

CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this 26th day of June 2017, by and between the Idaho Public Charter School Commission (the “Authorizer”), and American Heritage Charter School, Inc. (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq.*, as amended (the “Charter Schools Law.”)

RECITALS

WHEREAS, on August 7, 2012, the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year 2013; and

WHEREAS, the School’s charter was renewed on February 7, 2017 for a five-year term of operations,

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

SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

- A. **Continued Operation of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the continued operation of the School on the terms and conditions set forth in this Charter School Performance Certificate (the “Certificate”). The approved Charter is attached to this Certificate as Appendix C.
- B. **Term of Agreement.** This Certificate is effective as of July 1, 2017, and shall continue through June 30, 2022, unless earlier terminated as provided herein.

SECTION 2: SCHOOL GOVERNANCE

- A. **Governing Board.** The School shall be governed by a board (the “Charter Board”) in a manner that is consistent with the terms of this Certificate so long as such provisions are in accordance with state, federal, and local law. The Charter Board shall have final authority and responsibility for the academic, financial, and organizational performance of the School. The Charter Board shall also have authority for and be responsible for policy and operational decisions of the School, although nothing herein shall prevent the Charter Board from delegating decision-making authority for policy and operational decisions to officers, employees and agents of the School, as well as third party management providers.
- B. **Articles of Incorporation and Bylaws.** The articles of incorporation and bylaws of the

entity holding the charter shall provide for governance of the operation of the School as a nonprofit corporation and public charter school and shall at all times be consistent with all applicable law and this Certificate. The articles of incorporation and bylaws are attached to this Certificate as Appendix D (the “Articles and Bylaws”). Any modification of the Articles and Bylaws must be submitted to the Authorizer within five (5) business days of approval by the Charter Board.

- C. Charter Board Composition.** The composition of the Charter Board shall at all times be determined by and consistent with the Articles and Bylaws and all applicable law and policy. The Charter Board shall notify the Authorizer of any changes to its composition and provide an amended School Leadership Roster within five (5) business days of their taking effect.

SECTION 3: EDUCATIONAL PROGRAM

- A. School Mission.** The mission of the School is as follows: At American Heritage Charter School, our mission is to create patriotic and educated leaders. We believe in James Madison’s statement that, “The advancement and diffusion of knowledge is the only guardian of true liberty.”
- B. Grades Served.** The School may serve students in kindergarten through grade 12, in accordance with the growth phases described in the approved charter.
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- **Focus on patriotic American values**
 - through daily teaching of the American Heritage Curriculum;
 - fostering a service centered and civic-minded culture;
 - emphasizing American exceptionalism as founded upon our Constitution and Bill of Rights; and
 - helping students to understand how to access the American Dream by requiring age appropriate money management, entrepreneurship, and free market capitalism education K-12.
 - **Build a culture of respect**
 - by providing a controlled disciplinary environment;
 - requiring students and staff to adhere to dress code;
 - exhibiting and expecting exemplary behavior from students and staff; and
 - implementing the character education program in the American Heritage Curriculum.
 - **Provide a rigorous academic education**
 - by requiring the Core Knowledge Curriculum K-8; and
 - requiring that graduation with honors from AHCS will require coursework in history, social studies and economics above and beyond the state’s graduation requirements.
 - **Support teacher growth and excellence**

- D. Standardized Testing.** Students of the School shall be tested with the same standardized tests as other Idaho public school students.
- E. Accreditation.** The School shall be accredited as provided by rule of the state board of education.

SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

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

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

SECTION 5: SCHOOL OPERATIONS

- A. In General.** The School and the Charter Board shall operate at all times in accordance with all federal and state laws, local ordinances, regulations and Authorizer policies applicable to charter schools.
- B. Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be **690 students**, with per-class and overall enrollment caps as outlined in the approved Charter attached as Appendix C.
- C. Enrollment Policy.** The School shall make student recruitment, admissions, enrollment and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or proficiency in the English language. If there are more applications to enroll in the charter school than there are spaces available, the charter school shall select students to attend using a random selection process that shall be publicly noticed and open to the public.
- D. School Facilities.** **1736 S 35th W, Idaho Falls, ID 83402.** The School shall provide reasonable notification to the Authorizer of any change in the location of its facilities.
- E. Attendance Area.** The School’s primary attendance area is as follows: **Idaho Falls School**

District 91

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

SECTION 6: SCHOOL FINANCE

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

SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION

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

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

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

SECTION 8: MISCELLANEOUS

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

IN WITNESS WHEREOF, the Authorizer and the School have executed this Performance Certificate to be effective **July 1, 2017.**

Alan Reed

Chairperson, Idaho Public Charter School Commission

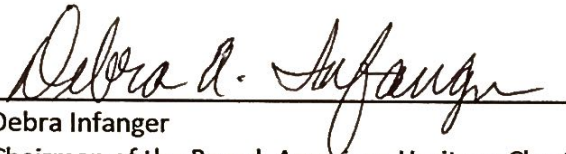
Deby Johnson

Chairperson, American Heritage Charter School Board

IN WITNESS WHEREOF, the Authorizer and American Heritage Charter School (AHCS) have executed this Amendment to their Performance Certificate to increase its overall enrollment cap from 442 to 690, with year by year enrollment caps for on-site and bended learning students detailed in the attached charter. This Amendment to AHCS's Performance Certificate is effective as of April 11, 2019.



Alan Reed
Chairman, Idaho Public Charter School Commission



Debra Infanger
Chairman of the Board, American Heritage Charter School

Appendix A: Conditions of Authorization/Renewal

Appendix B: Performance Framework

Appendix C: Charter

Appendix D: Public Charter School Closure Protocol

Appendix A: Conditions of Authorization / Renewal

American Heritage Charter School

No conditions of authorization or renewal are applicable.

Appendix B: Performance Framework

American Heritage Charter School

[YEAR] ANNUAL PERFORMANCE REPORT

INTRODUCTION

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

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

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

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

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

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

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

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

PERFORMANCE FRAMEWORK STRUCTURE

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

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

ACCOUNTABILITY DESIGNATIONS

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

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

SCHOOL OVERVIEW

Mission Statement	At American Heritage Charter School, our mission is to create patriotic and educated leaders. We believe in James Madison’s statement that, “The advancement and diffusion of knowledge is the only guardian of true liberty.”		
Key Design Elements	<p>The School shall implement and maintain the following essential design elements of its educational program:</p> <ul style="list-style-type: none"> •Focus on patriotic American values <ul style="list-style-type: none"> ◦through daily teaching of the American Heritage Curriculum; ◦fostering a service centered and civic-minded culture; ◦emphasizing American exceptionalism as founded upon our Constitution and Bill of Rights; and ◦helping students to understand how to access the American Dream by requiring age appropriate money management, entrepreneurship, and free market capitalism education K-12. •Build a culture of respect <ul style="list-style-type: none"> ◦by providing a controlled disciplinary environment; ◦requiring students and staff to adhere to dress code; ◦exhibiting and expecting exemplary behavior from students and staff; ◦and implementing the character education program in the American Heritage Curriculum. •Provide a rigorous academic education <ul style="list-style-type: none"> ◦by requiring the Core Knowledge Curriculum K-8; and ◦requiring that graduation with honors from AHCS will require coursework in history, social studies and economics above and beyond the state’s graduation requirements. 		
School Location	1736 S. 35 th W., Idaho Falls, ID 83402	School Phone	(208)529-6570
Surrounding District	Idaho Falls School District 91		
Opening Year	2013		
Current Term	July 1, 2017-June 30, 2022		
Grades Served	K-12		
Enrollment (Approved)	442	Enrollment (Actual)	

SCHOOL LEADERSHIP

STUDENT DEMOGRAPHICS

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

ISAT PROFICIENCY RATES

Percentage of students meeting or exceeding proficiency in Math	
Percentage of students meeting or exceeding proficiency in English Language Arts	

Percentage of students meeting or exceeding proficiency in Science

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

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

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

AHCS has opted out of having Mission Specific Goals.

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

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

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

ACADEMIC K-12

All proficiency and growth measures will be scored using the ISAT by SBAC, or any state-required standardized test as may replace it. Subject area (math and ELA) may be replaced by similar subject areas if necessary due to statewide changes. On all applicable measures, standard rounding to the nearest whole number will be used for scoring purposes.

INDICATOR 1: STATE PROFICIENCY COMPARISON				
Measure 1a	Do math proficiency rates meet or exceed the state average?	Result	Points Possible	Points Earned
Math Proficiency Rate Comparison to State	<p>Exceeds Standard: The school's proficiency rate in math exceeds the state average by 16 percentage points or more.</p> <p>Meets Standard: The school's proficiency rate in math is equal to the state average, or exceeds it by 1 - 15 percentage points.</p> <p>Does Not Meet Standard: The school's proficiency rate in math is 1 - 10 percentage points lower than the state average.</p> <p>Falls Far Below Standard: The school's proficiency rate in math is 11 or more percentage points lower than the state average.</p>		50	0
			30 - 45	0
			15 - 29	0
			0 - 14	0
				0
Notes	The state average will be determined using the same grade set as is served by the public charter school.			
Measure 1b	Do English Language Arts proficiency rates meet or exceed the state average?	Result	Points Possible	Points Earned
ELA Proficiency Rate Comparison to State	<p>Exceeds Standard: The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.</p> <p>Meets Standard: The school's proficiency rate in ELA is equal to the state average, or exceeds it by 1 - 15 percentage points.</p> <p>Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 10 percentage points lower than the state average.</p> <p>Falls Far Below Standard: The school's proficiency rate in ELA is 11 or more percentage points lower than the state average.</p>		50	0
			30 - 45	0
			15 - 29	0
			0 - 14	0
				0
Notes	The state average will be determined using the same grade set as is served by the public charter school.			

INDICATOR 2: DISTRICT PROFICIENCY COMPARISON					
Measure 2a	Do math (or similar subject area) proficiency rates meet or exceed the district average?	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> </table>	Result	Points Possible	Points Earned
Result	Points Possible	Points Earned			
Math Proficiency Rate Comparison to District	Exceeds Standard: The school's proficiency rate in math either exceeds the district average by 16 percentage points or more, or is at least 80%.	<table border="1"> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> </tbody> </table>		50	0
	50	0			
	Meets Standard: The school's proficiency rate in math is equal to the district average, or exceeds it by 1 - 15 percentage points.	<table border="1"> <tbody> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> </tbody> </table>		30 - 45	0
	30 - 45	0			
	Does Not Meet Standard: The school's proficiency rate in math is 1 - 10 percentage points lower than the district average.	<table border="1"> <tbody> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> </tbody> </table>		15 - 29	0
	15 - 29	0			
	Falls Far Below Standard: The school's proficiency rate in math is 11 or more percentage points lower than the district average.	<table border="1"> <tbody> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> </tbody> </table>		0 - 14	0
	0 - 14	0			
Notes	The district average will be determined using the same grade set as is served by the public charter school. Idaho Falls School District will be used for comparison purposes.				
Measure 2b	Do ELA (or similar subject area) proficiency rates meet or exceed the district average?	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> </table>	Result	Points Possible	Points Earned
Result	Points Possible	Points Earned			
ELA Proficiency Rate Comparison to District	Exceeds Standard: The school's proficiency rate in ELA either exceeds the district average by 16 percentage points or more, or is at least 80%.	<table border="1"> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> </tbody> </table>		50	0
	50	0			
	Meets Standard: The school's proficiency rate in ELA is equal to the district average, or exceeds it by 1 - 15 percentage points.	<table border="1"> <tbody> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> </tbody> </table>		30 - 45	0
	30 - 45	0			
	Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 10 percentage points lower than the district average.	<table border="1"> <tbody> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> </tbody> </table>		15 - 29	0
	15 - 29	0			
	Falls Far Below Standard: The school's proficiency rate in ELA is 11 or more percentage points lower than the district average.	<table border="1"> <tbody> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> </tbody> </table>		0 - 14	0
	0 - 14	0			
Notes	The district average will be determined using the same grade set as is served by the public charter school. Idaho Falls School District will be used for comparison purposes.				

INDICATOR 3: CRITERION-REFERENCED STUDENT GROWTH (GRADES K-8)																			
Measure 3a Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade? Criterion-Referenced Growth Math Exceeds Standard: At least 85% of students are making adequate academic growth in math. Meets Standard: Between 70% and 84% of students are making adequate academic growth in math. Does Not Meet Standard: Between 50% and 69% of students are making adequate academic growth in math. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth in math. Notes	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>39-50</td> <td>0</td> </tr> <tr> <td></td> <td>26-38</td> <td>0</td> </tr> <tr> <td></td> <td>13-25</td> <td>0</td> </tr> <tr> <td></td> <td>0-12</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		39-50	0		26-38	0		13-25	0		0-12	0			0
Result	Points Possible	Points Earned																	
	39-50	0																	
	26-38	0																	
	13-25	0																	
	0-12	0																	
		0																	
Measure 3b Are students making adequate academic growth to achieve English Language Arts proficiency within 3 years or by 10th grade? Criterion-Referenced Growth ELA Exceeds Standard: At least 85% of students are making adequate academic growth in ELA. Meets Standard: Between 70% and 84% of students are making adequate academic growth in ELA. Does Not Meet Standard: Between 50% and 69% of students are making adequate academic growth in ELA. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth in ELA. Notes	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>39-50</td> <td>0</td> </tr> <tr> <td></td> <td>26-38</td> <td>0</td> </tr> <tr> <td></td> <td>13-25</td> <td>0</td> </tr> <tr> <td></td> <td>0-12</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		39-50	0		26-38	0		13-25	0		0-12	0			0
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	39-50	0																	
	26-38	0																	
	13-25	0																	
	0-12	0																	
		0																	

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

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

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

Four-Year Adjusted Cohort Graduation Rate

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

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

Notes

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

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

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

OPERATIONAL

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

OPERATIONAL

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

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

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

OPERATIONAL

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

OPERATIONAL

Measure 3f	Is the school handling information appropriately?	Result	Points Possible	Points Earned
Information Handling	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of student records under the Family Educational Rights and Privacy Act and other applicable authorities; storing and transferring student and personnel records; and securely maintaining testing materials.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	<hr/> 0
Notes				
INDICATOR 4: SCHOOL ENVIRONMENT				
Measure 4a	Is the school complying with transportation requirements?	Result	Points Possible	Points Earned
Transportation	<p>Meets Standard: The school provides student transportation within its primary attendance area and materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to transportation.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to transportation; and/or provides an incomplete form of transportation services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board; and/or the school does not provide transportation.</p>		25	
			15	
			0	<hr/> 0
Notes				
Measure 4b	Is the school complying with facilities requirements?	Result	Points Possible	Points Earned
Public Transparency	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds, including but not limited to: Americans with Disabilities Act, fire inspections and related records, viable certification of occupancy or other required building use authorization, and documentation of requisite insurance coverage. The school facility is clean, well-maintained, and adequate for school operations.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Additional facility maintenance and/or updates have been recommended by DBS.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the school facilities and grounds; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. The school facility may be in need of modification or repair required by DBS.</p>		25	
			15	
			0	<hr/> 0
Notes				

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

FINANCIAL

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

FINANCIAL

INDICATOR 2: SUSTAINABILITY																	
<p>Measure 2a</p> <p>Total Margin and Aggregated 3-Year Total Margin</p> <p>Notes</p>	<p>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues.</p> <p>Meets Standard: Aggregated 3-yr Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the</i></p> <p>Does Not Meet: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard".</p> <p>Falls Far Below Standard: Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR the most recent year Total Margin is less than -10 percent.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50			30			0				0
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<p>Measure 2b</p> <p>Debt to Asset Ratio</p> <p>Notes</p>	<p>Debt to Asset Ratio: Total Liabilities divided by Total Assets</p> <p>Meets Standard: Debt to Asset Ratio is less than 0.9.</p> <p>Does Not Meet: Debt to Asset Ratio is between 0.9 and 1.0</p> <p>Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50			30			0				0
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<p>Measure 2c</p> <p>Cash Flow</p> <p>Notes</p>	<p>Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One -Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash</p> <p>Meets Standard: Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i></p> <p>Does Not Meet: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p>Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50			30			0				0
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<p>Measure 2d</p> <p>Debt Service Coverage Ratio</p> <p>Notes</p>	<p>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</p> <p>Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1</p> <p>Does Not Meet: Debt Service Coverage Ratio is less than 1.1</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50			0				0			
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Appendix C: Charter

American Heritage Charter School, Inc.

AMERICAN HERITAGE CHARTER SCHOOL (AHCS)
CHARTER

Approved by:
Idaho Public Charter School Commission
August 7, 2012

As Amended:
April 11, 2019

American Heritage Charter School
SW Corner of Jct. of New Sweden School Rd. and Mill Rd.
Idaho Falls, Idaho

Contact Person:
Debra A. Infanger
3662 W. 17th S.
Idaho Falls, Idaho 83402
Phone: 208-539-7271
FAX: 208-529-3344
debyinfanger@yahoo.com

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TAB 1: VISION, MISSION, LEGAL STATUS

I. Vision Statement

American Heritage Charter School strives to create patriotic and educated leaders.
We believe in James Madison's statement:

“The advancement and diffusion of knowledge is the only guardian of true liberty.”

II. Mission Statement

American Heritage Charter School strives to provide an excellent educational choice where students have the opportunity to become an informed and involved citizenry.
(To be posted at the school's entrance)

School goals:

- Provide a rigorous academic education
- Provide a controlled disciplinary environment
- Provide a patriotic American History emphasis
- Require students and staff to adhere to dress code
- Exhibit exemplary behavior from students and staff
- Provide dual credit opportunities
- Provide a jump start for the college bound student
- Provide excellent teacher training using “staff as trainers” model
- Require the Core Knowledge Curriculum K-8
- Meet the State testing guidelines at the pertinent grade levels
- Meet college entrance testing requirements

Unique Qualities:

- Academic focus
- Blended program
- Disciplined environment
- Core Knowledge Curriculum
- Money management, entrepreneurship, and free market capitalism education K-12
- Expectation that every student will prepare for post-secondary education (academic or technical)
- Service centered and civic-minded culture
- Emphasis on American exceptionalism
- K-12 weekly teacher collaboration
- K-12 Project based and cross-curricular instruction

Methodology

- Employ a top notch administrator focused on “what is best for our students”
- Pay the teachers higher than the state of Idaho salary schedule

- Foster a partnering between teachers and classes in all grades
- Foster project-based education
- Build a student needs-driven model with teachers taking responsibility for the learning of each of their students K-12
- Utilize all approved forms of curriculum delivery

The annual programmatic audit and the annual review with our Authorizer provide excellent points of measurement as to the progress towards meeting the vision and mission of the school. All parents, students, and staff will be surveyed annually to measure satisfaction and to answer questions concerning whether we are fulfilling our mission and vision as outlined in the Charter.

III. Articles of Incorporation: Ref. Idaho Code § 33-5204(1)

See Appendix B

IV. Amended and Restated Bylaws: Ref. Idaho Code § 33-5204(1) & 30-3-21(1)

See Appendix C

V. Signatures and Proof of Qualification of Electors of the Attendance Area: Ref. Idaho Code § 33-5205(1)(a) & 33-5205(3)

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VI. Documentation of Application for Nonprofit Status: Ref. Idaho Code § 33-5204(1)

See Appendix E

VII. Charter Start! 101 Workshop: Ref. Idaho Code § 33-5205(5)

Appendix F is the Certificate of Attendance of the Charter Start! 101 Workshop attended by Founder Debra Infanger on October 6-7, 2011.

