CA)
- College Entrance Exams (SAT)
- English Language Proficiency (ELP)
- Idaho Reading Indicator (IRI)
- Idaho Standards Achievement Test Comprehensive Assessment System (ISAT)

- National Assessment of Educational Progress (NAEP)
- Science End of Course Exams (EOC)

The teachers will work together throughout each new focused investigation to find the most effective methods of assessment of the content. Students will be given a chance to present everything that they know about each area of content. Students and teachers will work together to make sure that the learning is as effective as possible.

Student self-assessment will provide a unique learning opportunity for Pi STEM students. As active participants in assessment of their own work, learners are encouraged to develop an understanding of their strengths and deficiencies, and an objective view of their accomplishments. This allows for students to learn from their mistakes and recognize the areas that need growth, along with understanding their own abilities.

Pi STEM's Executive Director, will clearly define the essential knowledge and skills for student learning in each program area, making standards subject-specific and transparent to students and families. The Executive Director will also work closely with Pi STEM's Board of Directors to ensure the governing body remains an active participant in the learning of the students.

Pi STEM believes that students learn and work best when the learning is measurable with explicit competencies. The learning outcomes are written in transparent, student friendly statements where differentiated, and timely supports are provided. The assessment and reporting of grades should be meaningful and should reflect what Pi STEM values most; which is student growth and student efficacy in their learning. Foremost, Pi STEM understands that all students learn in differing manners and rates and students should be allowed to learn at the pace and manner that is best for them.

In order to adequately serve students in mastery based education, it is necessary to examine indicators of success that encompass the blended instructional model Pi STEM will employ. Since we engage students in learning through a flexible, and personalized framework, Pi STEM strives to measure our students' progress in ways that extend beyond more traditional methods. In addition to metrics like longitudinal student/school standardized test growth and graduate rates, Pi STEM's students will develop portfolios which will demonstrate evidence of the student's learning and growth.

Research shows that students at all levels see assessment as something that is done to them, on their classwork, by someone else. Beyond "percent correct," assigned letter grades, and grammatical or arithmetic errors, many students have little knowledge of what is involved in evaluating their classwork. Portfolios can provide structure for involving students in developing and understanding criteria for good efforts, in coming to see the criteria as their own, and in applying the criteria to their own and other students' work (Parker White, 2004).

Research also shows that students benefit from an awareness of the processes and strategies involved in writing, solving a problem, researching a topic, analyzing information, or describing their own observations (Parker White, 2004). Without instruction focused on the processes and strategies that underlie effective performance of these types of work, most

students will not learn them or will learn them only minimally. And without curriculum-specific experience in using these processes and strategies, even fewer students will carry them forward into new and appropriate contexts. Portfolios can serve as a vehicle for enhancing student awareness of these strategies for thinking about and producing work--both inside and beyond the classroom.

Students will develop their portfolios based upon evidence from their individual work as well as project based work done in teams. Students will be asked to critically reflect upon their learning through reflection and self-assessment. Students will be asked to display and defend their portfolios during public events, as well as through peer and teacher evaluations.

Students K-5 will be evaluated for progress in the following areas in addition to academic skills covered by the Idaho Thoroughness Standards and the Common Core:

Personal Responsibility

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

Expanding and Integrating Knowledge

Students will acquire and integrate knowledge and experiences from different subject areas. Students will gather and use subject-area information effectively in order to gain new knowledge, classify and organize information, support inferences, and justify conclusions appropriate to the context and audience.

Communication Skills

Students will communicate with clarity, purpose, and an understanding of audience using a variety of communication forms and skills. Students will develop oral and written skills, as well as thinking and reasoning skills. Students will utilize, evaluate, and refine the use of multiple strategies to solve a variety of problems.

Social Responsibility Skills

Students will deal with disagreement and conflict caused by diversity of opinions and beliefs. Students will evaluate and manage their behavior as group members. Students will participate in community service that reflects responsible citizens in a democratic society.

Based upon the above criteria, Pi STEM is currently developing a rubric similar to the 6-12 cognitive skills rubric developed by Summit Learning and Stanford Center for Assessment, Learning and Equity (SCALE). This rubric will be adapted for the K-5 grade levels.

Pi STEM will participate in all state mandated testing, including, but not limited to, the ISAT, ISAT Alt, IRI, WIDA Access 2.0, Science End of Course exams, SAT, and NAEP. The school will have a test coordinator who will oversee the testing program and insure the testing process is followed with fidelity for all tests. Pi STEM will work with stakeholders to help them understand the importance of the assessments and the information that can be gained from them.

Academic Goals

Within three years of operation Pi STEM will expect of its K-5 students:

- 85% to be proficient or above grade level on all State required testing.
- to master 80% of all content material.
- to have the knowledge and skills to successfully transition to the advanced grade levels

Students 6-12 will be evaluated for progress in the following areas in addition to academic skills:

Cognitive Skills

Pi STEM will utilize the Summit Personalized Learning Platform developed by Summit Learning. As Summit Public Schools have defined them, Cognitive Skills are practices necessary for college and career readiness, synthesized from major nationally accepted standards and revised and vetted through their partnership with Stanford Center for Assessment, Learning and Equity (SCALE). The cognitive skills rubric dimensions are broad enough that they have a place in all classrooms (example: all courses have a place for the selection and use of evidence, or finding relevant sources). They are taught and assessed through projects and used to define high-quality final products of these performance assessments. All of Pi STEM's projects are based off of subsets of Cognitive Skills. Refer to Appendix H2 for the full description and rubric for Cognitive Skills.

Cognitive Skills Domains

1) Inquiry
   a) Hypothesizing
   b) Designing Processes and Procedures
2) Analysis and Synthesis
   a) Identifying Patterns and Relationships
   b) Comparing/Contrasting
   c) Modeling
   d) Interpreting Data/Info
   e) Making Connections & Inferences
   f) Critiquing the Reasoning of Others
   g) Justifying/Constructing an Explanation
3) Writing/Composing
   a) Argumentative Claim
   b) Informational/Explanatory Thesis
   c) Narrative
   d) Counterclaims
   e) Selection of Evidence
   f) Explanation of Evidence
   g) Integration of Evidence
   h) Organization (Transitions, Cohesion, Structure)
   i) Introduction and Conclusion
4) Speaking and Listening

a) Discussion/Contribution
b) Preparation
c) Norms/Active Listening

5) Products and Presentation
a) Style and Language (Tone, Academic Language, Syntax)
b) Oral Presentations
c) Multimedia in Written Production
d) Multimedia in Oral Presentation
e) Conventions
f) Precision

Academic Goals

Within three years of operation Pi STEM will expect of its 6-12 students:

- to pass at least one Advanced Placement exam with a score of three or higher before graduation (While the AP course exam does not completely support our project-based model, continued education does consider these courses to be extremely valuable. Therefore, Pi STEM needs to support its students and their higher academic, educational goals of requiring Advanced Placement courses)
- 85% to be proficient or above grade level on all State required testing
- to master 80% of all content material
- to be prepared to graduate with a high school diploma as described in Appendix H2 Graduation Requirements
- to prepare to apply to a continuing education program after graduation (i.e. college, vocational/technical school)

Plan for Serving All Students

Pi STEM has focused during our public discussions to highlight that our school is a public school available for all children to apply. The personalized learning plan structure adapts to individual needs and can be complimentary to the differing learning styles within the community. All community students will be encouraged to apply at Pi STEM and Pi STEM will use the State regulated lottery process for enrollment. Additional efforts have been placed on defining English Learners, students with a 504 plan, and Special Education procedures. Pi STEM believes that every child deserves an education and with our focus on the individual needs of our students it caters to a large range of different learners. Pi STEM's dedication to our students whether they are fast learners, slow learners, need additional accommodations as would be outlined on a 504 plan, need additional educational supports under an IEP, or are learning the English language will all have access to an education. Pi STEM will ensure that we follow all guidelines as outlined in the Idaho Special Education Manual, and the services that would be offered through IDEA and OELA. Pi STEM feels that this allows students to learn from each other regardless of learning ability and will encourage students to grow academically and socially. They will be able to work within a group and individually to meet the goals of their personalized learning plan and 504/IEP/ELL plans as needed. Pi STEM recognizes the needs of all learners and is able and ready to support their learning and will find the individuals to provide special education and

ELL services and equipment /accommodations that the student may need to access their education.

The Board of Directors of Pi STEM will work closely with the Executive Director to ensure the data collected through the Summit Learning system, the standardized testing, and overall portfolio performance of students is reported yearly, although data collected for IEPs outcomes will be collected multiple times a week and periodic written progress statements related to progress towards the IEP's annual goals will be reported at a minimum, concurrent with the issuance of report cards. These reports will be used to verify that the educational practices are indeed generating the outcomes stated in Pi STEM's mission, as outlined in the table below.

Table 1: Pi STEM School Measurement

1. 90% of students growing 1.25-1.75 years in reading and math per year	Measured via growth tracked through testing scores and IEPs.
2. 90% satisfaction in student, family, community and staff in learning process	Measured based upon presentation feedback and community project response
3. An environment and culture that is safe, and inclusive	Measured in Average Daily Attendance, staff evaluation, Directors evaluation, school surveys
4. Community involvement/partnership	Measured in how much involvement and how many partnerships are developed. Survey data from established partnerships

Professional Development Plan

Pi STEM's vision is to create an environment of growth and high expectations through relevant professional development that results in a measurable increase of student achievement, teacher performance, and leadership capabilities. Pi STEM believes teacher evaluations should be approached with a growth mindset.

According to Section 9101 (34) of the Elementary and Secondary Education Act, professional development means a "comprehensive, sustained, and intensive approach to improving teachers' and principals' effectiveness in raising student achievement." As educators, Pi STEM takes this call very seriously. Pi STEM's Professional Development realizes that our unique program requires specialized training and development to ensure all stakeholders are successful. Pi STEM will offer a spectrum of comprehensive trainings for staff to ensure an understanding of the school culture and their instructional roles in our unique and dynamic program. Training is offered to all staff members with alternate focuses depending on specific duties. Pi STEM's trainings include (but are not limited to):

- Culture & Mission
- Curriculum
- Project-Based Instruction
- Mastery-Based Instruction

- Day to Day Instruction Strategies
- Student Information System/Technology
- Equity
- Time Management
- Center Coordinator
- Compassion and Caring
- Student Advisor
- Formative Feedback
- Teaching As Leadership

Pi STEM staff will receive extensive summer training before students arrive for the school to ensure that they have a clear understanding of Pi STEM's vision and the implementation of the Summit Learning Program.

Summer training will include the following highlights:

- An introduction to the Pi STEM instructional vision, including core values and the importance of mindset.
- Facilitated "team time," during which full teams work to consider school logistics (such as bell schedules), establish team norms, ensure curriculum aligns with local standards, and plan how to introduce students and families to Summit Learning
- Immersion into teaching and facilitating the Summit Learning curriculum, from how to lead skills-based, real-world projects, to facilitate students' learning experience via the Summit Learning Platform
- Modeled practice with 1:1 mentoring — one of three transformational pillars of the Summit Learning approach
- Time to reflect on individual and team experiences and expectations

Professional development will continue throughout the year with team coaching and training in working in the Summit Platform, making data driven decisions to assist students in the learning, as well as academic and technical support from Summit Learning.

For further assistance in professional development, Pi STEM has reached out to other schools which use a project/mastery-based model as well as other schools with a STEM focus (North Idaho STEM Charter Academy, and Columbia STEM Academy). Pi STEM teams will visit these schools where they can shadow other professionals in order learn from their example.

Pi STEM has also begun the process of applying to join in the new cohort of schools who receive training from Summit Learning. Summit Learning provides an extensive training program, free of charge, that provides free support, tools and professional development to support Pi STEM's staff through the change management process.