TAB 2: PROPOSED OPERATIONS: Ref. Idaho Code § 33-5205(4)

I. Overview

American Heritage Charter School will be a CoreKnowledge® school in grades K-8 where the curricular emphasis is on a classic liberal arts education which fosters an appreciation for the great literature, music, art, and peoples of our world. Building on this foundation, all students will participate in activities which will increase their knowledge of and appreciation for American history and our heritage. Another key to AHCS’s offerings is the Character Development component, which is made possible through the use of “Great Expectations” and other like programs. All fourth grade students will participate in the Strings Orchestra class; Orchestra is an elective thereafter. Each class will also participate in classroom activities to increase money-management skills.

A. Proposed Location: Ref. Idaho Code § 33-5205(4)

The proposed location and specific attendance area boundaries for American Heritage Charter School are Idaho School District #91 in Idaho Falls, Idaho.

B. Target Population

American Heritage Charter School (AHCS) plans to open in the fall of 2013 with grades Kindergarten through eighth. AHCS plans to open a high school for students in grades nine through twelve in the fall of 2014. Beginning in the fall of 2015, AHCS will begin offering a blended program in grades K-12, which is by definition, enrollment in the minimum number of online courses required to meet the hourly ADA requirements for half-day attendance set forth by the Idaho State Department of Education, **and** a requirement to participate in courses and activities at school.

Residents of Idaho Falls School District 91 will be the primary target population. Home school families, and all parents desiring a rigorous and patriotic education for their children will be the primary target population.

A. School Size

AHCS will remain relatively small with a total initial capacity of 244 students. We believe that students benefit from a small school setting. AHCS is proposing enrollment in four phases:

Phase One: Grades K-8 beginning Fall 2013		
Grades	Maximum Enrollment	Total Students
K-1	24	48
2-3	26	52
4-6	28	84
7-8	30	60
Total Students K-8		244

Phase Two: Grades 9-12 beginning Fall 2014		
Grades	Maximum Enrollment	Total Students
9-12	30	120
Total Students, Grades 9-12		120
Total Students, Grades K-8		244
Total Enrollment		364

In Phase Three, AHCS wishes to establish an enrollment cap of no more than six (6) blended program students per grade, which is by definition:

Enrollment in the minimum number of online courses required to meet the hourly ADA requirements for half-day attendance set forth by the Idaho State Department of Education, **and** a requirement to participate in courses and activities at school (See also, Tab 9).

Phase Three: Blended Program K-12 Student Enrollment beginning Fall 2015		
All Grades	Maximum Enrollment Per Grade	Total Students
K-12	6	↓
Total Blended Program Students, Grades K-12		78
Total Students Grades, 9-12		120
Total Students, Grades K-8		244
Total Enrollment		442

In Phase Four, AHCS will add a bubble class which will begin with adding a Kindergarten class in 2016 consisting of 24 students. This class will continue as a “bubble” through the 12th grade. If through attrition, the bubble class loses significant enrollment, the school has the option to offer only one class for the affected grade level.

Phase Four: Bubble Class beginning Fall 2016		
<u>Grades</u>	<u>Maximum Enrollment</u>	<u>Total Students</u>
<u>K(x2)</u>	<u>24</u>	<u>48</u>
<u>1</u>	<u>24</u>	<u>24</u>
<u>2-3</u>	<u>26</u>	<u>52</u>
<u>4-6</u>	<u>28</u>	<u>84</u>
<u>7-11</u>	<u>30</u>	<u>150</u>
Total Enrollment		358

<u>Phase Four: Bubble Class</u>		
<u>Fall 2017</u>		
<u>Grades</u>	<u>Maximum Enrollment</u>	<u>Total Students</u>
<u>K</u>	<u>24</u>	<u>24</u>
<u>1(x2)</u>	<u>24</u>	<u>48</u>
<u>2-3</u>	<u>26</u>	<u>52</u>
<u>4-6</u>	<u>28</u>	<u>84</u>
<u>7-12</u>	<u>30</u>	<u>180</u>
<u>Total Enrollment</u>		<u>388</u>

<u>Phase Four: Bubble Class</u>		
<u>Fall 2018</u>		
<u>Grades</u>	<u>Maximum Enrollment</u>	<u>Total Students</u>
<u>K</u>	<u>24</u>	<u>24</u>
<u>1</u>	<u>24</u>	<u>24</u>
<u>2(x2)</u>	<u>26</u>	<u>52</u>
<u>3</u>	<u>26</u>	<u>26</u>
<u>4-6</u>	<u>28</u>	<u>84</u>
<u>7-12</u>	<u>30</u>	<u>180</u>
<u>Total Enrollment</u>		<u>388</u>

<u>Phase Four: Bubble Class</u>		
<u>Fall 2019</u>		
<u>Grades</u>	<u>Maximum Enrollment</u>	<u>Total Students</u>
<u>K</u>	<u>24</u>	<u>24</u>
<u>1</u>	<u>24</u>	<u>24</u>
<u>2</u>	<u>26</u>	<u>26</u>
<u>3 (x2)</u>	<u>26</u>	<u>52</u>
<u>4-6</u>	<u>28</u>	<u>84</u>
<u>7-12</u>	<u>30</u>	<u>180</u>
<u>Total Enrollment</u>		<u>388</u>

<u>Phase Four: Bubble Class</u> <u>Fall 2020</u>		
<u>Grades</u>	<u>Maximum Enrollment</u>	<u>Total Students</u>
<u>K</u>	<u>24</u>	<u>24</u>
<u>1</u>	<u>24</u>	<u>24</u>
<u>2-3</u>	<u>26</u>	<u>52</u>
<u>4 (x2)</u>	<u>28</u>	<u>56</u>
<u>5-6</u>	<u>28</u>	<u>56</u>
<u>7-12</u>	<u>30</u>	<u>180</u>
<u>Total Enrollment</u>		<u>392</u>

<u>Phase Four: Bubble Class</u> <u>Fall 2021</u>		
<u>Grades</u>	<u>Maximum Enrollment</u>	<u>Total Students</u>
<u>K</u>	<u>24</u>	<u>24</u>
<u>1</u>	<u>24</u>	<u>24</u>
<u>2-3</u>	<u>26</u>	<u>52</u>
<u>4</u>	<u>28</u>	<u>28</u>
<u>5 (x2)</u>	<u>28</u>	<u>56</u>
<u>6</u>	<u>28</u>	<u>28</u>
<u>7-12</u>	<u>30</u>	<u>180</u>
<u>Total Enrollment</u>		<u>392</u>

<u>Phase Four: Bubble Class</u> <u>Fall 2022</u>		
<u>Grades</u>	<u>Maximum Enrollment</u>	<u>Total Students</u>
<u>K</u>	<u>24</u>	<u>24</u>
<u>1</u>	<u>24</u>	<u>24</u>
<u>2-3</u>	<u>26</u>	<u>52</u>
<u>4-5</u>	<u>28</u>	<u>56</u>
<u>6 (x2)</u>	<u>28</u>	<u>56</u>
<u>7-12</u>	<u>30</u>	<u>180</u>
<u>Total Enrollment</u>		<u>392</u>

<u>Phase Four: Bubble Class</u>		
<u>Fall 2023</u>		
<u>Grades</u>	<u>Maximum Enrollment</u>	<u>Total Students</u>
<u>K</u>	<u>24</u>	<u>24</u>
<u>1</u>	<u>24</u>	<u>24</u>
<u>2-3</u>	<u>26</u>	<u>52</u>
<u>4-6</u>	<u>28</u>	<u>84</u>
<u>7 (x2)</u>	<u>30</u>	<u>60</u>
<u>8-12</u>	<u>30</u>	<u>150</u>
<u>Total Enrollment</u>		<u>394</u>

<u>Phase Four: Bubble Class</u>		
<u>Fall 2024</u>		
<u>Grades</u>	<u>Maximum Enrollment</u>	<u>Total Students</u>
<u>K</u>	<u>24</u>	<u>24</u>
<u>1</u>	<u>24</u>	<u>24</u>
<u>2-3</u>	<u>26</u>	<u>52</u>
<u>4-6</u>	<u>28</u>	<u>84</u>
<u>7</u>	<u>30</u>	<u>30</u>
<u>8 (x2)</u>	<u>30</u>	<u>60</u>
<u>9-12</u>	<u>30</u>	<u>120</u>
<u>Total Enrollment</u>		<u>394</u>

<u>Phase Four: Bubble Class</u>		
<u>Fall 2025 & Forward</u>		
<u>Grades</u>	<u>Maximum Enrollment</u>	<u>Total Students</u>
<u>K</u>	<u>24</u>	<u>24</u>
<u>1</u>	<u>24</u>	<u>24</u>
<u>2-3</u>	<u>26</u>	<u>52</u>
<u>4-6</u>	<u>28</u>	<u>84</u>
<u>7</u>	<u>30</u>	<u>30</u>
<u>8</u>	<u>30</u>	<u>30</u>
<u>9-12</u>	<u>30 (+ Bubble)</u>	<u>150</u>
<u>Total Enrollment</u>		<u>394</u>

II. Proposed Operation

A. *Organization:* Ref. Idaho Code 33-5204(1)

AHCS, Inc. is a non-profit organization organized and managed under the Idaho Nonprofit Corporation Act. The Corporation is organized exclusively for educational purposes within the meaning Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provisions of any future federal income tax code.

The Articles of Incorporation for AHCS, Inc. were filed with the Secretary of the State of Idaho on January 3, 2012. AHCS obtained Employer Identification Number 45-3753476, on a notice dated 11/7/2011. The 501(c)(3) was applied for on January 5, 2012 (See Appendix E), and will be completed on approval of the Charter.

B. Founders

A group of parents and concerned citizens began meeting together in early 2011 as a result of students from Westside Elementary being moved to another school in District 91 to alleviate crowding in their current building. The District had a bond fail which would have addressed this issue among others.

Debra A Infanger, founder of North Valley Academy Charter School in Gooding, Idaho, has grandchildren in District 91. As a representative of the founding group, Mrs. Infanger met with representatives of District 91 to explore the possibilities of establishing a charter school in the boundaries of said district. During the course of the conversation it was made clear that the district is aware of the concerns of the parents, but that with their elementary schools at 97% capacity and the bond having failed, it is a matter of expediency for the district to move the children as needed. The district was very cordial and professional.

The district offers magnet schools at this time; however, the founding group is convinced a new charter school is the best option. American Heritage Charter School will be founded upon many of the same goals and principles as North Valley Academy, including a rigorous, patriotic education.

The impact upon the citizens of Idaho Falls should be very positive, as (1) charter schools do not operate on property tax money, and (2) another school in the district would help alleviate crowding. The prospective patrons are very excited about the establishment of the first elementary grade charter school on the west side of Idaho Falls.

An organizing group of founders has written the initial petition for a Charter for AHCS and have recruited and appointed an initial Governing Board of Directors, hereafter referred to as the Board. The founders will continue to be a data gathering entity, recommending curriculum, teaching instruction, professional development and/or daily operations that will reflect the vision, purpose, and mission of AHCS to the AHCS Board. Additional founding members may be recruited prior to the official opening of the first school year in order to accomplish the goals of AHCS. This group will remain as advisors to the Board. The number of founding families is anticipated not to exceed ten families.

C. Board of Directors

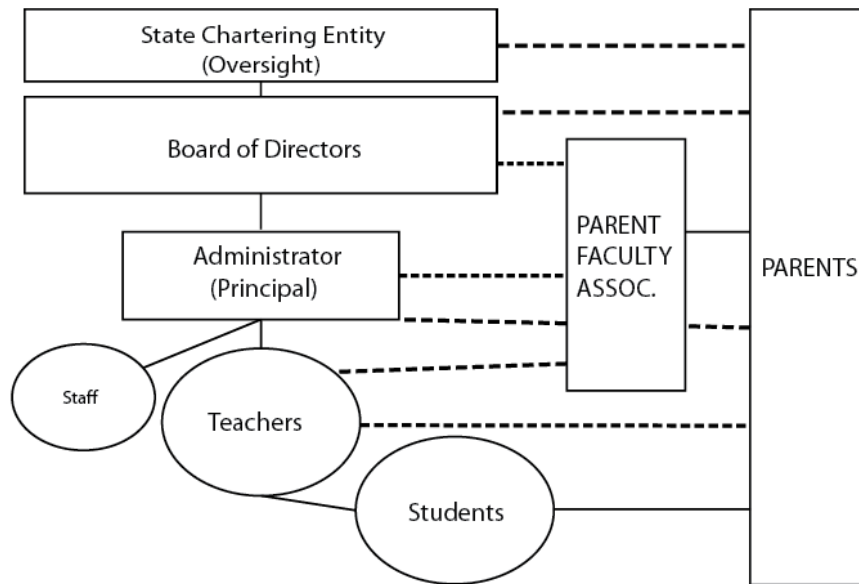
The Board, as a Board, will have the full power and duty to manage and oversee the operation of the Corporation's business and to pledge the credit, assets, and property of the Corporation when necessary to facilitate the efficient operation thereof. Authority is given to AHCS Board by the State of Idaho as provided in the "Public Charter Schools Act of 1998." (I.C. 33-5204) The Governing Body will adhere to the AHCS Corporate Bylaws addressing the Idaho Open Meeting Law.

Upon approval, members of the Board are deemed public agents to control AHCS. The Board has all the power and duties afforded to a board of directors. AHCS will be considered a public school for all purposes and, as such, will be responsible to identify and comply with all statutory

requirements affecting the operation of a public school. Therefore, upon approval, the Board will follow the open meeting laws, keep accurate minutes, and make said minutes available to the public.

D. Organizational Flow Chart

AHCS will function as a non-profit organization, organized and managed under the “Idaho Nonprofit Corporation Act,” as outlined in AHCS’s Corporate Bylaws and Articles of Incorporation. Accordingly, the organizational flow chart representing the flow of information and the chain of command is as follows:



The flow chart above includes, but is not limited to, the following details:

1. The Board, as a Board, will have the full power and duty to manage and oversee the operation of the Corporation’s business.
2. The Board will have the responsibility to approve the selection of the school Principal, who may not be one of its members. The Board also will be responsible for hearing, and approving or disapproving, the recommendations of the school Principal with respect to changes in staffing, programs, or curriculum.
3. The Board and Parent-Faculty Association (PFA) (Hereafter, the term “parent” will be used to represent parents, legal guardians, or other persons legally responsible for AHCS students.) of AHCS may provide consultation to the Principal/Designee regarding ongoing plans for the school.
4. The Board will, when necessary, adjudicate disagreements between parents and the administration.

5. The Principal/Designee represents the Board as the liaison between the Board and AHCS community.
6. A committee, not to exceed four (4) members, comprised of the Principal/Designee and representatives of the Board and faculty will be responsible for hiring elementary (grades K-6) teachers. A committee, not to exceed six (6) members, comprised of the Principal/Designee and representatives of the Board and faculty will be responsible for hiring teachers for grades 7-12. The Principal will make the final recommendation to the Board concerning hiring per IDAPA 33-523.
7. The Principal supervises, directly or indirectly, all employees of AHCS.
8. The administrative staff's primary functions will be management of AHCS and facilitation of the implementation of a quality educational program. It is the goal of the Board that the administrative organization:
 - a. provide for efficient and responsible supervision, implementation, evaluation, and improvement of the instructional program, consistent with the policies established by the Board;
 - b. provide effective and responsive communication with staff, students, parents, and other citizens; and
 - c. foster staff initiative and rapport.
9. AHCS's administrative organization will be designed so that all divisions and departments are part of a single system guided by Board policies which are implemented through the Principal. Other administrators are expected to administer their facilities in accordance with Board policy and the Principal's rules and procedures.

III. Facilities: Ref. Idaho Code § 33-5205(4)

The following is a brief overview of the facility options available to AHCS. Complete, detailed information, including floor plans, architectural renderings, and supplemental documentation is available in the referenced appendix for each option:

A. Facility Option 1-Purchase New Building See Also, Appendices G & U

General Description	A new building would be built on two-acres at the corner of W. Broadway Street and Old Butte Road in Idaho Falls.
Number of Classrooms	14
Amount of Payment	\$650,000 for the property; \$2,776.877 for the building
Renovation/Remodel Needed	None
Space	25,722 sq. ft.
Payment Method	Donation, see Letter of Financial Support, first page of Appendix I
Expansion Options	Additional \$250-300,000 for three-acre site for sprinkler system and seeding of football field. Additions to the building would cost approximately \$125.00 per square foot of building area, however, the plans as prepared would meet the needs of the school as it would accommodate grades K-12.
Operational Costs	See Budget, Appendix U

B. Facility Option 2-Church Renovation (Lease Option) See Also, Appendices H & V

General Description	Renovation of a church listed in the National Register of Historic Places. The building is located at 187 E. 13 th Street in central Idaho Falls, between Holmes Avenue and South Boulevard.
Number of Classrooms	11
Amount of Payment	\$600,000, with the possibility of up to a “20% tax credit available for the rehabilitation of historic, income-producing buildings that are determined by the Secretary of the Interior, through the National Park Service, to be ‘certified historic structures.’”
Renovation/Remodel Needed	Yes
Space	18,652 sq. ft.
Payment Method	Donation, see Letter of Financial Support, first page of Appendix I
Expansion Options	Renovation of building possible to accommodate expansion into grades 9-12
Operational Costs	See Budget, Appendix V

C. Facility Option 3-New Sweden School Building See Also, Appendices I & W

General Description	The New Sweden School property, consisting of 5.4 acres of real property and improvements previously owned by School District #91.
Number of Classrooms	9 (This accommodates grades K-8)
Amount of Payment	Donation, see Letter of Financial Support, first page of Appendix I
Renovation/Remodel Needed	Provided by VanderSloot Farms
Space	16,000 sq. ft.
Payment Method	Donation, see Letter of Financial Support, first page of Appendix I
Expansion Options	There are options for expansion, which will be utilized in order to accommodate expansion in to grades 9-12. See Appendix I for details.
Operational Costs	See Budget, Appendix W

The Board recognizes the importance the physical plant plays in enhancing the instructional program. The goal of AHCS is to provide a facility in a convenient location that will both ensure the safety and enhance the education of our students. All sites will be considered based on factors such as safety, diversity of the immediate surrounding neighborhoods, access to major utilities, convenience for transportation, and affordability. The Board will develop a program to maintain and/or upgrade the buildings and grounds of AHCS.

The New Sweden School is the option that AHCS will be using. It has nine classrooms, a gymnasium, a kitchen, a Principal’s office, and room for expansion on the five-acre site. The building is being remodeled by the VanderSloot Farms for the use of American Heritage Charter School at no cost to the school. Depending on the arrangement made as advised by the accountant and attorney for VanderSloot, the lease amount will be donated back to the school resulting in a net zero balance in the budget. Whether or not the property is eventually donated to the school is completely up to the owner and does not affect normal operations of the school. The completion date is July 1, 2013. The ongoing operating costs are included in the budget in Appendix W. The lease amount is also included in the budget. The school will use the property for an indefinite amount of time for no cost. There is nothing required by the school in return. When AHCS expands into grades 9-12 in 2014, the school will either be added onto or modulars will be placed on the property. The budget will be unaffected as the increase in the lease is offset by the increase in the donation to cover the lease. This historical building is of special interest to the community, and VanderSloot Farms is excited to restore the facility.

As previously noted, specifics of the arrangement are outlined in Appendices I and W.

D. Operation and Maintenance of Charter School Facilities

AHCS seeks to maintain and operate facilities in a safe and healthful condition. The Board will ensure that all students have access to all facilities regardless of disabilities by utilizing available resources or contracting with appropriate entities to ensure appropriate accommodations. The

operation of AHCS's facilities will be the responsibility of the Principal/Designee. The Principal/Designee, in cooperation with the fire chief and county sanitarian, will periodically inspect plant and facilities. S/he will provide for a program to maintain AHCS's physical plant by way of a continuous program of repair, maintenance, and reconditioning. Budget recommendations will be made each year to meet these needs and any such needs arising from an emergency.

E. Proof of Insurances

Copies of the initial insurance binders from a company authorized to do business in Idaho for a liability policy, a property loss policy, health insurance, worker's compensation insurance, and unemployment insurance will be provided to the Authorized Chartering Entity no later than thirty (30) days prior to the opening of school, and thereafter thirty (30) days before the expiration of the insurance policies.

IV. Administrative Services: Ref. Idaho Code § 33-5205(4)

A. School Fiscal Year

The fiscal year of the school is from July 1 to June 30.

B. School Calendar

The Board will establish the dates for opening and closing classes, teacher in-services, the length and dates of vacation, and the days designated as legal school holidays. The proposed school year is commencement after Labor Day and dismissal before Memorial Day. This schedule will be reviewed on an annual basis and may be changed, as necessary, by the Principal in consultation with the Board.

C. Holidays/Commemorative Day

School holidays will include New Year's Day, Thanksgiving Day, and Christmas Day.

For those commemorative days that fall on a school day, the teachers and students will devote a portion of the day on each such day designated in Idaho Code § 73-108.

D. Instructional Hours

The Board will provide the minimum number of instructional hours for students at each grade level as follows:

Minimum Number of Instructional Hours	
Grades	Hours
K	450
1-3	810
4-8	900
9-12	990

E. PIR Days

Not more than twenty-two (22) hours may be utilized for in-service teacher activities

F. Records Management

The Secretary and/or Clerk will be the custodian of records under the supervision of the Principal/Designee.

Personnel files and student files are confidential and will be disclosed only as provided in policy and/or by law. A record of persons examining/copying personnel files or student files, other than administrative staff, will be kept for each employment file and student file.

All public records will be provided to the public in accordance with the Family Educational Rights and Privacy Act (FERPA), laws of the State of Idaho, and AHCS policy.

G. Non-Instructional Operations

Contractor License, Surety Bonds, and Insurance

The school may hire staff or contract with a service provider for services such as transportation, food service, accounting, business management, or other business or educational services. All contract service providers are required to have adequate limits of liability insurance as determined by the Board or other state requirement and will maintain the same throughout any contract period.

A list of all contracts identifying the party with whom AHCS has contracted, the length of the contract, and the expenditures required by the contract must be submitted to the Authorized Chartering Entity for its review no later than thirty (30) days prior to the opening of school and thereafter, annually.

No contract will be let to any contractor who is not licensed as required by the laws of Idaho. Before any contract is awarded to any person, such person will furnish to AHCS performance and payment bonds that will become binding upon award of the contract to a contractor as follows:

1. Performance bonds in an amount not less than eighty five percent (85%) of the contract amount for the sole protection of AHCS; and
2. Payment bond in an amount less than eighty five percent (85%) of the contract amount for the protection of persons supplying labor or materials, or renting or otherwise supplying equipment to the contractor and/or his subcontractors in the prosecution of the work performed under the contract.

V. Potential Civil Liability: Ref. Idaho Code § 33-5205(4) & 33-5204(4)

AHCS will obtain its own liability insurance and insure its Board, employees, contents, equipment, and fixtures against injury, damage, or loss. Additionally, both the facility provider and AHCS will insure their respective interests against damage and for liability exposures with minimum limits of liability of not less than \$1,000,000 per person, \$5,000,000 aggregate or such limits as imposed by the State requirement or as otherwise determined by the Board. All such insurance policies will name AHCS as an additional insured and provide for at least ten (10) days written notice prior to cancellation. The facility provider and AHCS will provide to each other certificates of insurance prior to the commencement date of facility occupancy evidencing such coverage.

Pursuant to Idaho Code § 33-5204(2), the Authorizing Chartering Entity shall have no liability for the acts, omissions, debts, or other obligations of AHCS, except as may be provided in the Charter.

AHCS will operate its business in conformance with all local, state and federal environmental laws.

Specific documentation of the above outlined requirements will be contained in the respective insurance policies negotiated with the insurance providers.

TAB 3: EDUCATIONAL PROGRAM AND SCHOOL GOALS

I. Educational Programs and Services

In all program areas and at all levels, AHCS will assess student progress toward achieving learner goals and program area performance standards including: the content and data; the accomplishment of appropriate skills; the development of critical thinking and reasoning; and attitude. AHCS will use assessment results to improve the education program, and use effective and appropriate tools for assessing such progress. This may include, but is not limited to: standardized tests; criterion-referenced tests; teacher-made tests; ongoing classroom evaluation; actual communication assessments such as writing, speaking, and listening assessments; samples of student work and/or narrative reports passed from grade to grade; samples of students' creative and/or performance work; and surveys of carry-over skills to other program areas and outside of school. This will accomplish AHCS's goal for all students to meet, at a minimum, the standards established by the state.

AHCS's Board and Principal will establish a school philosophy embraced by teachers, students, and parents that supports the belief that every student is valued and every student will succeed at a high level both socially and academically. The character education plan will result in a safe school infused with positive peer pressure, students who are ready to learn every day, and who possess the self-discipline needed to maximize the educational experiences of themselves and others.

Styles and rates of learning are taken into account, yet expectations for achievements are not compromised. Once again, when there is low threat of physical and/or emotional harm, and academic content is highly challenging, accelerated learning will take place, and the results will be outstanding!

AHCS's objectives, strategies and instructional practices are currently being modeled at NVA. The best research is a successful program being implemented. NVA is financially sound and met AYP (results unofficial) this year.

AHCS and NVA have a cooperative professional development plan that includes a three-year, mentoring program to ensure the success of the program (See Appendix Z). CoreKnowledge[®], Making Middle Schools Work, and Making High Schools Work (all project-based learning models) will be covered by NVA trainers. AHCS will keep our teachers up to date with training in Differentiated Classroom Education, and RTI Education as offered in workshops throughout the State of Idaho and as part of the aforementioned cooperative agreement with NVA.

II. Educational Thoroughness Standards: Ref. Idaho Code § 33-5205(3)(a), 33-1612, and IDAPA 08.02.03

AHCS will achieve the Thoroughness Standards (as defined in Idaho Code § 33-1612 and IDAPA 08.02.03) through its basic curriculum, which include character education, foreign language, music, and community-, school-, and family-service projects.

A. Standard A

A safe environment conducive to learning is provided.

1. Goal. Maintain a positive, safe, and orderly teaching and learning environment that will promote student respect for themselves and others.

Each student has the right to come to school without fear of taunting, teasing, or violence. Each parent has the right to expect the school to provide a safe, supportive learning environment for his/her student. The philosophy of AHCS is grounded in the belief that when there is low threat of physical or mental harm and curricular content is highly challenging, accelerated learning takes place. AHCS will create a safe environment with a unique curriculum that focuses on education while developing qualities such as kindness and tapping into each student's innate need to know boundaries while protecting their dignity.

2. Objectives. AHCS will:

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

B. Standard B

Educators are empowered to maintain classroom discipline. Each staff member has the right to teach without fear of violence, and students have the right to learn with the same privilege.

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

The atmosphere created by our focus on kindness allows teachers to teach without fear of harassment from students, parents, and the public. In addition, teachers will enjoy a greater level of interaction with students as students will not be afraid to take academic risks, like asking or answering questions in front of peers because everyone feels safe and supported.

Fear will not detract from teaching or learning. The result is a culture that is warm and friendly, filled with mutual respect, orderly, and free from chaos.

2. Objectives. AHCS will:
 - a. Develop a student handbook providing a code of conduct including clear expectations with consequences for unacceptable behavior, and a process for teachers to handle minor and major infractions in the classroom setting.
 - b. Teach appropriate behaviors and foster responsible decision-making skills by using programs, which may include, Ron Clark’s “Essential 55”, “Excellent 11”, and “Great Expectations.”
 - c. Establish and maintain rules to be used consistently throughout the school.

C. Standard C

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

1. Goal. Offer opportunities for students to develop and express exemplary character traits in concert with the overall educational program.
2. Objectives. AHCS will:
 - a. Emphasize the importance of adults modeling important values at school. This is done through training in which teachers clearly illustrate and define what kindness looks like before students have a chance to be unkind. Daily procedures are designed to support the school’s emphasis on kindness.
 - b. Help students build personal bonds and carry out responsibilities to one another and to the faculty and staff by providing opportunities for and strongly encouraging age-appropriate school and community service hours. Students who display kindness and good citizenship are given special recognition. This will develop a sense of community and service within the school and between the school and the larger community.
 - c. Evaluate and report service hours to student advisors because community service instills a sense of individual, social, and civic responsibility and enables the student to use newly-gained knowledge to solve community problems.

D. Standard D

The skills necessary to communicate effectively are taught.

1. Goal. Teach students a range of effective communication skills.

2. Objectives. AHCS will:

- a. Emphasize meaningful language experience in reading, writing, and spelling, enhanced by dramatization and memorization. This will be measured through weekly evaluations.
- b. Provide an age-appropriate technology curriculum that supports development of a variety of communication skills, including written and verbal.
- c. Provide instruction in a foreign language in grades K-8 as budget permits. Knowledge of a second language is essential in many occupations. In addition, knowledge of a second language boosts English proficiency, improves memory and self-discipline, and enhances verbal and problem-solving skills. Once AHCS offers grades 9-12, students in those grades will be highly encouraged to enroll in dual credit with other secondary and post-secondary institutions for advanced Spanish.
- d. Provide instruction in music, dance, and art as budget permits. Students will build skills needed for dual enrollment in these areas.

E. Standard E

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

1. Goal. Develop an educated citizenry through a dynamic, interactive, academic program where pacing is driven by student capabilities rather than textbooks.

Students must be well-grounded in the basics such as reading, writing, mathematics, science, and social studies.

2. Objectives. AHCS will:

- a. Use the Idaho State Department of Education's Standards as a starting point to be enhanced by the Core Knowledge[®] Sequence and other creative methods.
- b. Use a variety of methods to ensure student learning, including, but not limited to, the Core Knowledge[®] Sequence.
- c. Emphasize environmental responsibility by providing students with opportunities for voluntary, age-appropriate service opportunities. Service hours may be required in school organizations.
- d. Use field trips and career development discussions, particularly encouraging patriotism, as appropriate. (The school mascot is "Patriots.")

F. Standard F

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

1. Goal. Provide students with basic skills that prepare them for future employment.

By using learning tools such as computers, scientific equipment, and networks linked to local and nationwide resources, students learn how to be life-long learners and will be prepared to enter the workforce with a solid foundation of knowledge and skills. As AHCS expands into grades 9-12, we will provide academies with class requirements and standards articulated with other secondary and post-secondary institutions, and with whom we plan dual credit.

2. Objectives. AHCS will:

- a. Provide a strong foundation in basic reading, writing, science, social studies, and computational skills.
- b. Provide a technology-rich environment, as identified and outlined in the Students Come First legislation, encouraging the effective use of technology as a tool in the workplace. (This includes, but is not limited to, the electronic portfolios that will be maintained by students in grades 7-12, such as those often requested by today's colleges and prospective employers.)
- c. Enable students to develop the following intellectual habits important in the work place: adapting to new situations and responding effectively to new information, solving problems, and locating and evaluating information from a variety of sources.

III. Educated Person and How Learning Best Occurs

A. Definition of an "Educated Person" in the 21st Century: Ref. Idaho Code § 33-5205(3)(a)

AHCS will provide an environment in which students can become an educated citizenry through a dynamic, interactive, academic program with a tempo set by student capabilities, not textbooks. Students will be competent in the basics, such as, reading, writing, math, science, and social studies. They will also have opportunities to become well-rounded learners with training in technology, fine arts, and foreign language.

AHCS's educational program will seek to provide an opportunity for each student to develop to his or her maximum potential. The objectives for the educational program are, among other things, to:

1. Foster self-discovery, self-awareness, and self-discipline;
2. Develop an awareness of and appreciation for cultural diversity;
3. Stimulate intellectual curiosity and growth;

4. Provide fundamental career concepts and skills;
5. Help the student develop sensitivity to the needs and values of others and respect for individual and group differences;
6. Help each student strive for excellence and instill a desire to reach the limit of his or her potential;
7. Develop the fundamental skills which will provide a basis for lifelong learning; and
8. Be free of any cultural, ethnic, sexual, or religious bias.

B. How Learning Best Occurs: Ref. Idaho Code § 33-5205(3)(a)

The curriculum will reflect our belief that learning best occurs when:

1. Students are actively engaged in integrated and meaningful tasks;
2. Students see the connection between what they learn and the real world;
3. Students work individually and as members of a group;
4. Students, parents, and educators work together to identify academic and personal learning goals;
5. Students accept responsibility for learning as an intrinsic part of the educational program;
6. Students are supported by mentors and advocates;
7. All students have advanced learning opportunities;
8. Students see themselves as part of the community and find ways to serve the community;
9. Students are allowed to make mistakes in order to achieve success;
10. A positive and productive learning environment is provided; and
11. Students are given time to reflect on the value and purpose of what they learn.

The Board is responsible for curriculum adoption and must approve all significant changes, including the adoption of new textbooks and new courses, before such changes are made. The Principal and teachers are responsible for making curriculum recommendations. The curriculum will be designed to accomplish the learning objectives and goals for excellence consistent with AHCS's educational philosophy, mission statement, objectives, and goals.

C. Methods of Instruction

All courses of instruction will comply with state statutes and the rules of the Idaho State Board of Education.

1. Traditional Face-to-Face Instruction

- a. Traditional face-to-face teaching means a course taught by a person who holds a certificate pursuant to Idaho Code § 33-1201 and 33-1207, and where the students and teachers are not separated by distance or time.
- b. Teachers will be engaged in the act of face-to-face teaching throughout the day using a variety of proven teaching techniques including: tactile, visual, kinesthetic, auditory, group, and independent approaches. By taking into account and addressing the varying developmental rates and learning modalities of the student population, it is possible through this direct-teaching and monitoring approach to keep curricula challenging and the expectations for learning high.

2. Blended Program: Ref. Idaho Code 33-5702(1) beginning 2015-16 school year. (See Also, Tab 9)

- a. “Blended program” participants must enroll in the minimum number of online courses required to meet the hourly ADA requirements for half-day attendance set forth by the Idaho State Department of Education, **and** will also be required to participate in courses and activities at school. There they will receive instruction in character education and take offered electives from AHCS teachers. This instruction will be overseen and monitored by the Principal/Designee.
- b. All blended program students will be required to attend either the "Rise and Shine" ceremony for K-8 students or the "Above and Beyond" ceremony for 9-12 students. Students will arrive on time and in dress code for these events. All blended program students must participate in at least one, whole school event per trimester.
- c. Blended program students will be invited to all whole school events, i.e., assemblies, field trips, academic fair, Christmas program, Spelling Bees, Geography Bees, etc.
- d. All blended program students are eligible to participate in AHCS extracurricular activities.

IV. Curricular Emphasis

A. Core of Instruction

AHCS’s mission is to create educated and patriotic leaders. Much of this is accomplished by the “Great Expectations” character development program which teaches leadership skills that are modeled daily in the classroom through the development of class creeds, the pledging of the flag,

learning and singing patriotic songs/verses, using the "stand and deliver" method of responding in the classroom, the weekly Rise and Shine ceremony, etc.

The building itself has been designed to reinforce a sense of American History with every classroom being named after a Founding Father/Mother with a quote also displayed by the door (Thomas Jefferson, "Our lives, our fortunes, and our sacred honor..."). This, in addition to the "We the People" curriculum, reinforces our emphasis on American History and Patriotism.

Instruction is inclusive of subject matter content and course offerings. Patterns of instructional organization will be determined by a qualified School Administrator and teaching team. AHCS will assure students meet the school standards with the state common core and educational thoroughness standards as a minimum. This includes special instruction that allows Limited-English Proficient students (See Also, Appendix L) to participate successfully in all aspects of the school's curriculum and keep up with other students in the standard education program. It also includes special learning opportunities for accelerated students (See Also, Appendix K) , and students with disabilities. (See Also, Tab 3.V)

The rich curriculum available in the CoreKnowledge[®] sequence gives students an enriched experience and incorporates art, music, literature, and history for all learners beyond that available through most other curriculum providers. The "Great Expectations" character development program and the dress code create a real sense of community and a safe culture that benefits every child. The Blended Learning and the Plus Classes also help the school to meet the needs of students at both ends of the spectrum.

The rigor that is such a key component of our curriculum and school culture is an attitude and an expectation. "Ron Clark's, Essential 55" and "11," "Great Expectations" character development program, and the "CoreKnowledge[®]" curriculum all teach to the top and allow all children the opportunity to rise to the occasion. (See Also, Appendix J)

B. Remediation

Evaluation of progress assessment data could prompt additional help that could include in-class remediation, tutoring, or evaluation for special education services. Data indicators include, but are not limited to:

1. Not reaching grade level on state adopted standardized tests;
2. Reading below grade level as determined by IRI in grades K-3; teachers of grades 4-12 will use multiple sources of data such as classroom grades, fluency checks, comprehension checks, and/or computerized programs to determine a student's reading level; and/or
3. Failure to do math at grade level as determined by program assessments and/or on state adopted standardized tests.

C. Instructional Methodologies

All curriculum taught at AHCS will be reviewed and approved by AHCS's Board.

1. Ron Clark's, "Essential 55"

AHCS may utilize Ron Clark's, "Essential 55," which among other things enables students to develop the following important life skills: accepting responsibility for personal decisions and actions; honesty, courage, and integrity; a healthy lifestyle; empathy, courtesy, and respect for differences among people; self-confidence; concentration and perseverance; responsible time management; assuming a fair share of the work load; and working cooperatively with others to reach group consensus. AHCS will strongly encourage every parent to read the book. This will familiarize them with Clark's code of conduct and methodologies, which will be used by teachers.

2. "Great Expectations"

AHCS may utilize "Great Expectations," which is a professional development program and Student character education program that:

- a. provides teachers and administrators with the skills needed to create harmony and excitement within the school atmosphere;
- b. creates an infrastructure that promotes improved student self-esteem, attendance, discipline, and parent participation—all of which result in improved academic achievement; and
- c. is grounded in the belief that all students can learn, no matter what labels have been placed on them.

3. "Cowboy Ethics"

AHCS may utilize "Cowboy Ethics," by James P. Owens, which is a character development program that is dedicated to the belief that everyone needs a code or creed by which to live:

- a. live each day with courage;
- b. take pride in your work;
- c. always finish what you start;
- d. do what has to be done;
- e. be tough, but fair;
- f. when you make a promise, keep it;
- g. ride for the brand;
- h. talk less and say more;
- i. remember that some things aren't for sale; and
- j. know where to draw the line.

4. Grade Plus Classes and Above and Beyond Curriculum (See Also, Appendix K)

In order to accommodate every part of the educable population, AHCS is going to offer one more avenue to educate students Above and Beyond what they are learning in their classes. This material will be entered into BrainHoney and named with a Plus following the grade name. Parents often want their children to learn more, do more practice at home or stay at school and stay engaged.

To support these classes we are going to charge for them. The money generated from the courses promises to give us some monetary security in the immediate future. The classes will be designed to answer several needs:

- a. The Gifted and Talented student needs can be met
- b. Students from AHCS who want to engage in additional school work at home can take advantage of the offering
- c. Students from other schools whose parents want them to achieve Above and Beyond their daily requirements can enroll in the classes either at home or after school
- d. Help fill the need for homework which should only be considered when a teacher is teaching more than can educationally be accomplished in class.