The application process and deadline is as follows:

- December 8th, 2017-1st Early Submission Deadline

  - Allows for access to additional Summit Learning professional development opportunities
- March 6th, 2018-2nd Early Submission Deadline
  - Allows for access to special opportunities to connect with schools currently participating in the program
- May 1st, 2018-2018-19 Program Application Deadline
- Summer 2018-Summer Training
  - Required in-person training for school leaders and teachers joining in the program

Please see Appendix H4 Staffing Professional Development and Evaluation.

Financials and Facilities Plan

Fiscal Philosophy and Spending Priorities

Holding the torch of deciding where tax payers' money is spent is a very serious obligation. Pi STEM feels the Board is up to the task. Specifically related to fiscal responsibility, Pi STEM has several board members with relevant experience, including several private business owners. As business owners, they know how being conservative with numbers allows the company to continue to grow. One member operates a non-profit company and understands the importance of government oversight. Another board member is a government employee that works daily with cost accounting, governmental budgeting and account ledgers. Another is a certified public accountant who has personally audited publicly funded entities like city libraries, charters schools and city's budgets. As such, this individual is a very important part of Pi STEM's board for they have a strong knowledge of the complexities of finance. Together the Board has a balanced level of understanding that will help maintain school finances. All board members understand the importance of training in their jobs and desire to take the same level of training to the governing of Pi STEM. Minimally, Pi STEM will network as a member of the Idaho School Board Association and will participate in the training available through the membership of this Association. Pi STEM has budgeted for this membership in our expenditures.

As expressed in the mission statement, Pi STEM's priority is to provide an engaging, adaptive learning environment. The founders and Board of Directors of Pi STEM believe that the most important aspects to creating this environment are not necessarily found from expenditures in a fancy building, or on expensive textbooks. Pi STEM instead believes the priority for funding should be focused on acquiring the right mentors and staff, and ensuring the necessary training and tools are available for them. Pi STEM will work diligently to provide the tools its staff and students needs to remain adaptive and engaged.

Financial Management Plan

The financial data Pi STEM used for the budget were derived from projections of other charter schools similar in size and location to Pi STEM. Using similar budgets makes sense as projections in staff and students will be parallel to these schools. Pi STEM expects its facility (structure, land, utilities, parking & landscaping) to be similar in size with many of the same needs. Pi STEM understands that projected enrollment is not typically met within

the first few years, therefore the financial budget is more conservative with its plans to prepare for this likelihood. Pi STEM's breakeven enrollment count is 226 students. In the event of low enrollment, Pi STEM is prepared to reduce expenses by cutting the number of paraprofessional employees, facility expenses, or the number of mobiles and furniture. Other negotiable expenses will include salaries and vendor contracts. Pi STEM's fixed costs will consist of personnel, IT, facility expenses and loan repayment(s). Pi STEM's focus will be on its environment, culture and mentoring program. Pi STEM's board understands all monies that fund the school are public funds and will have significant accounting, oversight and audits. Pi STEM's board will be expected to understand the criticality of this financial oversight and the requirements to preserve fiduciary governance. Pi STEM's board members will be trained on the purpose of the following financial reports and value of such reporting to be timely, accurate and comprehensible:

- Balance Sheet
- Cash Flow Statement
- Income and Expense Statement
- Budget versus Actual Report

Pi STEM has adopted a philosophy of transparency and will keep all financial records public.

Pi STEM intends to hire a full-time book-keeper, or contract a bookkeeping service familiar with charter school finance, that will have a strong understanding of requirements for reserves and experience in handling the accounting process. This person will work closely with the Office Manager who will be responsible for communicating the financial reports noted above to the Board. From the information provided, the Board will determine if decisions being made are fiscally responsible and fulfilling the mission of this school.

Pi STEM's budget was created by its founders, many of which are taking an active role on the Governing Board of Trustees. All Board members, including future members, need to have a knowledge of what will be required for Pi STEM to remain financially solvent.

Description of Facility Needs

Pi STEM has a great vision of what the facility will look like and how children will move throughout the building. The Founding Board of Pi STEM also understands that its ideal structure will not be constructed in its early years. Mobile classrooms will likely be the most financially responsible option in the beginning. To keep with the mission and culture, Pi STEM is communicating with mobile classroom companies. These companies can provide large exterior structures with open floor plans allowing a communal atmosphere. These spaces will include break out rooms, a large conference room, spaces for small groups, glass wall separators and large open areas that can work for community expositions.

Pi STEM has had discussions with two different architects in reference to the possible structure designs, and how to best plan. One architect Pi STEM spoke with is willing to work with the mobile company in constructing the mobile classroom structure with the right supports for future alterations. These alterations would make the structure more aesthetically pleasing and fitting to the interior feel as well as allow the mobile classroom

structures to be reused in the permanent structure. The other architect firm has designed multiple structures that incorporate the open design concepts that fit with Pi STEM's model. Figure 1 below is a generic diagram showing the concept of a FLEX model. Figure 2 shows the floor plans of a school designed by the second architect and closely resembles a structure that would work well for Pi STEM in the future.

Pi STEM is aware that a structure will not likely be built for at least a few years. Until that time, Pi STEM will attempt to develop a similar environment within the mobile classroom units, with a separate area for the administrative staff. In such a scenario, as well as with the future permanent structure, Pi STEM has investigated concerns of sound management in the open concept with the architects. The architects provided an acoustical analysis report on the design seen in Figure 2 that can be seen in Appendix H1.

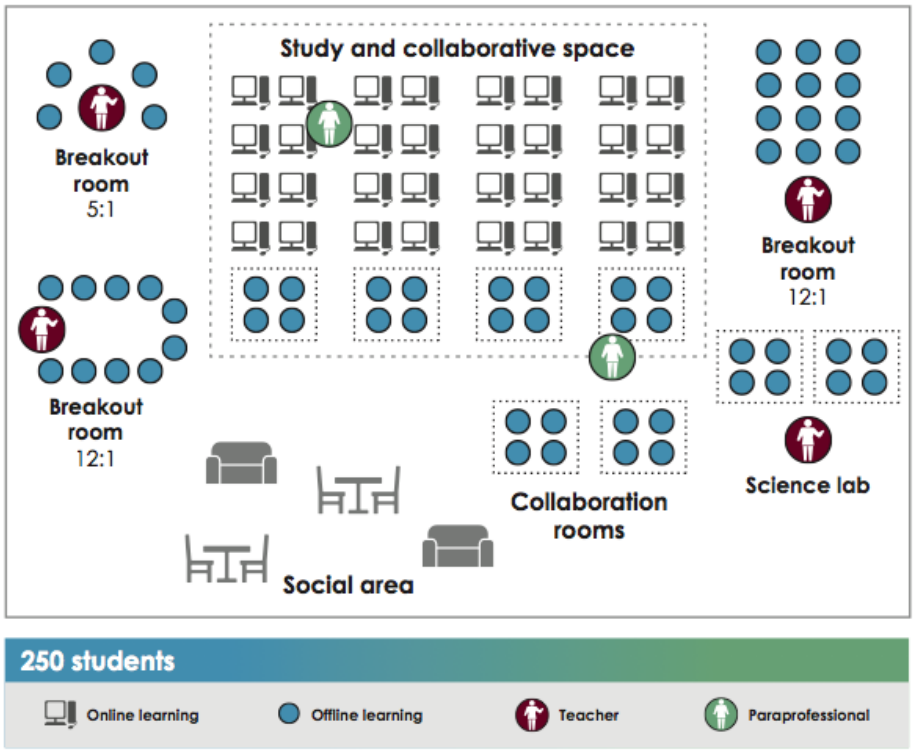


Figure 1: Generic FLEX Model

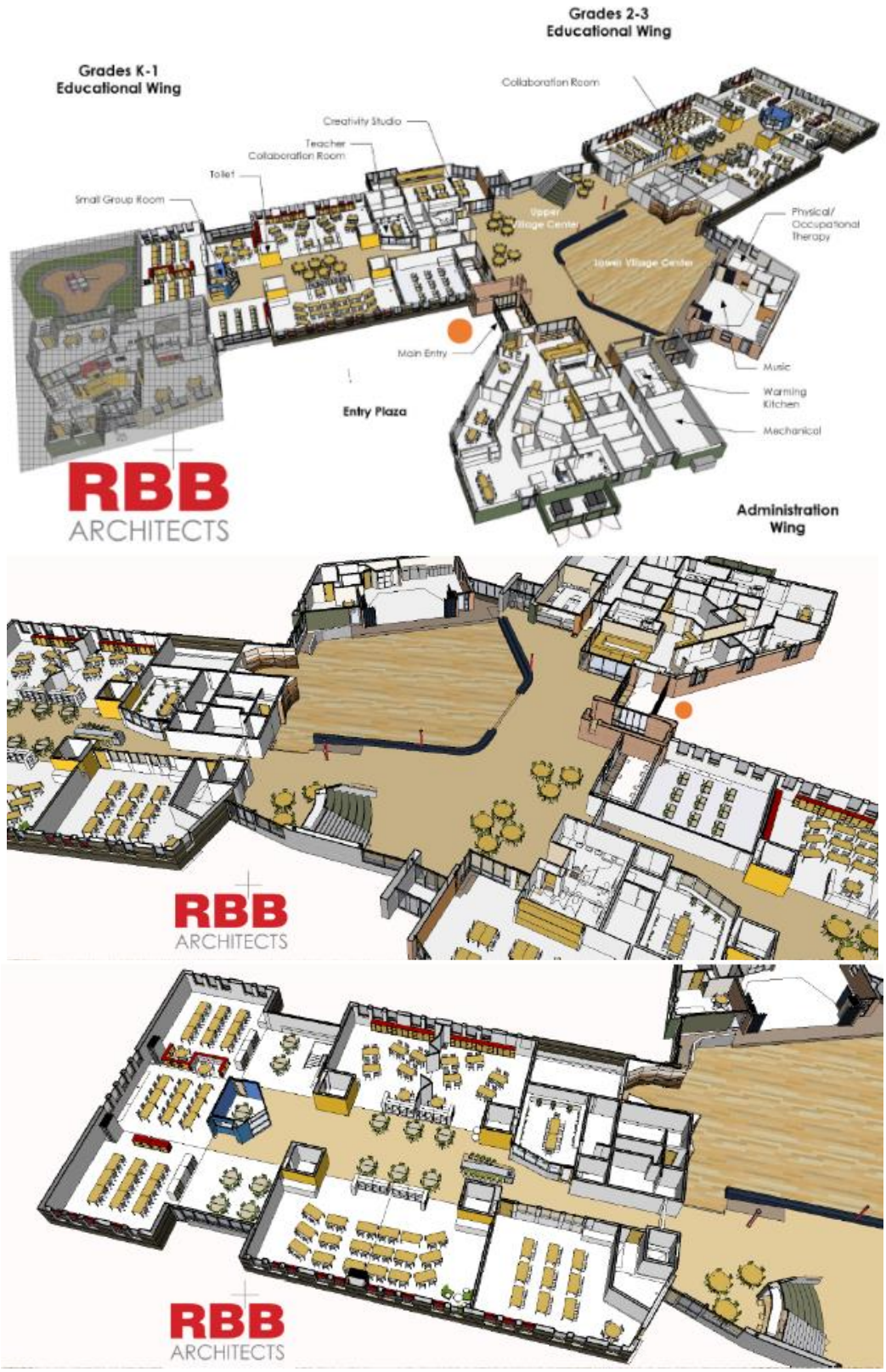


Figure 2: Envisioned Structure using a FLEX model

Board Capacity and Governance Structure

Dr. Carpenter, in his book Charter School Board University, clearly explains the difference between governance and management; simply stated, governance asks "how well" while management determines "how". He notes that in practice however, maintaining this distinction can be difficult for boards, and that the most successful boards will continually discuss their purpose and note that the method to fulfill this purpose is by governing, not managing.