Examples of the needs we are trying to fill:

- a. A student who moved here from a less achieving school and needs to do catch up in order to be with the class.
- b. A student in class that is very ambitious and chooses to work ahead and improve upon what they already learned in class.
- c. A student from another school whose parents would like to send them to a more rigorous school.

American Heritage Charter School will charge for these courses for students not enrolled in AHCS and that money will go back into the school to help support school needs. There will not be a charge for access and materials used at school. AHCS parents may purchase access to extra materials if so desired for a minimal charge.

All teachers will have input as to the material that should be included in each Plus course. There is no limitation to the quantity of material that can be included and it will be the responsibility of the teacher to suggest and lead the development of the course in the curricular direction appropriate to the grade level the teacher teaches.

There should be a significant reward for completion. Examples: School sweater, blazer or other apparel, IPOD, books, gift certificates, or specific recognition.

5. Blended Curriculum (See Tab 9)

D. Instruction Courses

At appropriate grade levels, instruction will include, but not be limited to, the following:

1. Language Arts and Communication will include instruction in reading, writing, English, literature, technological applications, spelling, speech, and listening;
2. Mathematics will include instruction in addition, subtraction, multiplication, division, percentages, mathematical reasoning, and probability;
3. Science will include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences; and
4. Social Studies will include instruction in history, government, geography, economics, current world affairs, citizenship, and sociology.

AHCS will use the unique aspects of the Core Knowledge[®] Sequence to meet or exceed all Idaho State Standards and benchmarks.

The Core Knowledge[®] Sequence will expose students in each grade to a broad range of historical, scientific, and cultural topics that will build on one another to prepare them for later educational success. This wide array of subject matter will not only develop cultural literacy but also will build the strong vocabulary necessary for *true* reading comprehension.

Core Knowledge[®] tries to develop cultural literacy in a way that is systematic but leaves room for creativity for both teacher and student. This curriculum eliminates the gaps and repetition that characterize a curriculum in which textbooks and programs are selected more or less at random.

E. Grading Procedures

AHCS students will be required to meet established academic standards and graduation requirements adopted by the Board, reference IDAPA 08.02.03.105.

AHCS will utilize a report card developed by the teachers and Principal to indicate growth as well as achievement. All AHCS students will be evaluated on the same platform so parents will be able to detect whether their student is growing in each academic area throughout the year. Students with limited language will be gaining growth tools so their evaluation will typically reflect growth more than achievement.

The scores on State-mandated tests will continue to be important indicators of success and growth as they are followed from year to year. The student portfolios (required for all students) and completed surveys received from students, parents, and teachers are more subjective but are also real indicators of growth.

F. Other Required Instruction

1. Portfolios

- a. All students will achieve satisfactory status or above for their grade appropriate portfolio based on rubrics developed by teaching staff. The rubric for the first grading period will be completed prior to the commencement of the first grading period. The rubric for the second grading period will be developed during the first grading period, and so on. The resulting rubric will be re-evaluated and updated at the conclusion of each academic year to ensure the highest level of academic excellence.
- b. All eighth-grade students will develop an educational plan including a four-year high school and a four-year post high school education plan as part of their portfolio. The teacher of the advisory class, in close cooperation with the school counselor and Principal, will be responsible for helping the students complete their plans. These individuals will work together as a team to provide the necessary knowledge of high school and post-secondary requirements. They, in conjunction with the student and parents, will monitor the plans on an ongoing basis.
- c. Portfolio pieces may include, but not be limited to grade appropriate pictures, interviews, reports, journal pages, speeches, biographies, internships, plans, and college/career investigations. Development of the portfolio will be directed by a teacher/advisor and reviewed by the parents.
- d. In grades 7-12, the required portfolio will be created and maintained in an electronic format. The Students Come First legislation facilitates and makes possible the technology-rich environment necessary to accomplish this standard. Ideally, the computer will replace the pencil at these grade levels, and potentially reduce the need for traditional textbooks. It is important to note; however, that all AHCS students in grades K-6 will be taught to print legibly and read and write in cursive.

2. Grades K-8

- a. Other instruction
 - Fine Arts (art and music)
 - Health (wellness)
 - Physical Education (fitness)
- b. Additional instructional options as determined by AHCS may include:
 - Foreign Language (Spanish)

3. Secondary Curriculum (Grades 9-12) The secondary curriculum is composed of college-prep required classes and elective classes.

Tab 3: Educational Program and School Goals

a. Sample Schedule of Required and Elective Class Offerings by Grade

Sample Freshman Schedule	Sample Sophomore Schedule
English 1	English 2
Appropriate Math or Algebra II	Appropriate Math or Geometry
Physical Science	Biology/Anatomy
World Cultures	History I
Business Communications/Speech/Humanities	Health//PE/Humanities
Elective (See Table Below)	Elective (See Table Below)
Sample Junior Schedule	Sample Senior Schedule
English 3 or English 101	English 4 or English 102
Appropriate Math or College Algebra	Appropriate Math or College Algebra
Chemistry or Appropriate Science	Appropriate Science
History II	American Government
Elective	Economics
	Senior Project
Dual Credit Elective Classes in association with Post-Secondary Institutions	
Academic:	Tech Prep: (Examples as available)
English 101	Introduction to Painting
English 102	Introduction to Drawing
College Algebra	Co-op Ag
Government	Co-op Business Ed.
Economics	Co-op FAMCS
Accounting	Computer Applications
Spanish	PC Troubleshooting
IDLA	Photoshop

b. American Heritage Charter School Required Graduation Credits
(which exceed State of Idaho Graduation Requirements)

English (8 English plus 1 Speech credit)	9
Science	8
Mathematics	8
Social Science.....	6
Humanities	2
Health	1
Electives	13

Coursework must include senior project and speech requirements. Highly recommend two (2) credits in computer operation. Pursuant to the approved State Board of Education rule, beginning with students in the Class of 2016, two (2) online credits must be earned before graduating from high school.

Total American Heritage Charter School Credits at Graduation46

GPA of 60% on a 100% scale to receive a diploma

Pass 10th grade ISAT

- c. All American Heritage Charter School secondary students are required to attend school full-time, unless dually enrolled as allowed by statute. Full-time attendance can be accomplished through physically attending the school for face-to-face instruction or participation in the blended program (beginning 2015-16 school year), which is a combination of online courses and courses at school.

American Heritage Charter School may require incorporation of heroes in the state-mandated senior project. The project will be completed independently and in coordination with student senior classes.

All American Heritage Charter School secondary students will take the state-mandated college entrance exams.

- d. Number of credits available in dual-credit classes in association with post- secondary institutions and/or Idaho Digital Learning Academy (IDLA)

Academic:		Tech Prep: (examples)	
English 101	3	Introduction to Painting	1
English 102	3	Introduction to Drawing	1
College Algebra	3-5	Computer Applications	1
Government	3	PC Troubleshooting	1
Economics	3	Photoshop	1
Accounting	3-4		
Spanish	4-8		
TOTAL NUMBER OF POSSIBLE CREDITS	22-29	TOTAL NUMBER OF POSSIBLE CREDITS	5

*This is the standard toward which AHCS will be working. However, AHCS recognizes students will need to be given the necessary instructional time in order to achieve this standard. AHCS plans to “grow” our students into this standard.

G. Alternative Credit Options (See Also, Tab 9)

In addition to regular classroom-based instruction, students may earn credit through the following means:

1. Blended Program Courses (See Tab 9)
2. Correspondence Courses

AHCS will permit a student to enroll in an approved correspondence course from an institution approved by the Idaho State Department of Education, in order that such a student may include a greater variety of learning experiences within the student's educational program.

Students in grades 9-12 may earn, through correspondence, a maximum number of units of academic credit to be applied toward graduation requirements.

Only courses offered by accredited institutions will be accepted. The express approval of the Principal/Designee will be obtained before the course is taken.

Credit for correspondence courses may be granted provided the following requirements are met:

1. prior permission has been granted by the Principal/Designee; and
2. the program fits the education plan submitted by the regularly enrolled student.

An official record of the final grade must be received by the school before a diploma may be issued to the student.

Provision of educational programs and services such as HIV/AIDS education, family life/sex education, occupational education, driver education, guidance and counseling services, summer school programs, parent education programs, social work, and psychological services will be identified based on need. The Board, Principal, and staff will work together to determine the need for, and estimated cost and value of the above programs. These programs will be provided as required by Idaho Code §33-1612 and the rules governing thoroughness at IDAPA 08.02.030.

V. Special Education: Individuals with Disabilities in Education Act (IDEA)

A. Free and Appropriate Public Education (FAPE)

1. Compliance with Federal and State Law

The Board acknowledges the right of every student to receive a quality education; consequently, AHCS will comply with all federal and state laws associated with special education, including but not limited to, Section 504 of the Rehabilitation Act of 1973 (Section 504), the Individuals with Disabilities Act (IDEA) of 1990, Title II of the Americans with Disabilities Act (ADA) of 1990, Idaho Code §33-2001 through 2002, §33-2004 through 2005, §33-2010, and 08.02.03.109. The AHCS Special Education administrator will be the IDEA, Section 504, and ADA Compliance Officer.

2. "Idaho Special Education Manual"

AHCS will adopt and comply with the most up-to-date version of the "Idaho Special Education Manual." The "Idaho Special Education Manual" will be used for identifying, evaluating, programming, developing individualized education plans, planning services, informing about the

discipline policy, budgeting, and providing transportation for special needs students, as necessary.

3. Differentiated Instruction

“Differentiated instruction” is a method of teaching that involves matching learning styles with abilities. This type of teaching is inclusive of many strategies and techniques that best suit the needs of the students at any one time. Specifically, differentiated instruction is flexible and constantly changing to meet existing needs.” All successful teachers differentiate instruction to meet their student’s needs.

All students classified as having special education needs per IDEA will be provided educational experiences that strive to meet those needs in the regular classroom as well as in special classes, seminars, or workshops. The charter school environment allows for these areas to be pursued beyond the scope of the regular curriculum, regardless of the type of special needs. AHCS will accomplish this through methods including, but not limited to, clustering, competitions, consultations, curriculum compacting, special topic classes, independent study, interest-based workshops, remediation, and tutoring.

At NVA, the sister school of AHCS, K-3 teachers address the core subjects at the same time of day (especially reading and math) and the students are moved to the “level” needed. In other words, a Kindergarten student may be reading with the 1st graders etc. or vice-versa. At grades 4-6, the teachers with a certain level of expertise in a certain area may be assigned to teach that class for all 4-6 grade students. AHCS will be using some of the same methods, but much will be determined after the hiring of the staff.

4. Policies and Procedures

The Board will adopt and maintain appropriate special education policies consistent with state and federal laws and requires legally compliant written procedures, rules, and regulations from the Principal/Designee. All students at AHCS will receive appropriate services as outlined in the following provisions.

5. Resources

The Board will provide the necessary resources to ensure that students with disabilities receive adequate support from highly qualified personnel, access to all physical facilities (See also, Tab 2.III.A), and funding and contractual arrangements as required in IDEA and outlined in the students’ Individualized Education Program (IEP).

6. Enrollment

AHCS will not deny enrollment to a student with a disability solely due to that student’s need for special education or related aids and services. The Board ensures that all appropriate services will be provided for students that have met minimum state and federally established eligibility

criterion for such services. AHCS will be prepared to provide special education services the first day of school.

7. Information Management

AHCS will use the forms for special education as outlined in the “Idaho Special Education Manual.”

8. Multidisciplinary Teams

The Principal/Designee will form multidisciplinary teams to consider a student’s eligibility for special education. If a team determines the need for an evaluation by personnel, such as a school psychologist, speech therapist, or occupational therapist, not currently employed by the school, such evaluations will be contracted. As outlined in the “Idaho Special Education Manual,” Chapter 4, the team will follow all guidelines to appropriately and effectively determine student eligibility under IDEA.

9. Individualized Education Program (IEP)

In compliance with federal and state law, an Individualized Education Program (IEP) multidisciplinary team will be established as set forth by IDEA and comprised of the student’s general education teacher, a special education teacher, a district representative, parents, the student when appropriate, and, if deemed of value, other knowledgeable persons. The team is responsible for developing the IEP, determining placement, and reviewing and revising the student’s IEP and placement at least annually. A certificated teacher, or an educational assistant under his/her guidance, will provide services in an inclusion or limited pullout classes model depending on the degree of intervention necessary to meet the student’s needs. The appropriate personnel will consult with the general education staff to utilize effective classroom interventions, adaptations, and modifications.

If an IEP team determines that the student’s academic needs cannot be met on site, AHCS will contract with another agency to provide those services; however, the school will continue to monitor student progress.

10. Screening

The Principal/Designee will conduct a yearly Child Find activity that includes a three-step process leading to the determination of whether or not a student requires special education services. As outlined in the “Idaho Special Education Manual,” AHCS will:

- a. Establish and implement an ongoing Child Find system. An individual will be appointed to coordinate the development, revision, implementation, and documentation of the Child Find system.
- b. Ensure that staff and the school’s constituents are informed of the availability of special education services.

- c. Implement a screening process that will include any and all referrals by parents and/or other adults including teachers, counselors, or other school professionals.

11. Least Restrictive Environments (LRE)

In compliance with the “Idaho Special Education Manual” and as identified on each student’s IEP, AHCS will provide special education and related services to eligible students in the Least Restrictive Environment (LRE). Depending on the needs of individual students, the LRE will be AHCS, another local school district site, or other alternative site. Multidisciplinary IEP team LRE decisions will be made individually for each student. The following criteria will be considered in the decision-making process:

- a. Based on student’s IEP: The student’s IEP is developed prior to the determination of the location of services and settings. The services and settings needed by each student with a disability must be based on the student’s IEP and unique needs that result from his or her disability, not on the student’s category of disability.
- b. Age Appropriate Peers: Students with disabilities will be educated with age-appropriate peers to the maximum extent appropriate. A student with a disability is not removed from age-appropriate general education environments solely because of needed accommodations and/or adaptations in the general education curriculum.
- c. School of Attendance: A student with a disability will be educated in the school as close as possible to the student’s home and unless the IEP requires some other arrangement, the student is educated in the school he or she would attend if not disabled.
- d. Harmful Effects: Consideration will be given to any potential current or long term harmful effect on the student or on the quality of services the student needs, including the student’s ability to graduate and achieve their post high-school goals.
- e. Supplementary Aids, Services, and Other IEP Considerations: A student with a disability is not removed from general education settings solely because of needed accommodations and/or adaptations in the general education curriculum. AHCS will provide all necessary supplemental aids, services, and other IEP considerations as deemed appropriate by the IEP Team whether or not these services are currently in place. Supplementary aids and services may include general education curriculum accommodations and/or adaptations, support from school staff, positive behavioral intervention plans, extended school year services, transportation, transition services, assistive technology services, adaptive technologies, and travel.
- f. Participation in Nonacademic and Extracurricular Services and Activities: A student with a disability will be allowed to participate with students without disabilities in nonacademic and extracurricular services and activities to the maximum extent appropriate. These services and activities may include meals, recess, field trips, counseling services, athletics, transportation, health services, recreational activities,

special interest groups or clubs sponsored by the school, referrals to community agencies, career development, and assistance in making outside employment available. The IEP team determines the supplementary aids and services that are appropriate and necessary for the student to participate in nonacademic settings and extracurricular services and activities.

12. Research Based Curriculum and Interventions

The IEP Team will identify students' challenges early through standardized testing, curriculum-based assessment, criterion-referenced assessments, qualitative teacher observation, and ongoing data collection and analysis of students' classroom performance. The IEP Team will develop procedures to implement student interventions and provide for appropriate individualized instruction. In implementing the intervention process, the school will: 1) apply scientific, research-based curriculum and interventions, 2) measure the student's response to intervention, and 3) use the data to inform further intervention and instruction.

13. Grading Procedures for Special Education Students

Students on an IEP will receive grades according to criteria set forth in Chapter 7 of "Idaho Special Education Manual:"

- a. Grades cannot be modified on the basis of special education status alone.
- b. Nondiscriminatory titles may be used for classes, report cards, and transcripts to designate adaptations or accommodations in general education classes.
- c. The provisions of adaptations or accommodations will be spelled out in the student's IEP.
- d. Collaborative grading between general education teachers and special education teachers will be encouraged and considered appropriate. The grading procedure will be spelled out in the IEP.
- e. Kindergarten through eighth-grade report cards may have asterisks or other identification stating the class was from special services, (i.e., resource room, enrichment class, speech therapy, etc.)

14. Discipline

Special Education students cannot be suspended unless the infraction is a safety issue, so in-house discipline will be instigated that will apply to ALL students. All students, with teacher leadership, will work toward meeting the academic, cultural, and acceptable disciplinary expectations. Special Education students AND regular students will be treated fairly, however, Special Education students will not be expelled except in the case of safety as defined in the law.

Multidisciplinary teams will be formed to address disciplinary problems by special education students. AHCS employees will follow the "Idaho Special Education Manual" (as currently defined in Chapter 7, Section 12, and titled "Student Discipline") and the district policy manual to address these issues.

The discipline policy as set forth in the “Idaho Special Education Manual” will be used by the IEP team as a guideline for establishing appropriate disciplinary procedures when misconduct of a student with a disability was:

- a. a demonstration of the disability, that is an inability to understand impact and consequences or an inability to control behavior,
- b. the result of an inappropriate placement, and/or
- c. the result of the lack of provision of services consistent with the IEP and placement.

15. Contracts (See Also, Appendix AB)

AHCS will contract with psychological, speech, language, occupational, and/or physical therapy providers for the provision of special education related services. Services may be provided by a paraprofessional under the direct supervision of a licensed therapist. In the event that the IEP team determines that the student’s academic needs cannot be met onsite, the multidisciplinary team assigned to the student will determine the least restrictive environment complying with IDEA and advise the Board.

16. Personnel

The Board and Principal will hire necessary highly qualified personnel (as delineated in Tab 6 of this document) or contract for services to ensure proper oversight of the program and provide the required services for the students.

17. Professional Development

All special education, special services, and general education personnel will receive ongoing training in order to meet the needs of students with disabilities who are enrolled in the school. The Principal/Designee will provide a comprehensive professional development plan regarding special education, IDEA, Section 504, and ADA.

18. Transportation

Transportation for special needs students will be provided as dictated by the nature of the disability, which may include specialized transportation such as door-to-door. Unless the student is capable of getting to school in the same manner as other students, the student(s) will be entitled to this transportation even if the charter school does not provide transportation to other students or if the student resides further than (15) miles by road of the school’s physical location.

19. Special Programs and Interventions

Those students not reading at grade level or computing grade level mathematics will be identified and receive a variety of services including but not limited to special education, Title I, Response to Intervention (RTI), tutoring, and/or they may attend school during an extended

session. In order to comply with state and federal regulations and meet student needs, AHCS will administer assessments to admit students into all special programs. Students deemed at risk will be screened and monitored using the RTI model and the appropriate interventions will be implemented as needed.

20. Parent Participation

The Board understands the importance of parent participation in their child's education. Consequently, AHCS will make every effort to facilitate opens lines of communication with all parents/guardians/acting custodians. In accordance with Board policy and state and federal law, parents/guardians/acting custodians will receive written notice regarding identification, evaluation, and/or placement of their child for special education or other special programs. Parents/guardians will be involved in all placement decisions regarding their child and have the right to request due process hearings at any time.

Upon request, the parent of the student will be allowed to examine all relevant records relating to the student's education and the school's identification, evaluation and/or placement decision.

If parents disagree with the determination, a request for a due process hearing may be made. The process will proceed as follows:

- a. If the parent of a student who qualifies under IDEA, Section 504, or ADA for special instruction or related services disagree with a decision of AHCS with respect to: (1) the identification of the student as qualifying for IDEA, Section 504, or ADA; (2) AHCS's evaluation of the student; and/or (3) the educational placement of the student, the parents of the student are entitled to certain procedural safeguards. The student will remain in his/her current placement until the matter has been resolved through the process set forth herein.
- b. The parent of the student may make a request in writing for an impartial due process hearing. The written request for an impartial due process hearing will identify with specificity the areas in which the parent are in disagreement with AHCS;
- c. Upon receipt of a written request for an impartial due process hearing, a copy of the written request will be forwarded to all interested parties within three (3) business days of receipt of the same;
- d. Within ten (10) days of receipt of a written request for an impartial due process hearing, AHCS will select and appoint an impartial hearing officer that has no professional or personal interest in the matter. In that regard, AHCS may select a hearing officer from the list of special education hearing examiners available at the Office of Public Instruction, the county superintendent or any other person that will conduct the hearing in an impartial and fair manner;
- e. Once AHCS has selected an impartial hearing officer, AHCS will provide the parent and all other interested parties with notice of the person selected;

- f. Within five (5) days of AHCS's selection of a hearing officer, a pre-hearing conference will be scheduled to set a date and time for a hearing, identify the issues to be heard and stipulate to undisputed facts to narrow the contested factual issues;
- g. The hearing officer will in writing notify all parties of the date, time and location of the due process hearing;
- h. At any time prior to the hearing, the parties may mutually agree to submit the matter to mediation. A mediator may be selected from the Office of Public Instruction's list of trained mediators;
- i. At the hearing, AHCS and the parent may be represented by counsel;
- j. The hearing will be conducted in an informal but orderly manner. Either party may request that the hearing be recorded. Should either party request that the hearing be recorded, it will be recorded using either appropriate equipment or a court-reporter. AHCS will be allowed to present its case first. Thereafter the parent will be allowed to present its case. Witnesses may be called to testify and documentary evidence may be admitted, however, witnesses will not be subject to cross-examination and the Idaho Rules of Evidence will not apply. The hearing officer will make all decisions relating to the relevancy of all evidence intended to be presented by the parties. Once all evidence has been received the hearing officer will close the hearing. The hearing officer may request that both parties submit proposed findings of fact, conclusions and decision;
- k. Within twenty (20) days of the hearing, the hearing examiner should issue a written report of his/her decision to the parties;
- l. Appeals may be taken as provided by law. The parent may contact the Office of Civil Rights, 1244 Speer Blvd., Suite 310, Denver, Colorado 80204-3582, (303) 844-5695 or 5696.

21. Confidentiality

AHCS will protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages, including all type of records covered under the definition of "education records" in 34 CFR Part 99 (the regulations implementing the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g (FERPA)).

- a. Upon enrollment of a student, AHCS will give notice that is adequate to fully inform parents about confidentiality of personally identifiable information.
- b. All persons collecting or using personally identifiable information will receive training or instruction regarding Idaho policies and procedures regarding confidentiality under Part B of the IDEA and the Family Educational Rights and Privacy Act (FERPA).

- c. AHCS will maintain, for public inspection, a current listing of the names and positions of those employees within the school who may have access to personally identifiable information.
- d. AHCS will keep a record of parties obtaining access to education records collected, maintained, or used under Part B of the IDEA (except access by parents and authorized employees of the school), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

B. Title I

1. Parent Involvement

The parents of students identified to participate in Title I programs will receive from the school Principal/Designee and Title I staff an explanation of the reasons supporting each student's selection for the program, a set of objectives to be addressed, and a description of the services to be provided. Opportunities will be provided for the parents to meet with the classroom and Title I teachers to discuss their student's progress. Parents will also receive guidance as to how they can assist at home in the education of their students.

AHCS endorses the parent involvement goals of Title I and encourages the regular participation of parents of Title I eligible students in all aspects of the program. The education of students is viewed as a cooperative effort among the parents, school, and community.

Pursuant to federal law AHCS will develop jointly with, agree upon with, and distribute to parents of students participating in the Title I program a written parent involvement policy.

AHCS parents will be notified at the beginning of the school year if the school is identified for Title I school improvement, the reasons for that designation, how the school is addressing the achievement problem, how parents can help address the problem, and the option they have as parents to transfer their student to another public school with transportation provided.

At the required annual meeting of Title I parents, parents will have opportunities to participate in the design, development, operation, and evaluation of the program for the next school year. Proposed activities to fulfill the requirements necessary to address the requirements of parental-involvement goals will be presented.

2. Meetings

In addition to the required annual meeting, at least three (3) additional meetings will be held at various times of the day and/or evening for parents of students participating in the Title I program. These meetings will be used to provide parents with:

- a. Information about programs provided under Title I;

- b. A description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet;
- c. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their students; and
- d. The opportunity to bring parent comments, if they are dissatisfied with the school's Title I program, to AHCS's attention.

Title I funding, if sufficient, may be used to facilitate parent attendance at meetings, through payment of transportation and childcare costs.

3. School-Parent Compact

AHCS will use Title I funds primarily at the elementary level, and will develop jointly with parents of students served in the program a "School-Parent Compact" outlining the manner in which parents, school staff, and students share the responsibility for improved student academic achievement in meeting state standards. The "School-Parent Compact" will:

- a. Describe the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment enabling students in the Title I program to meet the state's academic achievement standards;
- b. Indicate the ways in which each parent will be responsible for supporting their student's learning, such as monitoring attendance, homework completion, and television watching; volunteering in the classroom; and participating, as appropriate, in decisions related to their student's education and positive use of extracurricular time; and
- c. Address the importance of parent-teacher communication on an ongoing basis with, at minimum, parent-teacher conferences, frequent reports to parents, and reasonable access to staff.

4. Guidelines and Responsibilities

In order to achieve the level of Title I parent involvement desired by AHCS policy on this topic, these procedures guide the development of each school's annual plan designed to foster a cooperative effort among parents, school, and community.

a. Guidelines

Parent involvement activities developed through every grade level will include opportunities for:

- i. Volunteering;
- ii. Parent education;

- iii. Home support for the student's education; and
- iv. Parent participation in school decision making.

ACHS will provide opportunities for professional development and resources for staff and parents/community regarding effective parent involvement practices.

b. Roles and Responsibilities

i. Parents. It is the responsibility of the Title I parents to:

- 1) Actively communicate with school staff;
- 2) Be aware of rules and regulations of school;
- 3) Take an active role in the student's education by reinforcing at home the skills and knowledge the student has learned in school; and
- 4) Utilize opportunities for participation in school activities.

ii. Staff. It is the responsibility of staff to:

- 1) Develop and implement a school plan for parent involvement;
- 2) Promote and encourage parent involvement activities;
- 3) Effectively and actively communicate with all parents about skills, knowledge, and attributes students are learning in school and suggestions for reinforcement;
- 4) Send information to parents of Title I students in a format and, to the extent practicable, in a language the parents can understand.

iii. Community. Community members who volunteer in the schools have the responsibility to:

- 1) Be aware of rules and regulations of the school;
- 2) Utilize opportunities for participation in school activities.

iv. Administration

It is the responsibility of the administration to:

- 1) Facilitate and implement the Title I Parent Involvement Policy and Plan;
- 2) Provide training and space for parent involvement activities;
- 3) Provide resources to support successful parent involvement practices;
- 4) Provide in-service education to staff regarding the value and use of contributions of parents and how to communicate and work with parents as equal partners;
- 5) Send information to parents of Title I students in a format and, to the extent practicable, in a language the parents can understand.

VI. Dual Enrollment: Ref. Idaho Code § 33-5205(3)(r) and 33-203

Students enrolled in NVA will be allowed to participate in dual enrollment with traditional public schools as required by Idaho Code 33-203. Dual enrollment options will be subject to district procedures as allowed in Idaho Code 33-203(1).

Parents will be provided information concerning dual enrollment options and requirements. State funding of a dually enrolled student will be only to the extent of the student’s participation in the public school programs.

Dual enrollment will include the option of enrollment in a post-secondary institution. Any credits earned from the accredited post-secondary institution will be credited toward graduation requirements as outlined in AHCS Board Policy.

Dual Credit Elective Classes in association with Post-Secondary Institutions	
Academic:	Tech Prep: (Examples as available)
English 101	Introduction to Painting
English 102	Introduction to Drawing
College Algebra	Co-op Ag
Government	Co-op Business Ed.
Economics	Co-op FAMCS
Accounting	Computer Applications
Spanish	PC Troubleshooting
IDLA	Photoshop

VII. Gifted and Talented Program: Ref. Idaho Code § 33-2003 (See Also, Appendix K)

A. Differentiated Instruction

“Differentiated instruction” is a method of teaching that involves matching learning styles with abilities. This type of teaching is inclusive of many strategies and techniques that best suit the needs of the students at any one time. Specifically, differentiated instruction is flexible and constantly changing to meet existing needs.” All successful teachers differentiate instruction to meet their student’s needs.

All gifted and talented (G/T) students have special needs; consequently, these students will be provided educational experiences that strive to meet those needs in the regular classroom as well as in special classes, seminars or workshops. The charter school environment allows for areas to be pursued beyond the scope of the regular curriculum, regardless of the student’s areas of special talent. This will be accomplished through, but not limited to clustering, competitions, consultations, curriculum compacting, special topic classes, independent study, and interest-based workshops.

At NVA, the sister school of AHCS, K-3 teachers address the core subjects at the same time of day (especially reading and math) and the students are moved to the “level” needed. In other

words, a Kindergarten student may be reading with the second graders, etc. At grades 5-7, the teachers with a certain level of expertise in a certain area may be assigned to teach that class for all 5-7 grade students. AHCS will be using some of the same methods, but much will be determined after the hiring of the staff.

B. Policies and Procedures

AHCS will implement policies and procedures for the identification and instruction of the gifted and talented according to Idaho Code §33-2003.

C. Definition

Gifted and talented children are defined as those students who are identified as possessing demonstrated or potential abilities that give evidence of high performing capabilities in intellectual, creative, specific academic or leadership areas, or ability in the performing or visual arts and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities.

D. Identification

AHCS will identify G/T students using a variety of formal assessments (Standardized Intelligence Test or other equivalent assessment), informal assessments (teacher rating/observations; student records, including GPA; projects or work sample; parent questionnaire; student questionnaire, etc), and other information indicative of giftedness and/or talent (subject experts, personal references, etc.) to ensure all opportunities to be considered for the program have been met.

The school's process for identifying G/T students shall include the following steps:

1. The school shall screen all potentially G/T students to ensure they have an opportunity to be considered; and
2. The school shall assess those students meeting the screening criteria and gather additional information concerning their specific aptitudes and educational needs; and
3. The school shall match student needs with appropriate program options.

E. Strategic Plan

AHCS will develop program options, including, but not limited to: competitions, independent study, curriculum compacting, mentorships, etc. The G/T Program Director or Designee will develop and maintain a written educational strategic plan for the G/T program. After an initial submission to the Board and Authorized Chartering Entity, plans will be reviewed annually and submitted to the Board and Authorized Chartering Entity every three (3) years. The gifted and talent plan will include the following:

1. Philosophy statement
2. Definition of giftedness
3. Program goals
4. Program options
5. Identification procedures
6. Benchmarks and program evaluation
7. Implementation and evaluation timelines

F. Goals

AHCS's goals for the G/T program include, but are not limited to:

1. Providing a learning environment that will encourage the capable student to develop to his/her individual potential while interacting with intellectual peers;
2. Establishing a climate that values intellectual ability, enhances self-concept and encourages self-direction and self-evaluation; and
3. Encouraging the development of, and providing opportunities for using, higher-level thinking skills and acceleration within the regular curriculum.

G. Oversight & Professional Development

The G/T Program Director will have the required endorsements and certifications, and will oversee all aspects of the G/T program and develop a comprehensive professional development plan regarding G/T education. Gifted and talented, as well as general education, personnel will receive ongoing training in order to meet the needs of G/T students who are enrolled in the school.

H. Parent Participation

The Board understands the importance of parent participation in their child's education. Consequently, AHCS will make every effort to facilitate open lines of communication with all parents/guardians/acting custodians. In accordance with Board policy and state and federal law, parents/guardians/acting custodians will receive written notice regarding identification, evaluation, and/or placement of their child in the G/T program. Parents/guardians will be involved in all placement decisions regarding their child and have the right to request due process hearings at any time.

I. Student Files, Documentation, and Record Keeping: Reference Family Educational Rights and Privacy Act (FERPA)

Every student who is identified as G/T will have a confidential file documenting the need for services. The student's file should include the following materials:

1. Referral and consent for testing

2. Summary of test results
3. Assessment documentation, e.g., checklists, nominations, test reports, anecdotal information, portfolio rating scale, etc.
4. Decision of the G/T MDT

The confidential file will be kept by the AHCS G/T Program Director or designee or be placed with the student's cumulative records. In either case, the confidential file must be available to counselors in middle schools, junior high schools, and high schools in order to provide the student with a continuum of services. Other teachers will be granted access to G/T confidential files if they have a legitimate educational interest in the records as determined by the G/T facilitator.

VIII. Limited-English Proficiency (LEP) Program: Ref. Title VI of the Civil Rights Act of 1964, Idaho Code § 33-1617 and 08.02.03.112(5)

AHCS anticipates an enrollment ranging from 180-244 students. Based on the population demographics of Bonneville County, AHCS anticipates limited-English proficient (LEP) students to make up 10-20% of total enrollment. (See Appendix L for details.)

For program details, please see AHCS's LEP Program, Appendix L

TAB 4: MEASURABLE STANDARDS, ACCREDITATION, AND ACCOUNTABILITY

I. Measurable Student Educational Standards: Ref. Idaho Code § 33-5205(3)(b) (See Also, Appendix M: Portfolios)

AHCS, like all public charter schools in Idaho, is required to meet measurable student education standards annually. Measures such as academic growth, testing scores, graduation rate, passing rates in classes, attendance, retention rates, and attrition rates are some of the indicators of achievement and progress. AHCS has identified the following standards and outlined methods to ensure they are adequately measured and achieved.

A. Standard 1

Beginning in 2016, students continuously enrolled for at least two consecutive years will show academic growth and improvement. The growth and improvement will be measured as described for each assessment method.

1. The State identifies benchmarks each year to measure the proficiency level of all students. The required percentage of AHCS students will meet or exceed these benchmarks in all required subjects as measured by the Smarter Balance Assessment Consortium (SBAC).
2. Because of the rigor of the program, AHCS will be successful in meeting this standard when seventy-five percent (75%) of students achieve satisfactory or above in core subjects on end-of-course academic progress reports as measured by teacher-developed classroom assessment tools, such as, but not limited to: culminating portfolios, assignments, quizzes and tests. If a student does not meet the goal for two consecutive semesters, the Principal will conduct a meeting in which the student, his/her teacher(s), applicable staff as may be required, and parent(s)/guardian(s) will work together to outline a plan of action, including a timeline for review and successful progress toward goals, for the student. Specific teaching techniques to raise student achievement will be an ongoing development starting the first day of school. When AHCS is fully staffed, every teacher will meet with his/her colleagues in the grade below and the grade above to align expectations. Established standards will be reviewed and aligned with the curriculum to ensure teachers are preparing students for success at the next grade level, i.e., kindergarten teaches to first grade and above, first grade teaches to second grade and above, etc. Staff will also review student accomplishment records to direct their teaching efforts most effectively.

B. Standard 2

One hundred percent (100%) of students currently enrolled at AHCS in grades 11 and 12 will participate in the SAT and Accuplacer tests, and will meet or exceed the mean average of Idaho Falls School District #91 and the mean average of the state.

C. Standard 3

Beginning 2016, the average cumulative score of AHCS students who have been continuously enrolled for two years, will meet or exceed the performance of the Idaho Falls School District #91 and state as measured by the Smarter Balanced Consortium assessment. AHCS will monitor its success in achieving this utilizing the tools and resources provided by state and federal agencies, including the Report Card. This information will be made available on the AHCS website.

D. Standard 4

Beginning 2016, AHCS students who have been continuously enrolled for two years will have a cumulative average that meets or exceeds the cumulative average Adequate Growth Percentile (AGP) of Idaho Falls School District #91 and the state.

E. Standard 5

AHCS will have a graduation rate equal to or higher than Idaho Falls School District #91 and the state.

F. Standard 6

The average cumulative score of AHCS students will meet or exceed the average benchmark scores for College Entrance/Placement Exams as established by the state.

II. Measurable Student Progress: Ref. Idaho Code 33-5205(3)(c)

A. Mastery Level

We will meet the goals identified in this Charter petition by 2016 when:

1. Students score at levels considered proficient or above on standardized tests after a period of two consecutive academic years at AHCS at the percentage levels required to meet or exceed State Goal.
2. Students read by third grade at the level considered proficient or above as measured by Idaho Reading Indicator (IRI) at the percentage levels required to meet or exceed State Goal.
3. Students produce work that depicts acquired, integrated, extended, refined and meaningful utilization of information as measured by required State assessments at the percentage levels required to meet or exceed State Goal.

B. Achievement of Assessments

Students enrolled continuously at AHCS will be expected to improve their personal scores in ISAT and other state assessments from year to year, which will ultimately improve AHCS's overall scoring:

Idaho Reading Assessment, Grades K-3
SAT/Accuplacer, Grade 11
ISAT/SBAC Assessment, Grades 3-10

While the scores on State-mandated tests will continue to be important indicators of success and growth as they are followed from year to year, the Programmatic Audit and Annual Review with the Authorizer provide necessary feedback as well. Student portfolios (required for all students) and completed surveys received from students, parents, and teachers are more subjective but are also real indicators of growth.

III. Standardized Testing: Ref. Idaho Code § 33-5205(3)(d)

Students in every public school are required to complete certain tests. Those state-mandated tests provide information about areas of deficiency as well as areas of proficiency to the school and stakeholders. If the school is deficient in a core area (math, English, science, or social studies), there will be administrative guidance to correct the shortcoming. This will be accomplished through intensive focus on all possible causes for the deficiency. (See Also, Appendix O).

The testing coordinator maintains testing records. Test results will be entered into the student management software program granting teachers access to the scores applicable to their students. Additionally, the testing coordinator will keep a hard copy in a file of all test scores.

During a collaboration at the start of every school year, all teachers will receive the scores their students earned the previous year, and will individualize the student's education accordingly. Teachers will move students into the appropriate reading level and math level. If needed, and if possible, classes might be added to the curriculum to accomplish proficiency in some area. If there is a distinct problem in one subject area, appropriate training and/or personnel changes will be considered. (See Also, Appendix O).

The data will also guide the efforts of the charter school administrator and faculty to work together to make instruction match student needs by altering and perhaps changing instructional approach, adding instructional time for specific areas of study, adding paraprofessional help in the classroom, changing the curriculum, and/or appropriate personnel changes. (See Also, Appendix O).

A. Statewide Assessments

The students at AHCS will be evaluated using the same standardized tests as other Idaho public school students.

B. Reporting of Student Test Results

Staff will report results of the following student tests to the school counselor who will compile a report to be presented to the Principal/Designee:

1. Individual student progress
2. Grade level/school composite scores
3. Year-to-year comparative results by subject
4. Comparative results between AHCS, Idaho Falls School District #91, state, and national averages

Non-student specific results will be made available to parents and other stakeholders on the school website within 30 days of receipt of the data. Student-specific data will be shared with parents at student-led parent-teacher conferences at least twice a year.