Description of Governance Structure

The organizational structure of Pi STEM has evolved from a small group of individuals with a common dream to a more structured Founding Board with roles and assigned responsibilities. The Founding Board is a working board that incorporates both the aspects of governing and managing with additional assistance from other founding members (see Appendix D Petitioning Group). Pi STEM's Founding Board will transition to a formal governing board as described in the transition section below. The transition of the board will alter the management aspects however, the board structure will remain similar.

The Board of Directors will be comprised of five to nine voting members, all Idaho residents, who shall monitor all business affairs of Pi STEM. Positions within the board will include Chairman, Vice Chairman, Secretary, Treasurer and Communications Director. The Board will be responsible for all school policy decisions, including ensuring its academic program is implemented effectively and is resulting in quality student achievement, adopting appropriate school policies, reviewing the school's financials, overseeing student discipline, monitoring organizational program performance, and ensuring other policy considerations are implemented as needed or as mandated by state or federal law. Ultimately, the governing body will be responsible for overseeing the academic program's effectiveness, the school's fiscal performance, and ensuring that the school is performing its mission faithfully. Further detailed expectations and goals for the governing body of Pi STEM are set forth in the bylaws found in Appendix B Bylaws. The diagram below depicts the governing structure for Pi STEM.

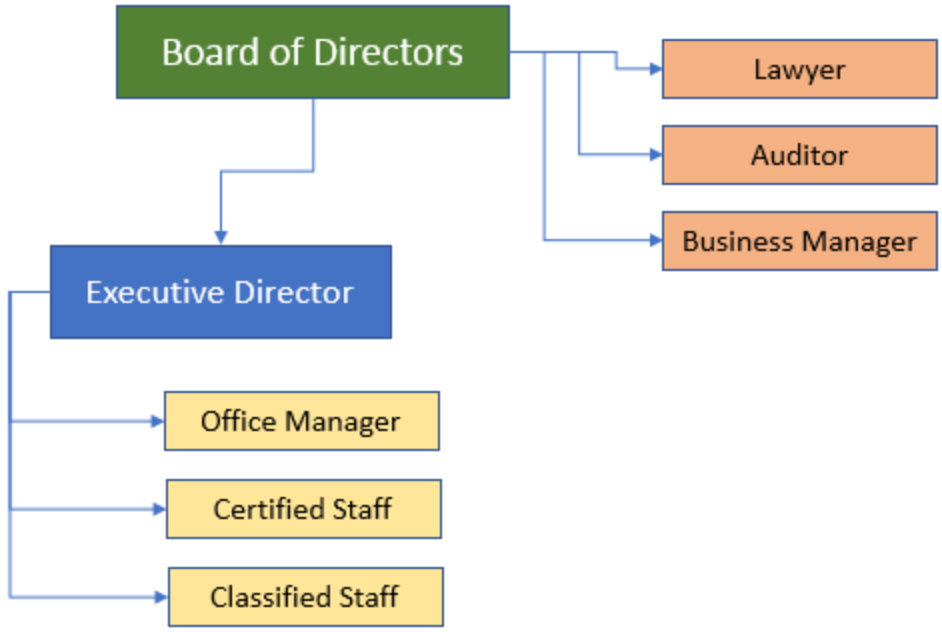


Figure 3: Pi STEM Governance Structure

As legally accountable for the operation of the charter school, the Pi STEM Board of Directors 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.

In addition, board members will be expected to do the following:

1. Unrelentingly pursue the goals set forth for the academic achievement of its students
2. Enhance Pi STEM's public standing
3. Serve as ambassadors, advocates and community representatives of the school
4. Ensure legal and ethical integrity and maintain academic accountability
5. Use personal and professional skills, relationships, and knowledge for the advancement of Pi STEM
6. Believe in and be an active advocate and ambassador for the values and mission of Pi STEM
7. Work with fellow board members to fulfill the obligations of board membership
8. Keep informed about the school by attending board meetings

Pi STEM understands the importance and value of a strong governing board. The Founding Board believes through early founder's education, review of other (both successful and unsuccessful) charters, and the development of policies, orientation practices and training for future board members, Pi STEM will effectively maintain its board capacity and governance ability.

Founding Board Qualifications

Pi STEM's founding group is represented by experienced individuals with diverse backgrounds, who are committed to helping students reach their utmost potential. Pi STEM is governed by a board consisting of local community leaders who are actively involved in education, specifically with underserved populations.

The members of Pi STEM's founding group have valuable skill sets for the current roles within the Founding Board as well as those necessary for the later governing Board of Directors. These skills include educational administration, PBL/STEM/PLP teaching, banking, special education, CPA experience, entrepreneurship, real estate, business management, information technology, cost accounting, charter development, parental skills, social work, school board/PTO membership, and multi-lingual skills. The vast array of capabilities has provided Pi STEM multiple viewpoints into the development of its charter. Please refer to Appendix C for Board Member resumes.

While Pi STEM is fortunate to have a group with a diverse area of expertise, the Founding Board agrees there is an opportunity to strengthen specific skills related to operation of a successful board and finances specific to education and charter schools. This knowledge will be beneficial to the Founding Board, with the board transition, as well as the ongoing implementation of Pi STEM's charter. To develop these areas, specific steps have been included in the transition plan detailed in the following section.

Transition Plan

Pi STEM's organizational structure has transitioned as it has progressed through the processes necessary for the development of a new charter school. Lengthy, in-depth discussions related to multitudes of topics and informal agreements have transitioned to delegated planning, research and recommendations, and meetings with predefined agendas for communication and formalized decision-making. And while Pi STEM is no longer functioning as a small informal group it is still very much a 'working' board not solely focused on governing.

To transition the current board into the necessary structure for successful governance, Pi STEM's Founding Board has determined the steps that will be required. The steps are not necessarily chronological however should follow a logical order, for example new members must be selected before being trained.

Current founding board members will discuss and appoint the individuals to the governing board. In some cases, the individuals will be the same as those in the Founding Board. In cases where they will change, adequate time will be allotted for the position's transition.

All governing board members will complete the initial board member training to include topics such as: member roles & responsibilities, board governance & development, Parliamentary Procedure, charter school finances and financial reports, Pi STEM's mission, charter and anticipated measurement standards, as well as other topics noted in the following training section as well as in Pi STEM's Board Member Orientation. In alignment with the founding philosophy, Pi STEM will not dictate the method for the training but

instead allow each member to learn in the method that best meets their learning style. Pi STEM will provide methods such as online instructional videos, books, and one-on-one peer development for each topic. Each member will then be asked to certify their understanding of the topics.

A timeline will be established noting the expected hiring date for the school leaders as well as the date the board will transition. The transition date may be before, but not after, the school leaders hire date.

During the transition process the Founding Board will monitor the progress and determine if adjustments are necessary due to skill gaps or other factors. Founder's Syndrome is one such other factor that will be monitored for and avoided. Symptoms and methods for avoidance of founder's syndrome include:

- Symptom: Appointment of new board members that are not for the benefit of the board but merely due to being 'founder friendly'
    - Avoidance method: Ensuring the board determine the group's strengths and weakness will allow recruitment in areas of weakness
- Symptom: Founder(s) become the sole decision makers
    - Avoidance method: The board will train and continue to improve skills in governance practices and implement parliamentary procedures
- Symptom: "My" statements – "my school", "my staff"
    - Avoidance method: Board members will revisit the agreed ethics commitment and be allowed to voice any concerns if such symptoms are recognized
- Symptom: The board tending to support the founder more than the mission
    - Avoidance method: Reading/public discussion of Pi STEM's mission will become the initiating process for each Pi STEM Board meeting

Pi STEM believes these issues can be avoided by ensuring the board is well versed on signs and symptoms. The associated issues can further be avoided by developing strategic planning and ensuring new board members receive orientation and training.

Pi STEM recognizes that the interdependent nature of the founding board will take time adjusting into roles of an independent 'board' and 'staff' but believes by incorporating this strategic, well-communicated transition plan will improve the process.

Board Training and Recruitment

Pi STEM will have an autonomous Board of Directors dedicated to the successful operation of the school. The Board of Directors will be initially composed of individuals with expertise in education, business, and/or other areas that directly benefit Pi STEM as previously described and reflected in the board member's resumes (Appendix C). Newly appointed Directors shall serve for a minimum two year to three year, staggered, terms with no limit to the amount of terms served.

All Board members will complete an initial orientation, in which they will be asked to certify their understanding of the following topics:

1. Conflicts of Interest
    a. All Board of Directors will be expected to sign a conflict of interest form
2. Board Roles and Responsibilities
3. Models of Governance and Leadership
4. Ethics
    a. The code of ethics will serve as a code of conduct for board members. It will promote values such as: selflessness, integrity, objectivity, accountability, honesty, and leadership. The Board of Directors will use the code of ethics as a guideline for making ethical choices and ensure accountability for those choices. During orientation, the Board of Directors will be given a presentation on the code of ethics and address any questions or concerns. By acknowledging and signing the code of ethics, the Board of Directors will express their commitment to ethical behavior. An initial code of ethics was determined and signed by Pi STEM's founding board members. (Appendix H2)
5. Financial Responsibility & Report Understanding
6. Overview of School Philosophy, Structure and Expected Outcomes (Measurables)

Pi STEM strongly believes in a model of reflection and continuous improvement. The Board of Directors will determine specific training opportunities for the team and develop the process for that training to occur each school year. There are numerous sources, including the Idaho State Public Charter School Commission, to assist Pi STEM in locating the resources necessary to ensure the Board is adequately trained and improving in its skills. The Idaho State Department of Education provides each Public Charter School Board a yearly stipend as a resource for yearly Board training. Pi STEM's board will maintain a reference of valuable training opportunities to include books, links to online videos, and persons available for one-on-one instruction. Time will be allotted within many of the yearly school board meetings to refresh board skills as well as discuss additional learning opportunities.

The founding board has outlined the specific resources below that will be used in the board's training:

- The SPEED of Trust: The One Thing That Changes Everything: Book by Stephen M. R. Covey
    - Members will examine the training materials and develop methods to implement enhancements to the team based on the training
- Charter School Board University: An Introduction to Effective Charter School Governance: Book by Brian L. Carpenter
    - Members will read the book as well as use the tools the book provides to revisit the lessons and improve board functionality on an ongoing basis
- Idaho School Boards Association Training (membership was attained by the board see Appendix H2): Website listing of development options

Pi STEM's Board became members to the ISBA in October 2017 and will review the valuable tools and training available from membership.

Pi STEM understands the extreme value of a well instructed, well informed, and operational board. Pi STEM believes in the simplest terms, a good board of directors can greatly impact,

if not determine, the overall success of the school. The image below illustrates this thought. It also highlights how continual improvement can improve Pi STEM's board recruitment.

Figure 4: Governance Impact

Pi STEM will maintain solid community connections and seek out potential board candidates early and often. Through internal board reviews, a committee will be developed so that the board will understand both its strengths and weaknesses and strive to fill those areas of weakness with improved educational opportunities as well as with our candidate searches.

Student Demand and Primary Attendance Area

Enrollment Capacity

Pi STEM intends on serving students grades K-12. The minimum enrollment for financial viability is 226 students, or about an average of 33 students per class for grades K-5 (198 students) and 33 students per class for grades 6, 7, and 9 (99), for a total of 297 students. A more precise estimate of Pi STEM's enrollment will be available three months prior to school opening. Year two will roll up 8th and 10th grades adding 66 students to the totals. Year three will roll up 11th grade adding 33 more students. Please refer to Table 2 below for a detailed description. Pi STEM has chosen this enrollment model because 7th and 9th grade years are typical transition stages in education, and would have an improved chance of full enrollment. This way, they will not be supporting a complete K-12 school in the first years of operation. Pi STEM understands the possibility for low enrollment in the secondary grade levels and understands the budgetary concerns with smaller secondary student enrollment. In an effort to balance these concerns, Pi STEM is seeking and hiring highly qualified teachers. More information can be seen in the educational program section of this petition.