C. Annual Reports to Idaho State Board of Education and Authorized Chartering Entity

Annual reports will be made to the Idaho State Board of Education and Authorized Chartering Entity, providing formative and summative data to demonstrate that the school is meeting all the performance standards prescribed by the State and other standards still under construction. This data can include emerging Idaho State Department of Education standards, benchmarks and/or AHCS-developed criteria.

IV. Middle Level Credit System (IDAPA 08.02.03.107)

American Heritage Charter School will develop and adopt a policy that addresses the following:

A. Credit Requirements

AHCS shall require students to attain a minimum of eighty percent (80%) of the total credits attempted before the student will be eligible for promotion to the next grade level. AHCS's credit system shall require a student to attain, at a minimum, a portion of the total credits attempted in each area in which credits are attempted except for areas in which instruction is less than a school year before the student will be eligible for promotion to the next grade level.

Students repeating classes in grades 7-8 (Grades 9-12 beginning with the 2014-15 school year.) will be required to repeat the class or classes of failure. The classes in which the student was successful will not be repeated. (For example, if a student repeats seventh-grade English, that student may be enrolled in seventh- AND eighth-grade English simultaneously.)

B. Credit Recovery

A student who does not meet the minimum requirements of the credit system shall be given an opportunity to recover credits or complete an alternate mechanism in order to become eligible for promotion to the next grade level.

C. Alternate Mechanism

AHCS may establish an alternate mechanism to determine eligibility for grade level promotion. The alternate mechanism shall require a student to demonstrate proficiency of the appropriate content standards. All mechanisms established and used by AHCS to demonstrate proficiency will be forwarded to the State Department of Education. Alternate mechanisms will be re-submitted to the Department when changes are made to the mechanism.

D. Attendance

Attendance shall be an element included in the credit system, alternate mechanism or both.

E. Special Education Students

The Individualized Education Program (IEP) team for a student who is eligible for special education services under the Individuals with Disabilities Education Improvement Act may establish alternate requirements or accommodations to credit requirements as are deemed necessary for the student to become eligible for promotion to the next grade level.

F. Limited English Proficient (LEP) Students

The Educational Learning Plan (ELP) team for a Limited English Proficient (LEP) students, as defined in Subsection 112.04.d.iv., may establish alternate requirements or accommodations to credit requirements as deemed necessary for the student to become eligible for promotion to the next grade level.

V. Accreditation: Ref. Idaho Code § 33-5205(3)(e) and 08.02.02.140

A. State Accreditation of Charter School

AHCS will be accredited through the State of Idaho as set forth by the rules and regulations of the Idaho State Board of Education. Accreditation is updated and renewed annually.

B. Accreditation Standards

The Board will comply with all accreditation standards established by the Idaho State Board of Education. AHCS will use Northwest Accreditation Standards along with a continuous school improvement plan (See Appendix N) as required by 08.02.02.140.

C. Accreditation Reports

AHCS will submit all accreditation reports to the Elementary/Secondary Accreditation Committee and Authorized Chartering Entity in a timely manner.

VI. “No Child Left Behind” (NCLB)

Student learning is the primary focus for AHCS. A Strategic Plan will be in place as part of our accreditation process with the State of Idaho. The Strategic Plan will be developed by the AHCS Board, Principal, and staff representatives. The plan will outline, by year, educational steps including needed remediation for all educational goals identified. Explicit curriculum and procedures will be included in the Strategic Plan.

Plan for Improvement per NCLB: Reference Idaho Statutes 08.02.03.112 and 08.02.03.114

Should it be determined through AHCS’s measurement systems that learning is being compromised, steps will be taken by the Principal and the Board to identify and target school and individual needs. A comprehensive plan of improvement will be developed that will examine curriculum, time on task, teaching instruction, and other important processes that affect student learning. (See Appendix N-School Improvement Plan)

TAB 5: GOVERNANCE STRUCTURE, PARENTAL INVOLVEMENT, AUDITS

I. Description of Governance Structure: Ref. Idaho Code § 33-5205(3)(f)

A. Governing Body

The Governing Body consists of Directors elected or appointed as set forth in the corporate bylaws section 2.2. The number of Directors shall be seven (7), but upon a vacancy occurring in the Board, the remaining Directors may, by the affirmative vote of a majority of the remaining directors and without amending these Bylaws, determine that no replacement be elected and qualified, provided that the Board shall at all times consist of not less than five (5) nor more than seven (7) Directors, not less than two (2) of whom shall be parents of students enrolled at American Heritage Charter School (“parent-Directors”). The function of the Board can be described as policy making and evaluating. The Board will have further duty of directing the financial means by which the educational program is conducted. They will also ensure that the community be informed of the needs, purposes, values, and status of AHCS. The Board has ultimate responsibility for the fulfillment of the commitments in this Charter and compliance with statute and administrative rule.

During the initial year of operation, the Board will be comprised of at least the following positions: chairman, vice-chairman, secretary, and treasurer. The responsibilities of these positions are outlined in the Corporate Bylaws.

The Board will be determined through elections as outlined in the Corporate Bylaws. The Corporate Principals will remain the same unless the Articles of Incorporation are amended through the Idaho Secretary of State’s office.

B. Liability

Upon approval, AHCS will be liable for all acts, omissions, debts or other obligations. To the fullest extent permitted by law, AHCS will defend, hold harmless, and indemnify the State of Idaho, Idaho State Board of Education, and Public Charter School Commission against any claim, action, loss, damage, injury liability, cost or expense of any kind or nature, including, but not limited to, attorney’s fees and court costs, arising out of the operation of AHCS and/or arising out of the acts or omissions of the agents, employees, or contractors of AHCS.

Upon approval, AHCS will secure and maintain insurance for liability, errors and omissions, and property loss. AHCS may sue or be sued, purchase, receive, hold and convey real and personal property for school purposes, and borrow money for such purposes, to the same extent and on the same condition as a public school district. All employees, directors, and officers will enjoy the same immunities as employees, directors, and officers of traditional public schools.

II. Parental Involvement: Ref. Idaho Code § 33-5205(3)(f)

The Board will establish policies to ensure parental involvement. These requirements will not require the payment of tuition or mandatory service requirements, but will include requirements for parental participation in enrollment procedures, school policy recommendation, and student discipline. AHCS is a public school of choice and parents who choose this school for their students are agreeing to abide by the policies of the school.

The Board will establish or recognize an official Parent-Faculty Association (PFA). All parents of students enrolled in the American Heritage Charter School and full-time faculty will be members of the PFA. Officers of that committee will be elected annually by the members according to policy to be set by resolution of the Board. The PFA will be authorized to make recommendations regarding any aspect of the school. The PFA will assist and counsel the Board in the creation, implementation, and evaluation of school policy.

III. Annual Financial and Programmatic Audits: Ref. Idaho Code § 33-5205(3)(k), 33-5206(7), 33-5210(3), and 33-701(5-10)

A. Annual Financial Statement

AHCS's Board will prepare, or cause to be prepared and published, in the manner hereinafter prescribed, within one hundred twenty (120) days from the last day of each fiscal year, an annual statement of financial condition and report of the school as of the end of such fiscal year in a form prescribed by the State Superintendent of Public Instruction. Such annual statement shall include, but not be limited to, the amounts of money budgeted and received and from what sources, and the amounts budgeted and expended for salaries and other expenses by category. Salaries may be reported in gross amount. AHCS shall have available at the school office, upon request, a full and complete list of vendors and the amount paid to each and a list of the number of teachers paid at each of the several stated gross salary levels in effect in the district.

B. Additional or Supplementary Statements and Reports

Nothing herein provided shall be construed as limiting any school as to any additional or supplementary statements and reports it may elect to make for the purpose of informing the public of its financial operations, either as to form, content, method, or frequency; and if all the information required herein to be published shall have been published as provided herein at regular intervals during the fiscal year covering successive portions of the fiscal year, then such information may be omitted from the annual statement of financial condition and report for such portions of the fiscal year as already have been reported.

C. Publication of Annual Financial Statement

The annual statement of financial condition and report shall be published within the time above prescribed in one (1) issue of a newspaper printed and published within the district, or, if there be none, then in a newspaper as provided in section 60-106, Idaho Code, published within the district, or, if there be none, then in a newspaper as provided in section 60-106, Idaho Code, in

the county in which the school district is located, or, if more than one (1) newspaper is published in said district or county, then in the newspaper most likely to give best general notice of the contents of such annual statement of financial condition and report to the residents of said district; provided, that if no newspaper is published in the district or county, then such statement of financial condition and report shall be published in a newspaper as provided in section 60-106, Idaho Code, most likely to give best general notice of the contents to the residents of said district.

D. Certification of Annual Financial Statement

The AHCS Board chairman, clerk, and treasurer shall certify the annual statement of financial condition and report to be true and correct, and the certification shall be included in each published statement.

E. Failure to Prepare and/or Publish Annual Financial Statement

In the event the AHCS Board shall fail to prepare or cause to be prepared or to publish the annual statement of financial condition and report as herein required, the State Superintendent of Public Instruction shall cause the same to be prepared and published, and the cost thereof shall be an obligation of AHCS. One (1) copy of the annual statement of financial condition and report shall be retained in the Office of the Clerk of the Board, where the same shall be open at all times to examination and inspection by any person.

F. Financial Audit

1. AHCS will cause to be made a full and complete audit of the financial statements of the school as required in section 67-450B, Idaho Code.
2. The auditor shall be employed on written contract.
3. One (1) copy of the audit report shall be filed with the State Department of Education, after its acceptance by the Board, but not later than November 10. If the audit report is not received by the State Department of Education by November 10, the Department may withhold all or a portion of the district's November 15 distribution made pursuant to section 33-1009, Idaho Code, for noncompliance with the audit report deadline. Provided however, AHCS may appeal to the State Board of Education for reconsideration, in which case the State Board of Education may reinstate or adjust the funds withheld.
4. In the event the State Department of Education requests further explanation or additional information regarding AHCS's audit report, AHCS shall provide a full and complete response to the State Department of Education within thirty (30) days of receipt of the State Department's request. If AHCS fails to respond within the thirty (30) day time limit, the State Department of Education may withhold all or a portion of AHCS's next scheduled distribution to be made pursuant to section 33-1009, Idaho Code. Provided however, AHCS may appeal to the State Board of Education for reconsideration, in which case the State Board of Education may reinstate or adjust the funds withheld.

5. The audit will be included in an annual report to the Authorized Chartering Entity, after approval by the Board, and submitted no later than October 15.

G. Required Report Filing

AHCS will annually submit a report to the Authorizer that contains the fiscal and programmatic audit, a report on student progress based on the educational measures, and the accreditation report.

H. Destruction or Cancellation of Checks or Warrants

AHCS will order the destruction of any canceled check or warrant, or any form of claim or voucher which has been paid, at any time after five (5) years from the date the same was canceled and paid;

I. Budget Review

AHCS will facilitate the review of the school budget periodically and make appropriate budget adjustments to reflect the availability of funds and the requirements of the school. Any person or persons proposing a budget adjustment under this section shall notify in writing each member of the Board one (1) week prior to the meeting at which such proposal will be made. Prior to the final vote on such a proposal, notice shall be posted and published once, as prescribed in section 33-402, Idaho Code. A budget adjustment shall not be approved unless voted affirmatively by sixty percent (60%) of the members of the Board. Such amended budgets shall be submitted to the State Superintendent of Public Instruction;

J. General Funds

The AHCS Board agrees to invest any money coming into the hands of the school in investments permitted by section 67-1210, Idaho Code. Unless otherwise provided by law, any interest or profits accruing from the investment of any funds shall be credited to the general fund of the school.

K. Programmatic Audit

During the February or March Board meeting, AHCS's Board, with assistance from the Principal, will appoint a committee consisting of least one Board member, the Principal, one teacher, two AHCS parents, and two persons at large (not affiliated with AHCS) who will conduct a programmatic audit each year targeting the parameters of this petition. The audit will be conducted as required by section 33-5205(3)(k), Idaho Code, and the conclusions will be reported to the Authorized Chartering Entity with suggestions for policy and program changes intended to improve the educational services provided to the students.

The programmatic audit report will also be included in an annual report to the Authorized Chartering Entity and submitted no later than October 15.

TAB 6: EMPLOYEE REQUIREMENTS

I. Employee Qualifications: Ref. Idaho Code § 33-5204A, 33-5205(3)(g), and 33-5210(4)(a)

General Qualifications and Hiring Practices:

1. AHCS's staff will meet or exceed qualifications required by state law and federal Title II Highly Qualified Teacher requirements. Administrative and instructional staff will be certified teachers or have alternate certification or provisional certification as provided in Idaho Code § 33-5206(4). If instructional aides are working in a Federal Program area, they must be highly qualified as evidenced in part by having an Associate's degree or passing the Praxis.
2. All individuals to be employed by AHCS will possess the personal characteristics, knowledge base, and successful experiences necessary for meeting the requirements of this Charter.
3. The school will employ as many teachers as course loads demand and as qualified applicants are available. All staffing decisions will be made with the needs of the students being the highest priority.
4. Student/teacher ratios will be recommended by the Administrator and subject to Board approval and will reflect the target caps as outlined in the Charter document. Student/teachers ratios established may require the Board to hire additional staff to ensure adequate services or dismiss staff members to ensure fiscal responsibility.
5. An experienced Clerk of the Board will be hired to be responsible for payroll, data entry, and records management.

II. Standards for Teachers of Online Courses (See Also, Tab 9)

Teachers of online courses will be trained to meet the ten standards as recommended by the State Board of Education as well as being Idaho Certified teachers. (Onsite teachers who will be teaching or supervising delivery of online courses will be trained to meet the ten standards identified by the State Board of Education as needed.) Teachers will either take professional development which addresses the standards or show proof of having taken such a course or have experience in online teaching.

III. Health and Safety Procedures: Ref. Idaho Code § 33-5205(3)(h)

AHCS complies with the provisions of Idaho Code to ensure the health and safety of staff and students by implementing health and safety policies and procedures. This will be accomplished when the Board adopts the Idaho School Board Association Policy and Procedure Manual and as outlined in the policies in Appendices P-S.

IV. Transfer Rights: Ref. Idaho Code § 33-5205(3)(o) & 33-1217

The transfer rights of an employee choosing to work at AHCS and the rights of such employees to return to any non-charter school after employment at AHCS will be dependent upon the school district from which an employee might transfer. AHCS claims no transfer rights.

The Board for AHCS will provide coverage for their employees with the Public Employee Retirement System, federal social security, unemployment insurance, and worker's compensation insurance.

V. Employee Benefits: Ref. Idaho Code § 33-5205(3)(m)

All employees who currently are members of PERSI will continue their participation. All new employees will become members of PERSI. Employees will contribute at the rate established by PERSI. All employees will contribute to the Social Security System. AHCS will make all employer contributions as required by PERSI and Federal Social Security. AHCS will also pay for worker's compensation insurance, unemployment insurance, and any other payroll obligations of an employer as required by Idaho Code § 33-1279. AHCS will also allow for accumulation of sick leave as allowed by Idaho Code § 33-1217. The Board will provide health insurance and may establish other benefits.

VI. Collective Bargaining: Ref. Idaho Code § 33-5205(3)(p)

The staff of AHCS will be considered a separate unit for purposes of collective bargaining.

VII. Teachers and Administrators Under Contract: Ref. Idaho Code § 33-5206(4)

All teachers and administrators will be on a written contract approved by the Superintendent of Public Instruction, conditioned upon a valid certificate being held by such professional personnel at the time of entering upon their duties. AHCS will commit Title IIA funds to helping teachers get additional endorsements as needed.

VIII. Staff Evaluations: Ref. IDAPA 08.02.02.120

AHCS will follow the personnel practices required by Idaho Code. This will include supervision, evaluation, and dismissal as detailed by Idaho Code § 33-513 and IDAPA 08.02.02.120. (See Appendix O)

A. Teacher Evaluations

The administrator will conduct an evaluation of each staff member by November 1 and a second evaluation previous to April 1 of each school year using evaluative tools created using the Charlotte Danielson Method. If a teacher is determined to be underperforming, a decision will be made as to whether the teacher will be put on a plan of improvement or a dismissal process will be initiated. The administrator will assist the teacher who is performing below a satisfactory level with developing their personal improvement plan. The plan will be monitored by the

Principal and may include additional training, mentoring, or classes as needed. (See Also, Appendices O and Z).

B. Administrator Evaluation

The administrator will be evaluated by a three-member committee composed of at least one Board member and one parent as appointed by the Board. The committee will use evaluative tools found in Appendix O to complete the evaluation. The committee will make a recommendation to the Board of whether or not to rehire the administrator. The evaluation period is from January through February.

IX. Criminal History Check: Ref. IDAPA 08.02.02.120

Those required by Idaho Code § 33-5210(4)(d) & 33-130 and others the Board or Administrator require will undergo State of Idaho criminal background checks including the FBI fingerprinting checks.

X. Professional Development (See Also, Appendices Y and Z)

A. General Trainings

A series of professional and in-house professional development sessions will be conducted to train personnel in the unique aspects of AHCS. Training may include, but is not limited to:

1. Instructional models methodology to ensure the consistency of instruction
2. The systems approach to school climate
3. Math Thinking for Instruction
4. Language Arts
5. Vocabulary
6. Expectations training
7. Classroom pacing
8. Rules and Reasons – Student Behavior Plans
9. Memorization and dramatization
10. Citizen of the Week/Citizen of the Month
11. Hall of Fame
12. Homework
13. Utilizing parent volunteers
14. Effective use of educational assistants
15. Modeling as a staff
16. Capturing teaching time

AHCS understands the importance of gathering and analyzing data in order to determine specific professional development needs (See Also, Tab 4).

B. Learning Management System (LMS) Training

AHCS staff will be trained in the use of the BrainHoney system, which will be used as the learning management system used to present course content online. The LMS training and operation will be facilitated by Idaho Digital Learning Academy (IDLA). IDLA will maintain the pre-packaged courses students will use. The AHCS technology director/designee will manage/update the software. The annual seat license will be funded by AHCS from M&O. (See Appendices U-W).

AHCS has incorporated professional development into the “Merit Pay Policy” by requiring all teachers to teach a professional development course to the other staff members as the leadership piece of the upcoming merit pay section of the Students Come First program.

TAB 7: ADMISSIONS, DISCIPLINE, STUDENT POLICIES

I. Admission Procedures: Ref. Idaho Code § 33-5205(3)(j)

In American Heritage Charter School's initial school year we will have a cap of 244 students, kindergarten through eighth grade. AHCS plans to open offering grades K-8, adding grades 9-12 in fall 2014 depending upon total enrollment, facility and budget needs, surveyed parental support, and student pre-registration. AHCS then intends to offer blended program courses beginning fall 2015.

We believe that students benefit from a small school setting. Although our total population will be small, our classrooms may be considered large. The methods we will use benefit from relatively large classrooms, such as, project-based learning and leadership development. The effectiveness of our character education plan makes it possible to turn what often is seen as negative (i.e. large, hard to control classrooms) into a more positive, energetic, and vibrant place in which to learn.

AHCS will be open to all students, on a space available basis within each grade level as established by the Board. The school will not discriminate based on race, creed, color, gender, national origin, or ancestry. Special needs of students will not be a factor in admission decisions. The school will not charge tuition for students residing in the state of Idaho, levy taxes, or issue bonds. The Board may choose to charge student fees as allowed by state law. The parameters and procedures set forth in the following Items A-I, are applicable to students wishing to enroll in both AHCS, and beginning with the 2015-16 school year, AHCS's blended program courses. AHCS will conduct a separate lottery for students wishing to enroll in AHCS's blended program courses. (See Also, Tab 9)

A. Enrollment Deadline

AHCS will establish an enrollment deadline by which date all requests for admission to attend AHCS for the next school year must be received. Late applications will be accepted for admission for slots remaining open and/or in addition to waiting lists at any time.