Paraprofessionals will be especially useful as mentors to students who need more one-on-one time, especially those who have a 504 plan, an IEP, are ELL learners, or behavioral problems. They will assist in maintaining structure during student break times as well as

guiding small groups of students in various subjects and projects. Pi STEM will look to hire paraprofessionals that are familiar with working with children and have the knowledge and skills to do so. They also must be flexible and willing to learn and adapt if necessary. It will be important that those hired are able to step in when they recognize something is off with students they frequently work with and recognize when a student is at their frustration level and refrain from pushing the student past their abilities.

Pi STEM's future plans are to replicate not expand the school model in an effort to maintain Pi STEM's mission and culture.

Enrollment Preference

Pursuant to Section 33-5206 of Idaho Code, Pi STEM will use the following preference grouping:

- first, to children of founders and Pi STEM staff, provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of the public charter school;
- second, to siblings of pupils already selected by the lottery or other random method;
- third, to pupils seeking to transfer from another Idaho public charter school at which they have been enrolled for at least one (1) year, provided that this admission preference shall be subject to an existing written agreement for such preference between the subject charter schools;
- fourth, to students residing within the primary attendance area of the public charter school; and
- fifth, by an equitable selection process such as a lottery or other random method.

Table 2:Enrollment Plan

Year	Total enrollment	Grades served	# of classes per grade	# of students per class
2018-2019	297	K-7, 9	1	33
2019-2020	363	K-10	1	33
2020-2021	396	K-11	1	33
2021-2022	429	K-12	1	33

Primary Attendance Area

The primary attendance area for Pi STEM will lie within the current boundaries of the Kuna School District, as seen in the map below:

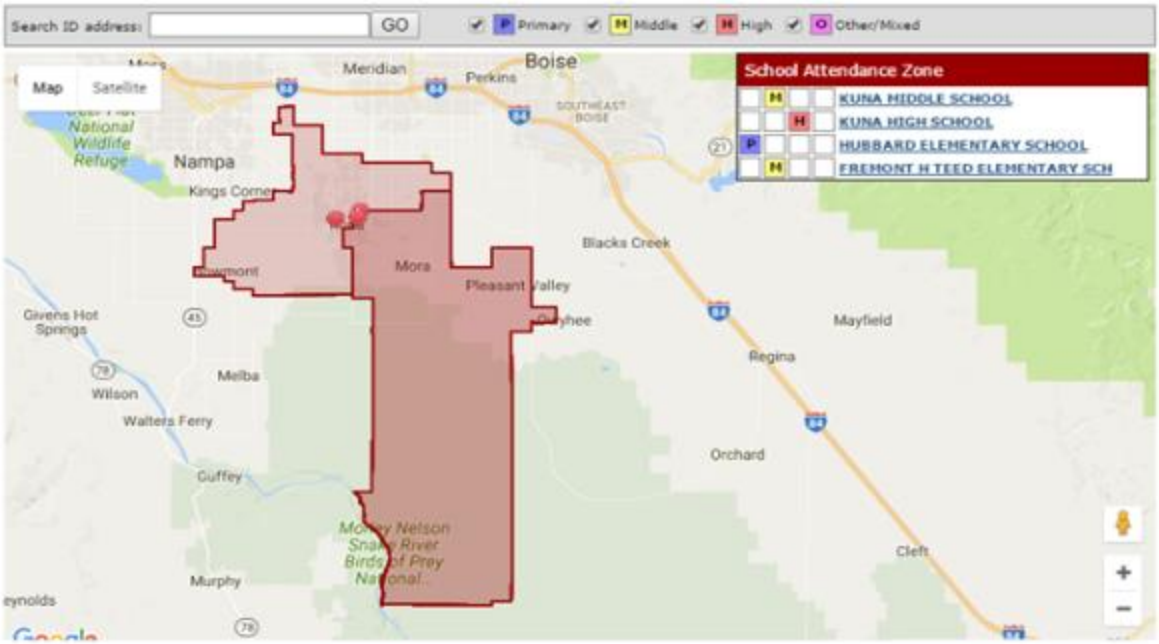


Figure 5: Attendance Map

Pi STEM is located in the Treasure Valley region of Idaho, in the city of Kuna. As of the 2010 Census, there were 15,210 people living in the city. The racial makeup of the city was 91.2% White, 0.6% African American, 0.8% Native American, 0.7% Asian, 0.1% Pacific Islander, 3.6% from other races, and 2.9% from two or more races. Hispanic or Latino of any race was 8.6% of the population.

The demographics of the proposed school will be mixed with no focus on ethnicity, gender, or socioeconomic background. All students will be welcome and all students will have the opportunity to excel in their choice of study.

Community Need and Market Interest

The city of Kuna is a growing bedroom community in the Treasure Valley located in Southwestern Idaho. Kuna's growth rate is outpacing the ability for the local school district to be able to provide a learning environment that is personalized to the individual student's needs. As the city of Kuna and its school district continues to grow, the need for families to be able to choose a form of education that fits their student's needs will also continue to grow.

Wendy Johnson, the current superintendent of the Kuna school district recently stated in a district press release that "The current high school will be approximately 200 students over capacity this year and so our need is profound." (For another school) The current Kuna High

School capacity is 1,600 students which means that there are 1,800 students enrolled (Appendix H1 Online Articles).

An article from the March 6th, 2017 Idaho Statesman highlights the need for more schools for all grades. The full article has been attached in Appendix H3, an excerpt however notes that "Kuna school officials anticipate 1,000 new homes in Kuna over the next three years. The district has 10 schools. New students will enter a district where many schools already are either at or above capacity, so the district's plan calls for expansion at the elementary, middle and high school levels.

The bond and additional levy that was passed by tax payers in March, 2017 will pay to:

- Build the first third of a new high school to reduce overcrowding at Kuna High, including new classrooms and professional-technical space. $25 million.
- Convert Teed Elementary to a middle school for grades six to eight; expand Kuna Middle School, which now has grades seven and eight, to include sixth grade. $6 million.
- Add four new classrooms at Silver Trail and Reed elementary schools, other building updates. $5 million.
- Other maintenance. $4 million" (Idaho Statesman Article 136832393).

By converting Teed Elementary School, which currently houses grades 4-6, into a middle school, nearly 200 students in grades 4-5 will be displaced. This is a fact that was not accounted for in the bond or the levy reported plan. The district will begin rezoning meetings on Thursday, October 12th, but this does not solve the problem for these students and families. They are going to be relocated into already crowded elementary schools.

The following tables project growth for the elementary schools currently in Kuna:

Table 10
Projected **Resident** Elementary Students by Attendance Area

Attendance Area Reed ES

	ACTUAL				PROJECTED RESIDENT STUDENTS									
	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
K	44	39	40	51	49.7	49.9	51.8	50.8	50.6	50.6	50.7	50.9	50.7	50.7
1	60	45	46	50	54.1	52.7	52.9	54.9	53.9	53.7	53.6	53.8	54.0	53.8
2	43	64	49	47	53.0	57.3	55.9	56.0	58.2	57.1	56.9	56.8	57.0	57.2
3	56	44	64	55	49.3	55.6	60.2	58.7	58.8	61.1	60.0	59.7	59.7	59.9
4	61	54	49	68	57.2	51.3	57.9	62.6	61.0	61.2	63.5	62.4	62.1	62.1
5	56	57	55	48	66.6	56.1	50.3	56.7	61.3	59.8	60.0	62.2	61.1	60.9
6	65	58	61	61	51.4	71.3	60.0	53.8	60.7	65.6	64.0	64.2	66.6	65.4
K-6	385	361	364	380	381.3	394.2	389.0	393.5	404.5	409.1	408.7	410.0	411.2	410.0

Attendance Area Silver Trail ES

	ACTUAL				PROJECTED RESIDENT STUDENTS									
	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
K	67	68	75	54	60.8	69.3	76.8	85.7	90.1	96.2	102.6	107.4	112.5	118.1
1	84	73	70	77	64.1	75.1	82.8	94.6	100.1	104.6	111.0	115.8	120.7	126.4
2	60	93	76	69	88.6	79.2	89.6	101.7	110.3	116.1	120.8	125.7	130.7	136.2
3	81	67	97	80	81.8	106.7	95.7	110.9	120.0	129.1	135.3	138.5	143.7	149.4
4	84	86	77	100	93.5	99.5	124.9	117.3	129.7	139.4	149.0	153.8	157.3	163.1
5	84	76	85	87	109.3	106.6	111.7	141.3	130.1	142.7	152.4	160.5	165.3	169.2
6	90	92	79	90	101.9	129.8	125.9	135.6	163.4	151.5	165.0	173.6	182.3	187.9
K-6	550	555	559	557	600.0	666.2	707.4	787.1	843.7	879.6	936.1	975.3	1,012.5	1,050.3

Table 10
Projected **Resident** Elementary Students by Attendance Area

Attendance Area Crimson Point ES

	ACTUAL				PROJECTED RESIDENT STUDENTS									
	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
K	61	62	56	54	55.5	57.0	59.5	60.9	62.1	63.6	65.3	65.9	64.9	64.9
1	72	61	71	69	63.7	65.2	65.7	70.2	71.4	72.8	74.5	75.0	73.8	72.7
2	65	75	50	78	71.2	65.7	66.2	68.2	72.3	73.6	74.9	75.4	74.3	73.1
3	78	72	79	53	88.2	80.5	73.5	75.6	77.5	82.0	83.4	83.5	82.2	81.0
4	69	82	66	76	55.3	89.9	81.3	75.9	77.7	79.6	84.0	84.2	82.7	81.4
5	56	70	81	75	83.6	61.5	97.1	89.6	83.5	85.4	87.4	90.8	89.2	87.6
6	69	60	74	71	77.1	85.4	62.5	99.3	91.5	85.5	87.4	88.2	89.9	88.3
K-6	470	482	477	476	494.6	505.2	505.8	539.7	536.0	542.5	556.9	563.0	557.0	549.0

Attendance Area Hubbard and Teed Combined ES

	ACTUAL				PROJECTED RESIDENT STUDENTS									
	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
K	104	96	90	123	120.9	124.7	128.4	128.4	129.4	130.3	131.9	132.8	131.6	131.6
1	100	113	100	97	133.9	134.8	135.7	141.5	141.6	142.2	143.2	144.0	143.4	142.1
2	119	103	124	101	101.9	143.3	141.1	143.9	150.0	149.7	150.3	150.4	149.7	149.1
3	102	115	114	119	101.0	104.7	142.8	142.3	145.1	150.8	150.4	150.2	148.9	148.2
4	99	108	122	121	127.2	111.1	112.0	154.2	153.7	156.3	162.3	160.9	159.2	157.8
5	95	104	103	122	122.0	131.1	112.1	114.6	156.9	156.1	158.6	163.7	160.9	159.2
6	85	103	107	113	130.4	133.4	139.9	121.6	124.4	168.7	167.9	169.6	173.5	170.6
K-6	704	742	760	796	837.3	883.1	912.0	946.5	1,001.1	1,054.1	1,064.6	1,071.6	1,067.2	1,058.6

Attendance Area Indian Creek and Ross Combined ES

	ACTUAL				PROJECTED RESIDENT STUDENTS									
	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
K	70	66	71	62	62.7	63.7	66.1	65.6	64.9	64.8	65.0	65.2	65.0	65.0
1	80	68	69	66	61.0	61.3	61.4	63.8	62.4	61.6	61.6	61.8	62.0	61.8
2	83	85	72	69	68.9	63.5	62.9	63.1	64.5	63.0	62.2	62.2	62.4	62.6
3	75	80	95	71	70.5	70.1	63.8	63.4	62.5	63.8	62.4	61.6	61.6	61.7
4	68	78	75	97	72.5	71.7	70.3	64.3	62.7	61.9	63.2	61.7	61.0	61.0
5	90	70	77	75	99.2	74.4	72.6	71.4	64.3	62.7	61.9	63.2	61.7	61.0
6	82	86	71	82	77.2	101.1	75.3	73.7	71.4	64.3	62.7	61.9	63.2	61.7
K-6	548	533	530	522	512.0	505.8	472.4	465.3	452.7	442.1	439.0	437.6	436.9	434.8

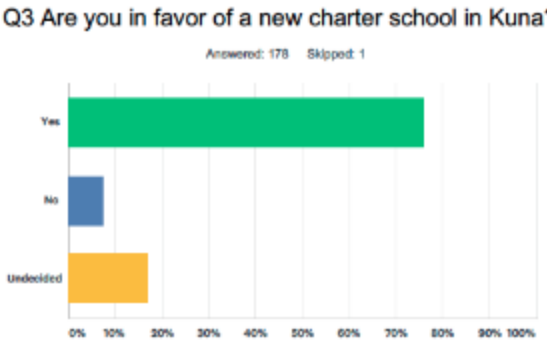
Figure 6: Kuna Elementary Project Growth

Desire from the community for additional education options is evident. There is currently a program at Kuna Middle School, similarly modeled to what Pi STEM is offering, called Synergy. It is a group of learners using a problem-based learning format and use portfolios as assessment tools. At Kuna Middle School, the teams of students share the learning space of two classrooms and the cafeteria. Students have access to 4 core teachers (math, language arts, science and history) for the entire three blocks of time. The students will not move from class to class on the bell schedule. They will work independently and collaboratively and have learning time scheduled based on their individual need. For more information about their program, you can visit their team page as documented in appendix H1. There are currently ~120 students in the program with many more who had applied.

In a recent survey completed by KSD, nearly 36% of respondents expressed a desire to see STEM/STEAM integrated into each school within the district.

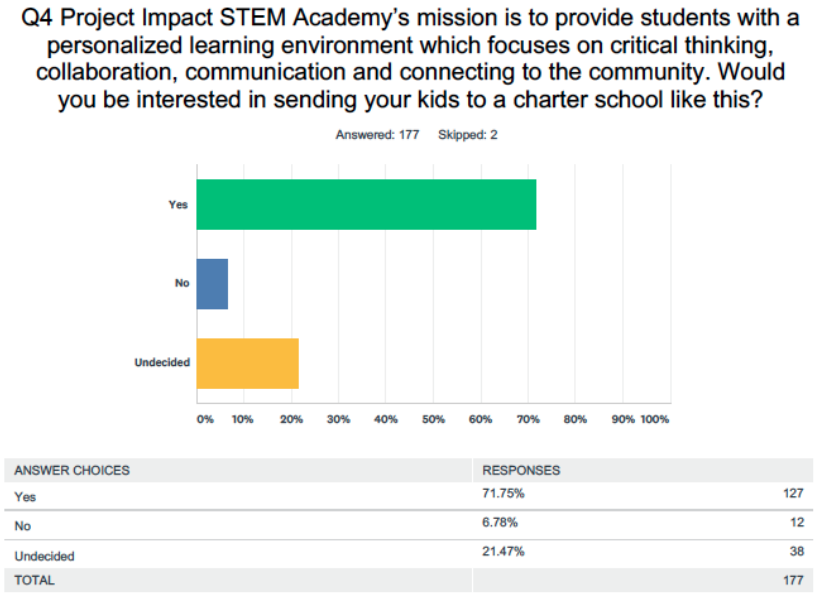
The only other local charter school, Falcon Ridge Charter School, is a K-8 school that uses a different model than Pi STEM as their educational philosophy. In their last lottery, Falcon Ridge had over 500 applications and now has nearly 300 students on a waiting list.

Community members were recently surveyed about their interest in a new charter school. Data from the two key questions asked is seen below. The full Survey Monkey analysis can be found in Appendix H3 Survey Monkey Data Analysis Report.



ANSWER CHOICES	RESPONSES	
Yes	75.84%	135
No	7.30%	13
Undecided	16.85%	30
TOTAL		178

Figure 7: Community Survey Q3



ANSWER CHOICES	RESPONSES	
Yes	71.75%	127
No	6.78%	12
Undecided	21.47%	38
TOTAL		177

Figure 8: Community Survey Q4

In addition to the community survey, Pi STEM has set up informational booths around the city of Kuna at several events, including local grocery stores, farmers markets, and events at local businesses. At these informational booths, Pi STEM shared information about the school with the public including the emphasis placed on technology and its function as a part of the curriculum as a whole. Interested parties have also filled out intent to enroll forms. Pi STEM currently has had over 110 students register their intent to enroll and Pi STEM has a goal to have 150 or more gathered by November 30th, 2017. The team at Pi STEM will continue to market the school through community events as well as door to door canvasing.

Strategies for Enrolling Underserved Families

STEM offers students interactive, engaging (mind-on and usually hands-on) lessons when compared to traditional, lecture-based classrooms. By the very nature of being interactive and cross-curricular, STEM lessons allow for students who have previously not connected to their learning, connect to it.

According to 2012 statistics from the U.S. Department of Labor, minorities make up less than 5 percent of the STEM-based workforce. On college campuses, black and Latino students make up less than 20 percent of those studying in science- or math-based disciplines. An article written by Joseph P. Williams says, "Unless it ramps up STEM education for all students -- including kids who struggle to obtain it now -- the U.S., once dominant, will fall further behind the world in the fast-growing global technological economy."

The research has shown factors that affect minorities engagement include lunch programs, transportation, and before and after school programs. Pi STEM will strive to provide these important services for all students and families with these needs. Although Pi STEM understands that transportation and lunch options are expensive components for the first year of operation, Pi STEM is committed to providing these services. Additionally,

discussions are in progress with the Boys and Girls Club to provide before and after school programs within Pi STEM facility. The program director, Mrs. Colleen Braga, has supplied a letter of support and expressed her optimism to work with Pi STEM which is available in the appendices.

Pi STEM is committed to maintaining an inclusive student population reflective of the Kuna School District. Pi STEM will institute a recruitment program designed to educate and inform potential students and their families about its instructional program and to ensure that all Kuna residents are given an equal opportunity to enroll their children at the school.

Pi STEM will implement a recruitment campaign to ensure we are fully enrolled prior to our proposed August 2018 opening. We will continue to reach out to the community once the school is operational to maintain enrollment.

The recruitment program will include, but not necessarily be limited to:

- Promotional materials, such as brochures, flyers, advertisements and press kits in English as well as Spanish
- Weekly public meetings to introduce our program and answer questions
- Monthly STEM club opportunity for children and parents to participate in STEM activities organized by Pi STEM
- Secure letters of intent to enroll from interested parties and continue inclusion and communication with these individuals in regards to school operations and events (this data will be made available to PCSC)
- Founder/board visits to preschools, community centers, religious organizations, Chambers of Commerce and community organizations throughout Kuna to publicize the school
- Information booths and distribution of information at community events, community centers, local businesses, social service agencies, faith-based organizations, farmer's markets, grocery stores, and shopping centers to promote the school and to meet prospective students and their families
- Distribution of promotional material to local businesses as well as more lengthy discussions with business owners to gather input
- Open house and school tour visits (once appropriate) on a regular, on-going basis to offer opportunities for prospective students and their families to learn more about the curriculum
- Information is being distributed through door-to-door canvasing, particularly in underserved areas.

Virtual and Blended Programs

Rationale

In educating a new generation of digital learners who are natives to the everyday use of technology, integrating a digital platform for learning becomes practically a necessity. Digital natives have a better understanding of the digital tools that are shaping our world and economy than any other generation before them. Any child that was born after the year 1980

is considered to be a digital native because they have always known a world that has had digital tools and a form of the internet. Just being born during the digital age, though, does not mean that a digital learner properly understands how to use digital tools.

Pi STEM believes that proper training in becoming responsible digital citizens is paramount to the future success of our students. In order to do so, students at Pi STEM will be taught to use digital tools to demonstrate their learning and a learning management system where they will access a large part of their curriculum. Using these tools does not mean that Pi STEM's students will have little contact with teachers though. In fact, with the proper use of digital tools, the time that teachers spend with students becomes richer and more impactful through the use of roles of mentorships, project-based learning and student demonstrations of their learning.

Where the model of blended learning is still new to education, studies has shown that for certain students, the model is very effective. Just as the traditional classroom setting is not appropriate and fit for all students, the blended learning model is not appropriate for all students, either. To determine whether a blended learning model is effective when compared to a traditional, face-to-face model, researchers have investigated learner characteristics/background such as self-regulation, computer competence, workload management, social and family support, attitude towards blended learning, gender and age (Kintu, 2017).

It has been noted, that when regarding knowledge construction, effective learning occurs where learners are actively involve (Nurmela, 2003). To have an effective blended learning model, it would be required for students to initiate, discover and accomplish the processes of knowledge as a precursor to having face-to-face instruction with their teacher (Kintu, 2017). The blended learning model that Pi STEM will adopt in conjunction with Summit Learning, will provide our students the opportunity to prepare for face-to-face instruction so that the student will become more engaged with the teacher and the student's learning.

An environment that provides for effective blended learning is necessary when undertaking innovative pedagogical approaches through the use of technology and learning (Kintu, 2017) The open, and engaging environment of Pi STEM along with the flexible learning platform provided by Summit Learning, will provide the perfect learning environment for Pi STEM's students.

Even with the right learning environment along with having the correct technology, creating an effective blended learning program is not enough without addressing having the correct mindset for growth. Susan O. Moore, supervisor of blended learning at Meriden Public Schools (CT), breaks the implementation of blended learning into five stages which closely mirrors and supports Pi STEM's mission:

1. Build the capacity of staff members to support each other in the transition to a blended learning environment. Provide opportunities for staff to visit each other's classrooms and collaborate.
2. Allow teachers and students the freedom to fail and learn from mistakes.

3. Engage student experts to support each other and their teachers in learning new technologies.
4. Encourage students and teachers to take charge of their learning. Providing control over "time, place, path and/or pace" comes with responsibility. For example, a student might have access to digital content during the high school pep rally, but is that the best time and place to retain the information? Teachers may need additional training in using rotation models or creating digital content. "They need to model extending learning beyond the classroom," said Moore.
5. Take the first step. As Moore put it, "We have had several reluctant teachers who, after implementing their first blended learning lesson, wondered why they hadn't tried the approach sooner. (Thompson, 2015)"

Learning Management System

Pi STEM intends to use the curriculum and Learning Management System (LMS) developed by Summit Learning. Pi STEM's Board of Directors investigated several LMS's, Edmodo, Moodle, Schoology, and It's Learning, and decide to choose the Summit Learning Platform because of how the platform supported the elements of Pi STEM's mission and for the tremendous amount of technical support and training that Summit Learning provides.

Summit Learning is a network of charter schools which originated in Silicon Valley, CA. Summit Public Schools is a leading public school system that equips all students to lead a fulfilled life. It operates 11 schools in California and Washington, and shares its personalized approach to teaching and learning - Summit Learning - with more than 330 schools across the country for free. Summit Learning forms the foundation on which Summit's successful schools were built, with its schools consistently ranking among the best in the nation. Historically, 99 percent of its graduates are accepted into at least one four-year college and complete college at double the national average. To learn more, please visit http://www.summitps.org/and www.summitlearning.org.

Summit Learning's education model places their students in a digital learning environment where their students learn content and skills as they work at a pace that is best for the individual student rather than the class as a group. This learning environment is blended between student's individual work in the Summit Learning Platform and project time with their teachers and fellow students.

The Summit Learning Platform acts as a digital filing cabinet where students access content material, store project and mentoring materials and academic assessments. After school hours, students will have access to the platform where they can work as fast or as slowly as they choose through their content curriculum and projects. Students will work with their teachers to create goals for their work through the LMS where student progress can be tracked through a powerful data analysis portal. Both teachers and students are able to make real-time decisions on the assistance that the students need in order to be successful in their course studies.