B. Requests for Admission

A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a student in Idaho, may complete an application for enrollment. In the case of a family with more than one student seeking to attend AHCS, a single application for enrollment must be submitted on behalf of all siblings.

C. Provision for Over Enrollment: Equitable Selection Process

If the initial capacity of AHCS is insufficient to enroll all prospective students, then an equitable selection process, such as a lottery or other random method, will be utilized to determine which prospective students will be admitted to AHCS, as described in IDAPA 08.02.04.203.09. Only those applications for enrollment submitted on behalf of prospective students that are received

prior to the enrollment deadline established by AHCS will be permitted to participate in the equitable selection process.

D. Admissions Preference

AHCS will establish admission preference as authorized by Section 33-5205(3)(j), Idaho Code as follows:

Founders will be defined as those persons:

- a. involved in the initial writing of the petition for the Charter of AHCS, by:
 - i. researching start-up facilities sites
 - ii. budget planning
 - iii. writing policies and definitions
- b. who, as determined by the Board, have made a significant contribution of time, expertise, money, property, or talents related to the successful development and establishment of AHCS.

E. Priority of Preferences for Initial Enrollment

1. Selection Hierarchy

Admission preferences for initial enrollment of students for AHCS will use the selection hierarchy as described in Section 33-5205(3)(j) of the Idaho Code and IDAPA 08.02.04.203:

- a. First priority group: children of founders, provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of the public charter school;
- b. Second priority group: siblings of pupils already selected by the lottery or other random method;
- c. Third priority group: applicants in primary attendance area; and
- d. Fourth priority group: applicants outside of primary attendance area.

2. Attendance Areas

The primary attendance area for AHCS will be Idaho Falls School District 91 boundaries.

3. Re-enrollment

Once enrolled in AHCS, students will not be required to reapply each year thereafter. Hence, once admitted, a student will not be removed because another student seeks admission.

F. Priority Preferences for Subsequent Enrollment Periods

1. AHCS will have admission preferences for enrollment of students in subsequent school years, using the selection hierarchy with respect to such preferences outlined in Section 33-5205 of the Idaho Code: First priority group: students returning to AHCS;

2. Second priority group: children of founders, children of full-time employees of AHCS, and children who attended AHCS within the previous three school years, but who withdrew as a result of the relocation of a parent or guardian due to an academic sabbatical, employer or military transfer or reassignment, provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of the public charter school ;
3. Third priority group: siblings of pupils already selected by the lottery or other random method;
4. Fourth priority group: applicants in primary attendance area; and
5. Fifth priority group: applicants outside of primary attendance area.

G. Proposed Attendance List

Each year AHCS will maintain a proposed attendance list containing the names of all prospective students on whose behalf a timely request for admission was received, separated by grade level. The proposed attendance list may contain columns next to the name of each student, in which AHCS will designate admission preferences applicable to each prospective student. The columns might designate “A” for returning preference; “B” for founders preference; “C” for sibling preference, with a corresponding cross-reference to each of the siblings of the prospective student; and “D” for attendance area preference.

H. Final Selection List

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

1. Notification and Acceptance Process

- a. Within seven days after conducting the selection process, AHCS will send an offer letter to the parent, who submitted an admission request on behalf of the student, advising the person that the student has been selected for admission to AHCS. The offer letter must be signed by the student’s parent, and returned to AHCS by the date designated in the offer letter from AHCS.
- b. Within seven days after conducting the selection process, AHCS will send a letter to the parent, or other person who has submitted an admission request on behalf of the student, advising them that the perspective student is not eligible for admission, but will be placed on a waiting list and may be eligible for admission at a later date if a seat becomes available. Ref. Idaho Code § 33-5205(3)(j)
- c. If a parent receives an offer letter on behalf of a student and declines admission, or fails to sign and return the offer in a timely manner by the date designated in the offer letter, then the name of that student will be stricken from the final selection list, and that seat will be made available to the next eligible student on the final selection list.

- d. If a student withdraws from AHCS during the school year for any reason, then the seat that opens in that grade will be made available to the next eligible student on the final selection list.

2. Subsequent School Years

The final selection list for a given school year will not roll over to the next subsequent school year. If the capacity of AHCS is not sufficient to enroll all prospective students during the next subsequent school year, then a new equitable selection process will be conducted by AHCS for that year.

All prospective students who miss the enrollment deadline will be placed at the bottom of the final selection list in the order in which they are received. They will only receive admittance to AHCS when all prospective students on the final selection list have been given the option of acceptance and there are still vacancies in the grade level needed.

I. Attendance Alternatives: Ref. Idaho Code § 33-5205(3)(n)

Because AHCS is a new entity and not a conversion of an existing school, the attendance alternative will be the same as for those presently residing within the area. Students residing within the school district who choose not to attend AHCS may choose to enroll in traditional public schools, private school, another charter school, or be home schooled. No student will be required to attend AHCS.

J. Amendments

AHCS has the right to amend these admission procedures as needed with the approval of the Authorized Chartering Entity. Any changes will conform to the laws of the State of Idaho and applicable rule of the Idaho State Board of Education.

II. Public Notification of Enrollment Opportunities

In accordance with Idaho Code § 33-5205(3)(s), all advertising and promotion processes for AHCS will include the dissemination of enrollment information, in English and possibly other language(s) taking into consideration the demographics of the area, at least three (3) months in advance of the enrollment deadline established by AHCS each year, to be posted in highly visible and prominent locations within the area of attendance of AHCS.

In addition, AHCS will ensure that such process includes the dissemination of press release and/or public service announcements to media outlets that broadcast within, and/or disseminate printed publications within, the AHCS area(s) of attendance.

AHCS will ensure that such announcements are broadcast and/or published by such media outlets on not fewer than three (3) occasions, beginning not later than fourteen (14) days prior to the enrollment deadline each year.

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

III. Denial of School Attendance: Ref. Idaho Code § 33-5205(3)(i), 33-205, and 33-206

AHCS is a public school, open to all students based on the provisions provided within this petition. Strict adherence to AHCS's Code of Conduct for Students as described in the student handbook is required for optimum learning to be achieved. We will strongly encourage new/incoming students and parents to signify their acceptance of and willingness to comply with the conditions and consequences of AHCS's Code of Conduct. Students who are truant, incorrigible, disruptive to the learning process, or present a health or safety risk will follow the provisions set forth under Disciplinary Procedures in this petition.

Except in extenuating circumstances as presented to the Board, a student expelled from another school or district in this state or any other state will be denied the right to enroll in AHCS.

Written notice to the parent of the student will state the grounds for the denial of enrollment and will indicate a time and place where parents may appear to contest the action of the Board.

IV. Disciplinary Procedures: Ref. Idaho Code § 33-5205(3)(l) & 33-205

A. Due Process

When school begins in the fall of each year, the Principal/Designee will review with staff and students AHCS's expectations of students. At that time, the material contained in this handbook will be reviewed as well as any other information that may be pertinent. This review will constitute the basis for informing students of policies and procedures, and should they fail to adhere to them, the disciplinary action that will occur.

B. Consequences

Discipline actions and consequences for violations of school rules, regulations, and procedures include, but are not limited to, the following:

1. Student conference with the Principal.
 - a. Loss of privileges
 - b. Detention (lunch hour or before or after school)
 - c. Phone call to parent
 - d. Letter sent to the parent
 - e. Student and parent conference with Principal
 - f. Suspension from extracurricular activities
 - g. In-school suspension
 - h. Out-of-school suspension
 - i. Referral to Status Offenders Service
 - i. Behavioral

- ii. Attendance
 - iii. Truancies, etc.
 - j. Referral to Counselor or Student Specialist for intervention
2. Recommendation to Board for expulsion.
 3. The Principal determines appropriate consequences for infractions.

Both the seriousness of the violation and the number of violations will be considered in determining the proper disciplinary action(s) to be taken.

C. Suspension Policy

The Principal may temporarily suspend any pupil for disciplinary reasons. Procedure used for suspension will conform to the minimal requirements of due process.

1. Temporary Suspension:

AHCS's Principal may temporarily suspend any student for disciplinary reasons or for other conduct disruptive of good order or of the instructional effectiveness of AHCS. A temporary suspension by the Principal shall not exceed five (5) school days in length; and the Board may extend the temporary suspension an additional ten (10) school days. If the Board finds that immediate return to AHCS by the temporarily suspended student would be detrimental to other students' health, welfare or safety, the Board may extend the temporary suspension for an additional five (5) school days. Prior to suspending any student, the Principal or Board will grant an informal hearing on the reasons for the suspension and the opportunity to challenge those reasons. Any student who has been suspended may be readmitted to AHCS by the Principal or Board who suspended him upon such reasonable conditions as said Principal or Board may prescribe. The Board will be notified of any temporary suspensions, the reasons therefore, and the response, if any, thereto. The Board shall be notified of the reasons for and response, if any, to any temporary suspensions.

2. In-school Suspension:

In-school suspension can be for one (1) period to five (5) days. The student is assigned to a study area during the suspension. The missed period(s) or days do not count as absences and the student is allowed to complete all work for full credit.

D. Expulsion Policy

The Principal or Board may deny attendance at American Heritage Charter School by expulsion of any student who is a habitual truant, or who is incorrigible, or whose conduct, in the judgment of the Principal or Board, is such as to be continuously a discipline problem, or who may be harmful to the other students. Any student having been expelled may be readmitted to American Heritage Charter School by the Principal or Board upon such reasonable conditions as may be prescribed by the Principal or Board; but such readmission will not prevent the Principal or Board from again expelling such pupil for cause.

No student will be expelled nor denied enrollment without the Principal or Board having first given written notice to the parent of the student, which notice shall:

1. State the grounds for the proposed expulsion;
2. Indicate the time and place where such parent may appear to contest the action of the Board to deny school attendance; and
3. State the rights of the pupil to be represented by counsel, to produce witnesses and submit evidence on his own behalf, and to cross-examine any adult witnesses who may appear against him.

Within a reasonable period of time following such notification, the Principal or Board will grant the student and his parents a full and fair hearing on the proposed expulsion. However, the Board will allow a reasonable period of time between such notification and the holding of such hearing to allow the student and his parents to prepare their response to the charge.

Any student who is within the age of compulsory attendance, who is expelled as herein provided, will come under the purview of the Juvenile Corrections Act, and the Principal or representative designated by the Board will, within five (5) days, give written notice of the student's expulsion to the Prosecuting Attorney of the county of the student's residence. (See Also, Tab 3.V.14).

E. Reenrollment to School Following Expulsion

A student who has been expelled may appeal to the Board to hear a petition for reenrollment in school. AHCS's Board will have the right to deny reenrollment for disciplinary or attendance reasons.

V. Alcohol, Tobacco, Drug Policy

AHCS recognizes that substance abuse, the harmful use of drugs, tobacco and alcohol, and the problems associated with it are becoming increasingly commonplace in our society. We recognize that a student's involvement with drugs and alcohol may cause problems in their daily lives. We also recognize that in many instances a student's involvement can lead to the illnesses of chemical dependency and alcoholism. We support prevention, early intervention, and appropriate referral. Our intent is to identify and document any behavior/appearance that would be considered problematic to the student. We will be involved in disciplinary action when needed as outlined in the policy manual and student handbook. (See "Drug Policy" in "Health and Safety Policies & Procedures" section in "American Heritage Charter School Student Handbook")

VI. Health and Safety Procedures: Ref. Idaho Code § 33-5205(3)(h)

AHCS complies with the provisions of Idaho Code to ensure the health and safety of staff and students by implementing health and safety policies and procedures.

The policy/procedure in its entirety may be found in AHCS's Policy Manual, the bulk of which will be modeled after the "Charter School Model Policy Manual" created by the Idaho School Board Association. Applicable policies and procedures will be included in the student handbook (Appendix S).

VII. Suicide Prevention Plan: Ref. IDAPA 08.02.03.160

AHCS follows the Idaho School Response Guidelines for Suicide and Sudden Death contained in Appendix Q.

VIII. School-Provided Access to Electronic Information, Services, and Networks: Ref. Idaho Code § 33-131(1)

A. General

Internet access and interconnected computer systems are available to AHCS's students and faculty. Electronic networks, including the Internet, are a part of AHCS's instructional program in order to promote educational excellence by facilitating resource sharing, innovation, and communication.

In order for AHCS to be able to continue to make its computer network and Internet access available, all students must take responsibility for appropriate and lawful use of this access. Students utilizing school-provided Internet access are responsible for good behavior online. The same general rules for behavior apply to students' use of school-provided computer systems. Students must understand that one student's misuse of the network and Internet access may jeopardize the ability of all students to enjoy such access. While the AHCS's teachers and other staff will make reasonable efforts to supervise use of network and Internet access, they must have student cooperation in exercising and promoting responsible use of this access.

B. Curriculum

The use of AHCS's electronic networks will be consistent with the curriculum adopted by AHCS, as well as the varied instructional needs, learning styles, abilities, and developmental levels of the students, and will comply with the selection criteria for instructional materials and library-media center materials. Staff members may, consistent with AHCS's educational goals, use the Internet throughout the curriculum.

AHCS's electronic network is part of the curriculum and is not a public forum for general use. (See Also, Appendix R)

IX. Parental Access to Student Handbook: Ref. IDAPA 08.03.01.401.09g

Upon approval of a charter, the Board will appoint a committee to further develop the student handbook to ensure it reflects the vision and purpose of AHCS, and will continue to be in compliance with Idaho School Board Policies and the laws of the State of Idaho. The student

handbook will be available in hard copy and on the AHCS website. All new students will receive a copy of the student handbook upon enrollment. A copy of the student handbook can be found in Appendix S.

TAB 8: BUSINESS PLAN, TRANSPORTATION, SCHOOL LUNCH

I. Business Plan: Ref. IDAPA 08.02.04.202 and 08.03.01.401.1.0

A. Description

An organizing group of founders has written the initial petition for a charter for American Heritage Charter School and has recruited and appointed an initial Board of Directors. The founders will continue to be a data gathering entity, recommending curriculum, teaching instruction, professional development and/or daily operations that will reflect the vision, purpose and mission of AHCS Charter School to the AHCS Board. Additional Founding Members may be recruited prior to the official opening of the first school year in order to accomplish the goals of AHCS Charter School. This group will remain as advisors to the Board. The number of Founding Families is anticipated not to exceed ten families.

American Heritage Charter School, Inc. is a non-profit organization organized and managed under the Idaho Nonprofit Corporation Act. The Corporation is organized exclusively for educational purposes within the meaning Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provisions of any future federal income tax code.

B. Marketing Plan

According to Idaho Code § 33-5205(3)(s), all advertising and promotion processes for AHCS will include the dissemination of enrollment information, in both English and other languages as required by the demographics of the area, at least three (3) months in advance of the enrollment deadline established by the public charter school each year, to be posted in highly visible and prominent locations within the area of attendance of the public charter school.

In addition, AHCS will ensure that such process includes the dissemination of press release and/or public service announcements to media outlets that broadcast within and/or disseminate printed publications within the area of attendance of the public charter school. AHCS will ensure that such announcements are broadcast and/or published by such media outlets on not less than three (3) occasions, beginning not later than fourteen (14) days prior to the enrollment deadline each year.

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

Advertising for American Heritage Charter School may actively recruit students for enrollment using, but not limited to, the following methods:

1. Advertising with public schools located within the target area using flyers upon administrative approval.

2. American Heritage Charter School website that will introduce information about the school. Brochures promoting the curriculum and methods used at American Heritage Charter School.
3. Public informational meetings about American Heritage Charter School held in accordance with Idaho Statute §67-23.
4. Other methods that may include: news releases, newspapers, news conferences, and newsletters.
5. Web, e-newsletters, and social media

C. Management Plan

1. Operations

AHCS will be organized as outlined in detail under Tab 2, and will generally follow the model of traditional single-grade classrooms starting with grades K–8, expanding to include grades 9-12 in fall 2014, and a blended program beginning fall 2015.

If our enrollment falls short of the target class size we may combine grades, 1-2, 3-4, 5-6, 7-8. We like the concept of the “Elders and the Youngers” as used by the ANSER Charter School in Boise, Idaho. This will be determined by enrollment and the Board and Principal.

The Principal will determine the day-to-day operations of the school including but not limited to the school calendar, schedule, and hours of operation in accordance to State required hours of attendance and Board approval.

2. Board Policy

Upon approval of a charter, the Board will be charged with developing a policy manual modeled after the Idaho School Board Association Model Policy Manual. This manual will include policies including, but not limited to: Instruction, Students, Community Relations, Personnel, Administration, Financial Management, Non-instructional Operations, School Facilities, and Philosophy. Board Policy will be made available to the public either as a hard or electronic copy or both.

3. Class Size

In American Heritage Charter School’s initial school year we will have a cap of 244 students, kindergarten through eighth grade. AHCS plans to open offering grades K-8, adding grades 9-12 in fall 2014 depending upon total enrollment, facility and budget needs, surveyed parental support, and student pre-registration. AHCS then intends to offer blended program courses beginning fall 2015.

We believe that students benefit from a small school setting. Although our total population will be small, our classrooms may be considered large. The methods we will use benefit from relatively large classrooms. The effectiveness of our character education plan makes it possible to turn what often is seen as negative (i.e. large, hard to control classrooms) into a more positive, energetic, and vibrant place in which to learn.

For the purposes of clarity, AHCS is proposing enrollment in four phases:

Phase One: Grades K-8 beginning Fall 2013		
Grades	Maximum Enrollment	Total Students
K-1	24	48
2-3	26	52
4-6	28	84
7-8	30	60
Total Students K-8		244

Phase Two: Grades 9-12 beginning Fall 2014		
Grades	Maximum Enrollment	Total Students
9-12	30	120
Total Students, Grades 9-12		120
Total Students, Grades K-8		244
Total Enrollment		364

In Phase Three, AHCS wishes to establish an enrollment cap of no more than six (6) students per grade in the blended program, which is by definition:

Enrollment in the minimum number of online courses required to meet the hourly ADA requirements for half-day attendance set forth by the Idaho State Department of Education, **and** a requirement to participate in courses and activities at school (See also, Tab 9).