Summit Learning combines core values, what science tells on how students learn best, and cutting-edge research into a school experience that is tailored to every community's needs.

Summit Learning builds the curriculum, content delivery and assessment based upon three pillars to the student experience:

• Project-based learning-students spend the majority of their time working alongside teachers and classmates on rich, real-world projects
• One-on-one mentoring-students meet weekly with a mentor to ensure daily actions and progress align with long-term goals
• Individualized pathways-Students are empowered to set goals and deeply understand content by consuming it in a way that is best for them

Summit Learning offers a free program to help teachers along their journey where they can collaborate with a community of educators on personalizing learning. Transitioning from a traditional classroom to a personalized learning classroom requires hard work and a strong commitment by teachers and schools leaders. Creating a Summit Learning environment requires a fundamental change to the way teachers and students approach learning, so having enthusiasm and a growth mindset are critical. Everything from grading policies, to weekly schedules, to assessments, to how teachers and students spend their time will need to change to create a successful implementation that empowers teachers to meet the needs of every student.

The free Summit Learning Program includes:

• Summit Learning Platform- A free online tool that supports a personalized approach to teaching and learning for students, teachers and families
• Curricula and assessments- Standards-aligned, customizable projects and content for grades 4-12, made by teachers, for teachers
• Professional Development- In-person and on-demand professional development for Summit Learning educators
• Support and Mentorship-Ongoing support from the Summit Learning team, a dedicated mentor, and a nationwide community of Summit Learning educators

The Summit Learning Platform helps students connect their long term goals to their daily actions. Students move at their own pace to learn skills, apply those skills to real world projects and reflect on their learning.

The Summit Learning Platform contains curriculum developed by teachers in the classroom. It is a collection of meaningful projects, concept units and playlists of content and assessments that are included in the Summit Learning Platform. Summit Learning teachers have access to a complete curriculum in English, math, science, Spanish, and social studies for grades 4-12. Playlists of content (text, videos, and exercises) for each course allow students to choose how they learn best. Online on-demand assessments give teachers and students real-time data to use to improve teaching and learning.

The Summit Learning base curriculum is designed to be the model curriculum for the program and is built with flexibility in mind so partner schools can customize it to meet the expectations of their state standards, school values and student needs. Teachers can adapt or create new playlists and projects to meet their students' needs.

The Summit Learning Platform is designed to facilitate strong relationships between teachers and students through mentoring and ongoing feedback—and between students and their peers. For example, students work in teams to apply what they're learning to projects that mimic and solve real-world problems. Along the way, they develop strong collaboration, communication and critical thinking skills. The platform also provides teachers with the data to provided individualized instruction.

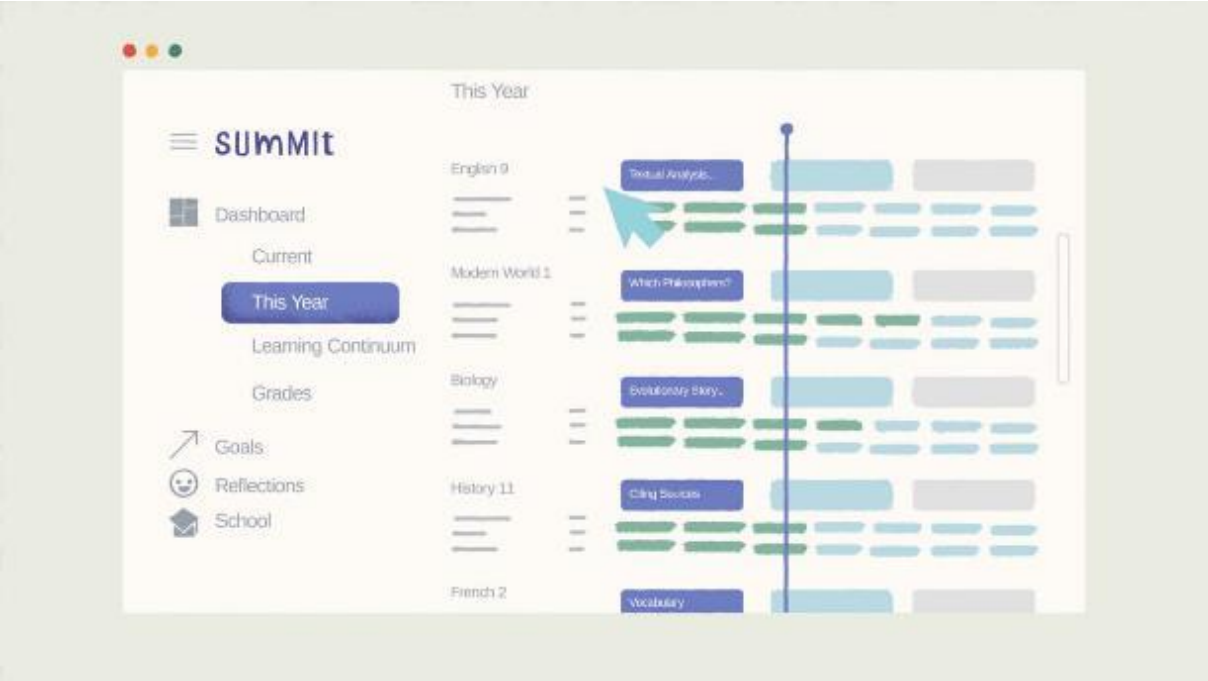


Figure 9: Summit Platform – Progression through Content

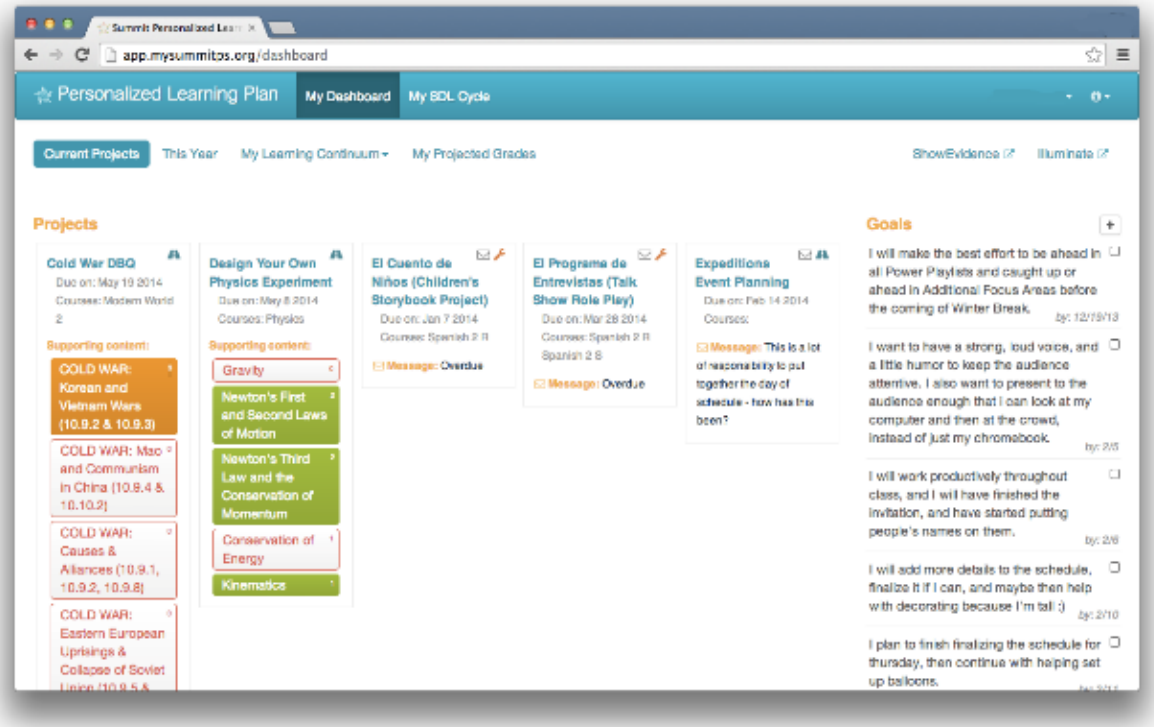


Figure 10: Summit Platform - Dashboard & Goals

Information pertaining to the outcomes of students currently using the Summit Learning Platform can be found at Appendix H1 Reports.

Attendance and Course Credit

Students working in a blended learning environment does not mean that they will be working in a vacuum separated from their teachers and cohorts. Though content is presented to students electronically, students will still provide evidence of their learning through writing, presentation, and other artifacts. Students will be assessed primarily through project work where they can fully demonstrate their understanding of the content that they are studying and skills of the tasks that they are being asked to perform.

Students will attend school in a brick and mortar building where they will have full access to technology, cohorts and teachers. Even though the school can track the time students spend on the LMS, attendance will be taken during the time that the student is in the building, not when they working outside the building.

Professional Development

Through the Summit Learning, students will experience true personalized learning through a powerful platform that has been developed by teachers with engineering assistance with a partnership with Facebook and the Chan Zuckerberg Initiative. Summit Learning provides this platform free of charge to any that wish to use it. Summit Learning also provides training

and year-long assistance in using the platform through a grant application process. Pi STEM intends to apply for this grant in order to provide further professional development for staff and teachers.

Beyond the professional development opportunities through Summit Learning, Pi STEM will have a professional development program designed for a competency-based model. In order to effectively deliver competency-based education to our students, Pi STEM will also need to have a strategy to teach the teachers those same strategies.

Pi STEM's Executive Director will develop, either their own or vendor purchased, professional development program where the teachers will be allowed to have voice and choice in the professional development that they participate in. There will be core training that all teachers will be required to participate in, such as:

- Mission- how the educational model that Pi STEM has selected support the mission of the school
- Student safety protocols-fire drills, lockdown drills, classroom management requirements
- Educator ethical and legal training-Pi STEM educators need to have a good understanding of their ethical and legal requirements that come with being a teacher

Beyond that, Pi STEM teachers will have the opportunities to participate in additional professional development topics such as:

- Leadership-classroom vision and goal setting
- Strategy-planning content curation and design
- Results orientation-student products and classroom outcomes

Teachers will be evaluated using Charlotte Danielson's Framework for Teaching along with the Idaho Core Teaching Standards as required by the State of Idaho. The professional development at Pi STEM will support the teachers in their professional growth and growth towards becoming master teachers themselves.

Student-Student-Teacher Interaction

A student's day will be broken up into segments of time where the student will have the opportunity to interact with their teachers, cohorts as well as having the opportunity to work on content on their own.

Example of a student's typical day at Pi STEM

- 8:00-8:30 Arrival

  -Student arrives at school and checks in with teacher in a home room setting for the news of the day and to set goals for the day

- 8:30-11:00 Personalized Learning Time

-Students will study content material, request to take assessment, work on project material in preparation for Project Time
-Student will have access to teacher and cohorts for small group instruction
-Teacher will review data of student's work to determine if and what assistance is required for the student
-Student will be allowed to take breaks as needed while being observed by teacher or paraprofessional

- 11:00-11:45 Break/Lunch
- 11:45-3:00 Project Time

-Students will work with teachers in small group practicing cognitive skills
-Students will work together to solve problems in a Project Based Learning environment

- 3:00 Student completes day

Technical Support

Summit Learning provides excellent support in not only the platform technology but also competency-based educational best practices. Teachers will receive support from Summit Learning when they have questions about:

- Technical glitches and bugs
- Unsure on how to complete a task in the platform
- Having suggestions on how to make the platform perform better
- Needing coaching on personalized learning best practices

If technical issues arise, Pi STEM will have two avenues for providing support to faculty, staff, and students. The first level of support will be provided by the Executive Director. The Executive Director will ensure that the technology used in the classroom is working properly. While Pi STEM will strive to find a Director that is able to keep the technology running, we understand that some technical problems will be beyond their abilities. To overcome this, Pi STEM's second avenue will be to maintain a relationship with a local company to provide support on an as needed basis.

The local company will also be used to provide procurement and setup of classroom technology. They will make sure that each classroom has connections and devices needed so each student will be able to utilize the Summit Learning Platform and any other needed technologies. Please see appendix H1 for an example of such a contract that will be used for support and equipment.

The plan for the training of faculty and staff on the classroom technology will be as follows:

1. The Executive Director will develop a training plan for faculty and staff. This training will include day-to-day operation of all classroom technologies.

2. The Executive Director will provide a training on the Summit Learning Platform and how it is to be utilized in the classroom.

When faculty and staff have completed the training, they will then be prepared to assist students in utilizing classroom technology. Students will not begin utilizing the Summit Learning platform until grade 4, so technology training will have different phases for students:

1. In grades 1-3 students will have occasional technology use to familiarize them with how it will be used in the classroom. Each student will be introduced to the Summit Learning Platform.

2. In 4th grade the students will be official trained on how the Summit Learning Platform will be used in their coursework.

3. For students who enter the school beyond their 4th grade year, there will be special trainings provided to ensure that they will be at the same level as their fellow students.

Pi STEM understands that in the first few years of operation that all students, faculty, and staff will be unfamiliar with the technologies that will be used. The Directors of Education and Operations will provide extra training and support to make sure that everyone is brought up to speed on technology as soon as is feasible. Pi STEM Board of Directors will also work to ensure that the two Directors have the needed training to be able support all the students, faculty, and staff.

Assistive Technology

During the development of an IEP, the team will consider special factors, including the need for the student to receive assistive technology devices and services. Assistive technology devices and services will be made available to the student as needed if required as part of the student's special education, related services, or supplementary aids and services. The IEP team will also make a case by case determination regarding whether the student requires access to an assistive technology device in the home or other settings outside of school for the student to receive FAPE. If the team determines the student may need assistive technology the student will be evaluated by an Assistive Technology Specialist and/or related services provider if needed. Based on the evaluation, an IEP team will determine whether the student requires low tech (highlighters, pencil grips, graphic organizers, color overlays, etc.) or high tech (computer, text to speech, speech to text, word predication, augmented communications, etc.) solution for the student to receive FAPE.

Appendices

The Appendices have been broken out into a separate document. Please refer to the Word file Pi STEM_Appendix_V3.0 additionally attached on the provided drive.

Appendix D: IPCSC Closure Protocol

Closure Protocol

Idaho Public Charter School Commission

514 West Jefferson Street, Ste. 303

Boise, Idaho 83702

208-332-1561

pcsc@osbe.idaho.gov

Alan Reed, Chairman

Jenn Thompson, Director

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Purpose

This document provides guidance on the public charter school closure process.

Authority

Title 33, Chapter 52 of Idaho Code, known as the Charter School Act provides for public charter school operations based on a contractual agreement between a charter school board of directors and a state authorized chartering entity, such as the Idaho Public Charter School Commission (IPCSC).

Operating contracts, known as Performance Certificates are granted by state authorized chartering entities to the governing board of a non-profit corporation that serves as the charter holder. Performance certificates are limited to five-year terms.

Closure protocol is enacted when:

- an authorized chartering entity chooses to non-renew a school's charter pursuant to I.C. § 33-5209B;
- an authorized chartering entity chooses to exercise its right to revoke a charter pursuant to I.C. § 33-5209C; or
- a charter holder chooses to relinquish its charter by approval of a resolution.

Each authorized chartering entity is required to maintain a closure protocol and is tasked with oversight of the closure process.

If closure is due to an IPCSC nonrenewal or revocation decision, written notice will be issued to the school within 14 days of the decision and this closure protocol must begin within 5 days.

Roles

Authorizer: the authorized chartering entity is responsible to maintain closure protocol and to oversee the closure process.

Charter Holder: the charter holder is responsible to ensure that all closure tasks are complete and all deadlines are met. The school is responsible for any and all costs associated with closure.

Note

Please note that every closure situation is different. This guidance document may need to be expanded or adjusted to accommodate the specifics of a particular closure.

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Contents

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I. Closure Protocol Team

A. Initial Meeting

within 5 business days of the date on which written notice of closure is issued, a meeting of the closure protocol team will be held.

B. Team Members

The Closure Protocol Team shall meet at least once a month between the date of the decision to non-renew, revoke, or relinquish the charter and the final dissolution of the board. Meetings shall be organized and chaired by the "team lead". The team lead is also responsible for compiling meeting minutes and all documentation for the final closure report.

Required members of this team shall include:

1. The school's Board Chair;
2. The school's Lead Administrator;
3. The school's Business Manager;
4. The IPCSC Director
5. A Team Lead (appointed by the IPCSC Director); and
6. The State Department of Education's School Choice Coordinator.
7. Additional members may be added to the closure protocol team by mutual agreement of the required members.

C. Subcommittees

1. Subcommittees shall be established for the purpose of managing closure tasks in the following areas:

    i. Communication – student, teacher, family
    ii. Financial – vendors and assets
    iii. Business – employer and corporation
    iv. Records – student and employee records

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D. Meeting Agenda

The meeting agenda for the initial meeting of the closure protocol team shall include the following:

1. Review of the closure protocol guidance document;
2. Review of the final closure report template;
3. Review the roles and responsibilities of each party and subcommittee throughout the process;
4. Assign liaisons from both the school and the IPCSC to the Closure Protocol Team and any subcommittees;
5. Establish due dates for all tasks listed in Section I.E of these procedures; and
6. Review notification letter drafted by IPCSC Staff.

E. Important Dates

Due dates to be established at the initial meeting of the Closure Protocol Team shall include the following:

1. The date of the school's last allowable draw on public funds;
2. The date on which the school shall cease to provide services to students;
3. The date by which records to be retained beyond the closure date are to be transferred the authorizer;
4. The date by which all assets purchased with federal dollars must be transferred to the authorizer for redistribution to other charter schools;
5. the date on which all employee contracts are to be ended and all communication on behalf of the school must cease;
6. The date on which benefits will end;
7. The date by which the final audit must be completed;
8. The date by which all financial activity must be ended, including cutting the final checks and closing all bank accounts;

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9. The date by which all W2s will be issued for the school's final operating year; and

10. The date by which the non-profit corporation must be dissolved.

Communication

A. Initial Stakeholder Notification

1. Within 7 business days of the date written notice of closure is issued, the school is responsible to issue a letter (drafted by the IPCSC) notifying stakeholders of closure. This letter shall minimally include:

    a. Where and when the final order will be posted online for transparency of the reasons for closure;

    b. The last date of student services;

    c. Transfer procedures;

    d. Explanation of the appeal process and when a decision regarding an appeal would be published; and

    e. Contact information for the school's administrator and the IPCSC.

2. The school may choose to include a supplemental letter drafted by the school's board, and if so, such draft must be provided to the IPCSC prior to distribution to stakeholders.

3. The school is responsible to distribute the IPCSC's letter (and the school board issued supplemental letter, if applicable) to the following recipients:

    a. All Parents of current students and all parents currently on a waitlist;
    b. All Teachers, Staff, and Volunteers;

    c. All Vendors with whom the school has an active contract or has engaged with in the past 12 months;

    d. All Lease and Loan/bond holders; and

    e. Any Educational Services Providers with whom the school contracts.

4. The authorizer is responsible to issue a letter informing stakeholders of the closure situation to the following recipients:

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a. All potentially impacted school districts and charter schools;

b. The State Department of Education;

c. The State Board of Education;

d. The Office of the Governor;

e. The Public Employment Retirement Service of Idaho;

f. The chairpersons of the House and Senate Education committees; and

g. The Senators and Representatives serving the state legislature on behalf of the district in which the school maintains student occupied facilities or business offices.

5. Within 7 days of the date written notice of closure is issued, the IPCSC's letter informing stakeholders of the closure situation shall be posted in a prominent location on the school's website and the IPCSC's website.

B. Staff Meeting

1. Within 7 days of the date written notice of closure is issued, the school's administrator, board chair, and business manager shall hold a meeting with all staff to discuss the following:

    a. Media contact protocol
    The Director of the IPCSC is the authorized media contact for the IPCSC. The school is encouraged to establish a single point of contact to manage public relations on behalf of the school.

    b. Maintenance of normalcy (to the best possible level) for students through the last day of student services
    All instructional and student services are required to be provided in full through the last day the school is allowed to provide such services. The student experience should remain as normal as possible through this process. It is recommended that the school provide guidance for teachers and staff early-on to ensure common language and tone is used when discussing this situation with students and families.

    c. End of Employment Impact
    This date is established by the Closure Protocol Team. When determining the end of contract dates, please consider the impact of this date on health

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insurance and PERSI. When at all possible, August 31st is recommended as this will allow teachers who re-employ at another school the best opportunity for uninterrupted health insurance coverage. However, this decision must be balanced with the urgency of the closure and the school's obligation to spend as little as necessary during the closure period.

2. The meeting agenda for this staff meeting should include the following:

    a. Notification of closure timeline and timeline of parallel appeal if the school has chosen to or is considering appealing the closure decision.

    b. Review of media protocol and how to discuss the issue with parents and students.

    c. Date of last paychecks and whether/who will remain on staff after end of student services and end of contract dates.

    d. Timeline for more information regarding sick leave, vacation time, and health insurance; Cobra may not be available when the charter school providing the original health insurance ceases to exist.

    e. Timeline for more information regarding any impacts to PERSI; Employees whose last place of work prior to retirement was the school being closed may lose the ability to transfer accrued sick leave into funds used for medical coverage.

    f. Timeline for winding-down and transition of duties, including, but not limited to facility access and security, access to email and software, hardware returns, and asset management of furniture, fixtures, equipment, and curriculum.

    g. Social emotional services for staff and students if the school has chosen to make such available; We acknowledge that closure can be traumatic for staff and students. Schools are encouraged to consider making additional counseling services available.

    h. Assistance with employment transition for staff (such as access to hiring fairs or letters of recommendation) if the school has chosen to make such available.

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C. Ongoing Communication

1. Additional communication with stakeholders will be necessary throughout the closure process.

2. The Communication subcommittee is responsible for ensuring that any necessary communication is timely and accurate.

F. Financial Dissolution

A. Expenses

1. Within 15 business days of the date on which written notification of closure was issued a meeting shall be held between the school's business manager, the IPCSC's Finance Manager, and the Team Lead.

2. Additional attendees (such as the school's auditor) may be invited to the meeting by mutual agreement of both required attendees. Any related costs are the responsibility of the school.

3. No later than the start of the scheduled meeting, the school's business manager shall make the following available to the IPCSC:

    a. A list of every vendor the school has paid in the last 12 months;

    b. A copy of all arrangements with vendors including: contracts, service agreements, grants, and/or MOUs with all services providers that are currently active or that have been active in the past 12 months;

    c. A copy of all lease agreements and all long-term loans;

    d. A list of all insurance policies held by the school (including liability, directors and officers, worker's comp, etc.), including company, policy number, and coverage specifics; and

    e. All bank statements for the previous 12 months.

4. The meeting agenda for this meeting shall include the following:

    a. A review of statute, rule, policy, and regulations related to closure as presented by the Closure Team Lead.
    This part of the discussion should consider requirements of the IRS, the Department

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of Labor, the Government Accounting Standards Board, as well as the Idaho Charter School Act and rules and policy established by the State Board of Education and the State Department of Education.

b. A review of projected cash flow through end of operations as presented by the school's Business Manager.
There will be time to revise this initial projection as closure progresses, and the numbers are expected to shift throughout the process, but this exercise establishes a starting place. Please consider the last allowable draw of funds, payroll through end of contracts, and note that there may be additional closing costs, such as a PERSI buy out, storage costs, or penalties on early lease termination.

c. Development of a plan for immediately reducing spending to necessities only, which may require board action to suspend or change policies to allow for changes in who has spending authority and at what amounts.

d. Prioritization of payment of anticipated expenditures, pursuant to Idaho Code.

e. Documentation of a list of items requiring follow-up and who is responsible for the workload or costs.

f. Establishment of approximate deadlines for when each account is to be closed.

5. Following the initial meeting, the school's Business Manager shall be responsible to provide the following documentation:

a. Verification that the school's account has been paid in full with each vendor as accounts are closed;

b. Verification that the school has met with PERSI and has established a final transmission date;

c. Documentation that any outstanding PERSI fees are paid;

d. Verification that the school has met with the board approved auditor and has established a final audit timeline. Note that the timing of this audit may be later than usual; and

e. Verification of end dates for leases and liability coverage (including property and directors/officers).

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B. Accounting of Assets

i. The IPCSC shall provide to the school a written guidance document with regard to the sale and dissolution of assets.

ii. The school shall be responsible to provide the IPCSC and the SDE with a full inventory of all physical assets owned by the corporation within 30 days of the date on which the notice of closure was issued.

iii. The inventory shall include:

a. A description of the item;

b. The fund with which each item was purchased; and

c. An estimate of the current value of the item.

D. The Team Lead, the IPCSC's Finance Manager, a representative from the SDE, and the school's Business Manager shall meet to review this inventory within 15 days of receipt of the inventory, and may verify accuracy via thorough on-site review.

C. Dissolution of Assets

1. All viable special education testing materials shall be distributed to the SDE for redistribution to charter schools based on the agency's determination of need.

2. Property owned by the ESP will be claimed by the ESP. The lease by which this equipment was provided to the school must include an itemized inventory and shall be provided to the IPCSC.

3. Any items purchased with federal funds (excluding special education testing materials) shall be returned to the IPCSC for redistribution to other charter schools. The IPCSC shall retain record of what was received and to whom it was redistributed.

4. The school is responsible to arrange for delivery of assets in an organized and well-labeled manner.

5. All assets purchased with state funds shall be liquidated to the greatest degree possible. Please see the IPCSC's guidance on the sale and dissolution of assets for procedural expectations.

6. When all assets have been redistributed and liquidated, and all creditors have been paid, any remaining funds shall be returned to the Public School Income Fund via the State Department of Education.

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D. Reporting

1. The school shall ensure that an audit completed by an independent auditor is conducted, the audit report is approved by the school's board, and submitted to both the State Department of Education and the authorizer.

2. The school shall ensure that all documentation required to dissolve the school as a business is filed with the IRS, including dissolution of the 501c3.

3. After the sale of assets, and the all checks are cut, any remaining funds shall be returned to the State Department of Education for distribution to operational schools.

4. File final tax reports.

5. Issue W2s for previous tax year.

IV – Records Management

i. Records Retention Procedures

1. The school's Lead Administrator is responsible to ensure the proper retention and destruction of records in accordance with the State of Idaho's records retention schedule.

2. The public charter school shall make every effort to transfer all active student records (including the cumulative file and the special education file) to the student's next school of choice prior to the date on which records are scheduled to transfer to the authorizer.

3. The public charter school shall ensure that every student file (active or inactive) includes an official transcript (signed, embossed, etc.) or final report card and a record of where and when the student's records were transferred out of the public charter school's care. This information shall be compiled in a single spreadsheet.

4. The public charter school shall ensure that all records to be transferred to the authorizer (cumulative and special education) are scanned into an electronic format. Costs incurred are the responsibility of the school.

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5. The public charter school shall ensure that all records are transferred to the authorizer via a secure file transfer protocol.

6. No employee or former employee of the school shall retain copies or have access to student, employee, or financial records after the employee's end of contract date.

ii. Records to be Retained

1. Student Records:

    a. Student cumulative files shall be retained for five years beyond the student's exit date.
    b. Student special education files shall be retained for five years beyond the student's exit date.
    c. Official transcripts or final report cards for all students who attended the school shall be retained permanently and shall include the name and address of the student, the name of the student's parent(s)/guardian(s), the student's date of birth, the courses attempted by the student and grades earned by the student.
    d. Record of student records transfer shall be retained permanently;

2. Personnel Records:

    a. Personnel files shall be retained for five years beyond the employee's termination date.

    b. Personnel files shall include the name, address, and contact information of the employee; employment agreements or contracts signed by the employee, verification of certification (if applicable), and all employee evaluations. No other documentation shall be retained.

3. Financial Records:

    a. Monthly expenditure reports for the five years preceding the school's closure date shall be retained. Records shall be destroyed after five years.

    b. Monthly deposit records for the five years preceding the school's closure date. Records shall be destroyed after five years.

    c. All bids received and contracts awarded in the five years preceding the school's closure date. Records shall be destroyed after five years.

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d. Medicaid reimbursement records for seven years prior to the school's closure date. Records shall be destroyed after seven years.

e. Bank statements for all accounts for five years preceding the school's closure date. Records shall be destroyed after five years.

f. Tax documents shall be retained for the seven years prior to the school's closure date. These documents include but are not limited to IRS forms 941 and 1099. Records shall be destroyed after seven years.

g. Annual financial audit reports and annual board approved budgets shall be retained permanently for all operational years. These documents are submitted to the IPCSC annually, and may not need to be re-submitted.

4. Governance Records:

   a. All meeting agendas shall be retained permanently.

   b. All meeting minutes shall be retained permanently.

   c. A complete copy of the most recent set of board policy shall be retained permanently.

   d. A copy of the board bylaws and articles of incorporation shall be retained permanently.

5. School Culture Records

   a. The school's lead administrator shall be responsible to make arrangements for the permanent retention of all school newspapers, yearbooks, and student handbooks through the Idaho Historical Society. The school is responsible for all costs incurred.

6. Records Requests After Closure
   a. The IPCSC shall manage records requests for student transcripts and for personnel files after the school has closed.

   b. The school shall ensure that the school's URL redirects to the IPCSC's records request page for a minimum of 3 years after the school's closure, at the school's expense.

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V. Governing Board

iii. Final dissolution

1. Final Board Meeting

    a. In accordance with OML notice a final meeting of the governing board and pursuant to I.C. § 30-30-1001, a vote to dissolve a nonprofit corporation shall be properly noticed and accompanied by the dissolution plan. In this case, the dissolution plan is the closure protocol, which should be near completion by the time this motion is made. This section of Idaho Code also requires that the agenda state that the purpose, or one of the purposes, of the meeting is to consider a resolution to dissolve of the non-profit corporation.

    b. I.C. § 33-5212 addresses the order in which payments shall be made, and state that any remaining assets after all creditors have been paid shall be distributed to the Public School Income Fund. This information should be incorporated into the dissolution motion as it is required to be noticed by the Non-Profit Corporation Act.

    c. A vote in favor of dissolution passes with a majority vote of the board directors.

    d. A copy of the resolution must be provided to the IPCSC with 24 hours of the vote.

2. Meeting Agenda

    a. Approval of the financial audit report (if not already complete).

    b. Approval of any final contracts to be paid (i.e. for the Business Manager to return at the end of the calendar year to prepare final tax documents and distribute to employees).

    c. Appointment of a designee to file dissolution of the school's 501c3 with the IRS and articles of dissolution with the Idaho Secretary of State.

    d. Appointment of a designee to complete any and all final activities that may be necessary.

    e. Signature of any final checks.

3. Articles of Dissolution

    a. Pursuant to I.C. § 30-30-1003, after the dissolution has been authorized, a designee (identified in the dissolution plan) shall files articles of dissolution with the Idaho

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Secretary of State. These articles shall minimally include:

i. The name of the corporation;
ii. The date dissolution was authorized;
iii. A statement that dissolution was approved by a sufficient vote of the board.

b. A corporation is effectively dissolved as of the date of its articles of dissolution.

c. The school shall provide a copy of the filed articles of dissolution to the IPCSC.

4. A dissolved corporation may continue its corporate existence but may not carry on any activities except those appropriate to wind up and liquidate its affairs.

B. Claims against a dissolved Corporation

iv. After the date on which the articles of dissolution are filed, the corporation may dispose of the known claims against it by sending written notice, pursuant to I.C. § 30-30-1005. Written notice must include:

a. A description of the information that must be included in a claim;

b. A mailing address where a claim may be sent;

c. The deadline, by which the dissolved corporation must receive the claim; and

d. State that the claim will be barred if not received by the deadline, which may not be fewer than one hundred twenty (120) days from the effective date of the written notice.

v. The corporation must address any unknown claims against it by publishing a notice Pursuant to I.C. 30-30-1006. The notice must:

1. Be published one (1) time in a newspaper of general circulation in the county where the dissolved corporation's principal office is or was located, or, if none in this state, in Ada county;

2. Describe the information that must be included in a claim and provide a mailing address where the claim may be sent; and

3. State that a claim against the corporation will be barred unless a proceeding to enforce the claim is commenced within five (5) years after publication of the notice.

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vi. Claims will be enforced if the corporation's assets have be distributed in liquidation to any party other than a creditor. A claim may be made by a creditor against the recipient, not to exceed the amount received by the recipient.

C. Reporting

1. The school shall ensure that all state and federal reporting is complete prior to dissolution. Verification of completed reports shall be made by the IPCSC. Required reports include, but are not limited to the following:

    a. ISEE final data upload including, but not limited to student, course, teachers, and financial data sets;

    b. Federal programs final reporting;

    c. Grant final reporting; and

    d. The school shall ensure that dissolution of the charter holder's non-profit organization is filed with the secretary of state and shall provide the IPCSC with a copy of this filing;

2. The school shall ensure that the dissolution of the school's 501c3 is on file with the IRS and shall provide the IPCSC with a copy of this filing.

VI. Final Closure Report Outline

Throughout the closure protocol process, the Closure Team Lead will collect the required documentation and build a final report. The final report will be permanently retained by IPCSC and posted on the IPCSC's website.

i. Cover Sheet

1. A final closure report must include a cover sheet with the following information:

    a. The legal name of the school;

    b. The legal name of the charter holder;

    c. The address(s) that the school occupied at time of closure;

    d. Contact information for future questions;

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e. The following links and a statement that more information can be found at these locations,

   i. [PCSC webpage for this school],
   ii. [webpage for the meeting at which the charter was approved],
   iii. [webpage for the meeting at which the charter was nonrenewed or revoked, if applicable], and
   iv. [webpage for any related hearings]; and

f. A description of where requests for student transcripts can be made after closure.

g. A list of the complete closure protocol team.
h. A list of the following key dates:

   i. The date on which the charter was approved;
   ii. The first and final dates on which the school was authorized to serve students;
   iii. The date on which the school received its final distribution of state funding;
   iv. The date on which teacher contracts ended; and
   v. The date on which the charter holder's corporation was dissolved.

B. Required Attachments, Redacted

1. Final IPCSC Closure Order

2. Final appeal decision (if applicable)

3. IPCSC Notification of Stakeholders Letter

4. List of all vendors, including the name and address of the vendor, a description of the services provided/purchased, and the date on which the IPCSC verified account closure.
5. A list of insurance coverages, including company and the last date of coverage (including health, liability, etc.)

6. A list of all contracts, service agreements, grants, and MOUs to be retained by the IPCSC, including verification of date received.

7. A list of all lease agreements and all long-term debt held by the school at the beginning of the closure protocol, including the company and amount.

8. Documentation of the termination of any leases or loans.

9. Final bank statements indicating account closure.

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10. Expense reports for the 12 months preceding dissolution.

11. A copy of the final check cut to the SDE, if applicable.

12. Inventory of assets, including the fund with which each item was purchased, the date of purchase, the estimated value.

13. For assets purchased with federal dollars, also include the final recipient of the asset, and the date of transfer.

14. The charter holder's final dissolution resolution.

15. A copy of the articles of dissolution.

16. A copy of the 501c3 dissolution notification.

17. A copy of the newspaper notice to unknown claimants.

18. Meeting minutes from all meetings of the closure protocol team and all subcommittee meetings attended by the Closure Team Lead.

19. Any other documentation that may provide important details.

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