Phase Three: Blended Program K-12 Student Enrollment beginning Fall 2015		
All Grades	Maximum Enrollment Per Grade	Total Students
K-12	6	↴
Total Blended Program Students, Grades K-12		78
Total Students Grades, 9-12		120
Total Students, Grades K-8		244
Total Enrollment		442

We anticipate drawing upon a large number of local students enrolled in home school and private schools in Idaho Falls and the neighboring communities. Market research conducted as of

Tab 8: Business Plan, Transportation, School Lunch

November 1, 2011, supports our belief that parents want educational options for their students. Founders contacted persons known to them and contacted others on recommendation of said contacts and received signatures from parents indicating in writing their interest in enrolling their student(s) in AHCS. That initial effort gleaned the following information:

Grade*	K	1	2	3	4	5	6	7	8	9	10	11	12	Unspecified	Total
Number of Prospective Enrollees	61	49	47	43	38	33	28	19	13	18	12	6	3	29	399

<u>Phase Four: Bubble Class</u> <u>beginning Fall 2016</u>		
<u>Grades</u>	<u>Maximum Enrollment</u>	<u>Total Students</u>
<u>K(x2)</u>	<u>24</u>	<u>48</u>
<u>1</u>	<u>24</u>	<u>24</u>
<u>2-3</u>	<u>26</u>	<u>52</u>
<u>4-6</u>	<u>28</u>	<u>84</u>
<u>7-11</u>	<u>30</u>	<u>150</u>
<u>Total Enrollment</u>		<u>358</u>

<u>Phase Four: Bubble Class</u> <u>Fall 2017</u>		
<u>Grades</u>	<u>Maximum Enrollment</u>	<u>Total Students</u>
<u>K</u>	<u>24</u>	<u>24</u>
<u>1(x2)</u>	<u>24</u>	<u>48</u>
<u>2-3</u>	<u>26</u>	<u>52</u>
<u>4-6</u>	<u>28</u>	<u>84</u>
<u>7-12</u>	<u>30</u>	<u>180</u>
<u>Total Enrollment</u>		<u>388</u>

Tab 8: Business Plan, Transportation, School Lunch

<u>Phase Four: Bubble Class</u> <u>Fall 2018</u>		
<u>Grades</u>	<u>Maximum Enrollment</u>	<u>Total Students</u>
<u>K</u>	<u>24</u>	<u>24</u>
<u>1</u>	<u>24</u>	<u>24</u>
<u>2(x2)</u>	<u>26</u>	<u>52</u>
<u>3</u>	<u>26</u>	<u>26</u>
<u>4-6</u>	<u>28</u>	<u>84</u>
<u>7-12</u>	<u>30</u>	<u>180</u>
<u>Total Enrollment</u>		<u>388</u>

<u>Phase Four: Bubble Class</u> <u>Fall 2019</u>		
<u>Grades</u>	<u>Maximum Enrollment</u>	<u>Total Students</u>
<u>K</u>	<u>24</u>	<u>24</u>
<u>1</u>	<u>24</u>	<u>24</u>
<u>2</u>	<u>26</u>	<u>26</u>
<u>3 (x2)</u>	<u>26</u>	<u>52</u>
<u>4-6</u>	<u>28</u>	<u>84</u>
<u>7-12</u>	<u>30</u>	<u>180</u>
<u>Total Enrollment</u>		<u>388</u>

<u>Phase Four: Bubble Class</u> <u>Fall 2020</u>		
<u>Grades</u>	<u>Maximum Enrollment</u>	<u>Total Students</u>
<u>K</u>	<u>24</u>	<u>24</u>
<u>1</u>	<u>24</u>	<u>24</u>
<u>2-3</u>	<u>26</u>	<u>52</u>
<u>4 (x2)</u>	<u>28</u>	<u>56</u>
<u>5-6</u>	<u>28</u>	<u>56</u>
<u>7-12</u>	<u>30</u>	<u>180</u>
<u>Total Enrollment</u>		<u>392</u>

Tab 8: Business Plan, Transportation, School Lunch

<u>Phase Four: Bubble Class</u> <u>Fall 2021</u>		
<u>Grades</u>	<u>Maximum Enrollment</u>	<u>Total Students</u>
<u>K</u>	<u>24</u>	<u>24</u>
<u>1</u>	<u>24</u>	<u>24</u>
<u>2-3</u>	<u>26</u>	<u>52</u>
<u>4</u>	<u>28</u>	<u>28</u>
<u>5 (x2)</u>	<u>28</u>	<u>56</u>
<u>6</u>	<u>28</u>	<u>28</u>
<u>7-12</u>	<u>30</u>	<u>180</u>
<u>Total Enrollment</u>		<u>392</u>

<u>Phase Four: Bubble Class</u> <u>Fall 2022</u>		
<u>Grades</u>	<u>Maximum Enrollment</u>	<u>Total Students</u>
<u>K</u>	<u>24</u>	<u>24</u>
<u>1</u>	<u>24</u>	<u>24</u>
<u>2-3</u>	<u>26</u>	<u>52</u>
<u>4-5</u>	<u>28</u>	<u>56</u>
<u>6 (x2)</u>	<u>28</u>	<u>56</u>
<u>7-12</u>	<u>30</u>	<u>180</u>
<u>Total Enrollment</u>		<u>392</u>

<u>Phase Four: Bubble Class</u> <u>Fall 2023</u>		
<u>Grades</u>	<u>Maximum Enrollment</u>	<u>Total Students</u>
<u>K</u>	<u>24</u>	<u>24</u>
<u>1</u>	<u>24</u>	<u>24</u>
<u>2-3</u>	<u>26</u>	<u>52</u>
<u>4-6</u>	<u>28</u>	<u>84</u>
<u>7 (x2)</u>	<u>30</u>	<u>60</u>
<u>8-12</u>	<u>30</u>	<u>150</u>
<u>Total Enrollment</u>		<u>394</u>

Tab 8: Business Plan, Transportation, School Lunch

<u>Phase Four: Bubble Class</u>		
<u>Fall 2024</u>		
<u>Grades</u>	<u>Maximum Enrollment</u>	<u>Total Students</u>
<u>K</u>	<u>24</u>	<u>24</u>
<u>1</u>	<u>24</u>	<u>24</u>
<u>2-3</u>	<u>26</u>	<u>52</u>
<u>4-6</u>	<u>28</u>	<u>84</u>
<u>7</u>	<u>30</u>	<u>30</u>
<u>8 (x2)</u>	<u>30</u>	<u>60</u>
<u>9-12</u>	<u>30</u>	<u>120</u>
<u>Total Enrollment</u>		<u>394</u>

<u>Phase Four: Bubble Class</u>		
<u>Fall 2025 & Forward</u>		
<u>Grades</u>	<u>Maximum Enrollment</u>	<u>Total Students</u>
<u>K</u>	<u>24</u>	<u>24</u>
<u>1</u>	<u>24</u>	<u>24</u>
<u>2-3</u>	<u>26</u>	<u>52</u>
<u>4-6</u>	<u>28</u>	<u>84</u>
<u>7</u>	<u>30</u>	<u>30</u>
<u>8</u>	<u>30</u>	<u>30</u>
<u>9-12</u>	<u>30 (+ Bubble)</u>	<u>150</u>
<u>Total Enrollment</u>		<u>394</u>

D. Resumes of Directors

See Appendix T

E. Financial Plan

American Heritage Charter School, Inc. (AHCS) has been fortunate to form two important alliances. The first is with the North Valley Academy, Inc. (NVA) in Gooding, Idaho. NVA will provide training and support to AHCS as outlined in Appendix Z. Three founders of NVA will

also be founders of AHCS: Debra Infanger, James R. Dalton, and Gayle DeSmet. These three will also serve on the Board of AHCS during start up and perhaps longer as needed.

The founders of AHCS believe that this critical support in the technical areas of starting a new charter school will be highly beneficial. Many new charter schools are blindsided by a host of issues that are difficult to foresee. The experience of these three key members will be essential to AHCS's success.

The second alliance is equally important. This is a financial commitment by the Frank L. VanderSloot Foundation, Inc. as evidenced in Appendix I. Facilities funding is a giant issue in the charter school arena. The lack of Federal Start Up funds looms nearly as large. The VanderSloot Foundation will be providing financial support and assistance in securing financing and raising additional funds to supplement public funding for start-up costs and operations. This will help replace the now non-existent Federal Start Up funds. The VanderSloot Foundation has also committed to ensure that the school has sufficient finances to secure high quality facilities. AHCS will apply for the Albertsons grant and if the Federal Start-Up funds become available, those will be applied for.

AHCS has also hired, on an "as needed" basis, the Chief Financial Officer of NVA. This CFO has the experience to include the use of federal funds for Title I, XI-B, rural schools etc. in the attached budgets. (See Appendices U-W). The NVA CFO will assist AHCS in procuring these funds. Upon approval of the Charter, AHCS will seek to hire an experienced school clerk in the Idaho Falls area and will continue to consult with NVA's clerk part-time to take over for NVA's CFO. (See Also, Appendix O-CFO Job Description)

AHCS plans to hire their Principal in the year preceding the actual projected start-up of the school. This Principal will assist the founders in securing a facility, purchasing equipment and curriculum, marketing, and hiring the staff. The funds for this early hire will come from the support of the VanderSloot Foundation and/or their assistance in raising additional charitable contributions.

Given the recent tightening of Idaho public school budgets, AHCS will practice the conservative budgeting required to grow their fund balance as quickly as possible. They will model their financial operations after the successful financial practices of NVA. As noted in Appendix Z, NVA will be assisting AHCS for three years. The policies of the successful financial program at NVA will be adopted by AHCS. NVA's CFO will train and monitor as needed AHCS' program. The financial policies will be developed by the Board, and will include the process for evaluating expenditures and ensuring segregation of duties. Initially the Board will adopt the policy manual supplied by the ISBA to member schools.

F. Start-up Budget with Assumptions

See Appendices U-W

G. Three-Year Operating Budget Form

See Appendices U-W

H. First Year Month-by-Month Cash Flow Form

See Appendices U-W

II. Transportation: Ref. Idaho Code § 33-5205(3)(t) & 33-5208(4)

A. Transportation Services (See Also, Appendix AC)

AHCS will provide transportation services to students within our primary attendance area Idaho Falls School District #91 (and enrolled students within 15 miles of the said charter school) when they live more than one and one-half (1 ½) miles from the facility. In accordance with Idaho Code, students who live less than one and one-half (1 ½) miles from the nearest established bus stop must provide their own transportation to such bus stop. That distance shall be determined by the nearest and best route from the junction of the driveway of the student's home and the nearest public road, to the nearest door of the building he attends, or to the bus stop, as the case may be. AHCS may transport any student a lesser distance when in its judgment the age or health or safety of the student warrants.

A day care center, family day care home, or a group day care facility, as defined in section 39-1102, Idaho Code, may substitute for the student's residence for student transportation to and from school. AHCS will not transport students between child care facilities and home in accordance to 33-1501, Idaho Code.

B. Student Travel To or From an Extracurricular or Co-Curricular Activity

Unless other travel arrangements are authorized, students will board the contracted bus at the school designated as point of origin for the trip and will return to the point of origin in the bus. There will be no stops along the designated route to pick up or discharge students.

The only variation allowed in this regulation is the release of students to parents in a face-to-face situation at the close of the activity before buses begin the return trip. Such release will require a signed, dated note from the parent.

III. School Lunch Program: Ref. IDAPA 08.02.04.202, 08.03.01.401.1.0, and USDA Child Nutrition Federal Policies and Regulations

A. Student Nutrition

AHCS is offering hot lunch that qualifies under the guidelines of the local health district and follow the guidelines of the National School Lunch Program.

B. Free and Reduced Lunch

The Board will approve policies for determining eligibility of students for free and reduced prices for meals, verification reporting, and record keeping before the implementation of such program. Any such policies will be consistent with USDA Child Nutrition Federal Policies and Regulations.

C. Lunchroom Climate

AHCS will provide an environment that provides students with a place where they have adequate space to eat.

D. Meal Times and Scheduling

AHCS will provide:

1. Students with at least 20 minutes to eat after sitting down for lunch.
2. Meal periods scheduled at appropriate times, e.g., lunch will be scheduled between 11 a.m. and 1 p.m.
3. Lunch periods scheduled to follow recess periods (for grades kindergarten through sixth).
4. Access to water during mealtimes, at least through water fountains.
5. Access to hand washing or hand sanitizing before students eat meals or snacks.
6. Reasonable accommodations of the tooth-brushing regimens of students with special oral health needs (e.g., orthodontia or high tooth decay risk.)

I. Introduction to AHCS Blended Educational Program

A. Statement of Purpose

Beginning in fall 2015, American Heritage Charter School plans to extend the free, rigorous, patriotic education offered to our current face-to-face students to students in a blended program, which is by definition:

Enrollment in the minimum number of online courses required to meet the hourly ADA requirements for half-day attendance set forth by the Idaho State Department of Education, **and** a requirement to participate in courses and activities at school.

AHCS's blended program will move American Heritage Charter School forward in our vision to "Create Patriotic and Educated Leaders," and evidences our stated belief in James Madison's statement that... "The advancement and diffusion of knowledge is the only guardian of true liberty."

AHCS's mission—in part—is to strive "to provide an excellent educational choice where students have the opportunity to become an informed and involved citizenry." We are eager to embrace technology in our delivery as a means to fulfill our vision and mission.

We believe AHCS's blended program will make American Heritage Charter School more financially sound and will give the parents of students more educational choices. The target population remains the residents of Idaho Falls School District #91 interested in a rigorous and patriotic education.

We believe that being able to offer American Heritage Charter School's "free, rigorous, and patriotic education" online, in combination with required classes and activities at school, supports the goals of the State of Idaho to offer innovation and choice in education! As a school of choice, we must look to the future.

American Heritage Charter School seeks to be the 21st Century School model where technology and the human touch come together to move education forward to the highest possible level!

B. Background

"Student's Come First" legislation necessitates the most expeditious method of making online courses available to students. The most viable and responsible solution is blended course offerings.

The AHCS administrator and staff will create online courses, which will be utilized by students during the course of their regular school day. The Technology Director for AHCS will create courses to be accessed electronically as another teaching method in the classroom.

Face-to-face students at AHCS in grades 7-12 will be taking advantage of assignments and content available online during the course of the class. Teachers 7-12 will prepare all of their lessons online on approved LMS. When it is appropriate in the classroom, as determined by the teacher, AHCS students login to the class on the LMS. The approach was conceived so students have the opportunity of learning at their own speed, and yet, have the benefit of the teacher's presentations.

C. Definitions

1. "Online education coursework" shall meet the criteria as provided for in Section 33-5205(6)(a) through (h), Idaho Code.
2. "Online teacher" means a person who holds a teaching credential as provided for in Sections 33-1201 and 33-1207, Idaho Code, and who is separated from students by distance and/or time. Teachers of online courses for AHCS will receive training which incorporates the ten standards for online teaching outlined by the State Department of Education (see Tab 9).
3. "Online instruction" in the blended program context shall mean a course taught at a distance by a teacher who is separate from students by distance and/or time. Online instruction shall meet the criteria as provided for in Section 33-5205(6)(a) through (h), Idaho Code. This is not to be confused with face-to-face students accessing coursework or assignments over the Internet during the course of a class.

D. Terms and Conditions for Online Courses in Blended Program:

Ref. Idaho Code 33-5202(a)(8), 33-5205 (6)(a through h)

As determined by school policy, AHCS students applying for permission to take online courses may only do so as participants in the blended program and must meet the following conditions:

1. Students choosing to enroll in AHCS blended program courses must enroll in the minimum number of courses required to meet the hourly ADA requirements for half-day attendance set forth by the State Department of Education **and** participate in required activities and courses at the school.
2. Students will complete prerequisites and provide teacher/counselor recommendations to confirm the student possesses the maturity level needed to function effectively in an online learning environment.
3. The express approval of the Principal/Designee will be obtained before a student enrolls in online courses. The student may only switch from face-to-face to blended program participation (or vice-versa) with approval from the Principal and the parent(s). The classroom cap will apply.
4. The school must receive an official record of the final grade before credits earned for coursework completed through online instruction will be recognized.

II. AHCS Blended Program Plan

American Heritage Charter School may use an existing online program to supplement the coursework offered to blended program students to offer a continuum of curriculum and services to help educators with their core mission – to serve all students.

AHCS’s blended model requires participation at our school, which may include additional Core Knowledge curriculum for K-8, “We the People” patriotism program, and others of our unique programs under the direction of our onsite teachers in cooperation with the parent and online instructor as needed.

A. Program Overview

1. The offerings will be pre-packaged courses with electives purchased from a provider to be delivered online in a synchronous and asynchronous manner. AHCS will also supply our blended program students with textbooks as needed and access to appropriate technology. Two providers have been examined. A provider will be chosen before January of 2015. (See Appendices AA and U-W). Face-to-face time for the blended program student will vary according to the program chosen by the parent, but will be required as part of the AHCS blended program student’s grade.
2. AHCS blended program students will have equal access to necessary hardware, software, and internet connectivity required for participation in online coursework onsite from 8:00 a.m. to 4:00 p.m. Monday through Friday when school is in session. (Ref. 33-5205(6)(g), Idaho Code.) Hardware or network support for homebound students will be offered by the provider first, and AHCS staff second. AHCS will not provide any hardware for students participating in the AHCS blended program courses at home.
3. Teachers will post and maintain virtual office hours for synchronous interaction with AHCS blended program students to provide guidance with course material via phone, e-mail, and face-to-face. The teachers will not be required to take on these duties without additional pay beyond the size of the classroom cap as outlined in this petition. This does not affect the contracts of staff who, as part of their regular duties, also upload all or part of their classes to the BrainHoney LMS for their onsite classes. (Ref. section 33-5205(6)(b), Idaho Code.) These, and frequent, required interactions, in addition to receipt of required coursework, will be the means whereby teachers will verify student attendance. (See Appendix X for a comprehensive list of interactions).
4. AHCS blended program students will be assessed, graded, and awarded course credit in the same manner and by the same standards as face-to-face students (Ref. section 33-5205(6)(e), Idaho Code and Tab 9.II.1.6).
5. AHCS blended program students will receive appropriate teacher-to-student interaction, including timely, frequent feedback about student progress, in accordance with Idaho Code 33-5205(6)(d), through: E-mail, class discussion board, announcements, chat room,

IdahoLive, Web logs; an activity log sheet that will be maintained by the student to be turned in as assigned; weekly posting of grades, and regularly required attendance at school (See also, Appendix X).

6. AHCS blended program students needing technical support relevant to the delivery of online courses will contact their teacher at AHCS who will coordinate efforts between the student and content provider. Students participating in online courses onsite will receive technical support as needed from staff. (Ref. 33-5205(6)(f), Idaho Code.)
 - a. AHCS will provide a staffed computer lab from 7:30 a.m. to 5:00 p.m. on days when school is in session. Personnel will assist students and facilitate access to online resources and staff.
 - b. After-hours monitoring will be the responsibility of the onsite technology technician, vendors, and subject-matter teachers. Students will receive a response within 24 hours, Monday through Saturday.
 - c. Monitoring of support at the administrative level will be accomplished through online surveys.
 - d. The site coordinator will maintain a log of support provided.
7. Special education services will be provided to all blended program students who are eligible for services pursuant to the federal Individuals with Disabilities Education Act (IDEA).
 - a. All requirements for IDEA, as well as the *Idaho Special Education Manual*, will be followed and implemented as appropriate.
 - b. Delivery of process, such as meetings or consented assessments, will allow for accommodations to parents and students regarding meeting times and places, including: Face-to-face meetings on- or off-campus at arranged meeting places, telephone conference calls, live meetings online, or a combination thereof to provide student access to all services.

For example: Students enrolled in AHCS's blended program may access speech services as delivered over the Internet in a live session with a speech language pathologist. Another option for delivery of speech services to blended program students may include a meeting in the student's home or an arranged meeting place between the student and AHCS's contracted onsite speech language pathologist. (See Tab 3.V for specific details of services to be provided.)

- c. Disciplinary procedures will be as directed by IDEA process and Idaho SDE guidelines for students eligible for special education services. (See Also, Tab 3.V.14).

- d. Necessary communication with parents and students will be facilitated as directed with a combination of methods, such as: meetings on- and off-campus as arranged, online, or telephone conference calls.
- e. If special education students are in 100% attendance at AHCS, all special education requirements per IDEA are provided. If students are not attending AHCS 100%, AHCS will be responsible for the services for the time the student is enrolled, and will work with the other school/district to insure all of the student's services are being provided.
- f. AHCS will deliver services toward goals and accommodations as directed by IEP for the courses delivered by AHCS, including:
 - i. Federally required annual "consideration" of assistive technology for every student with an IEP.
 - ii. AHCS may work directly with the Idaho Assistive Technology Project to outline a specific plan for the provision of the assistive technology requirements to make the course content accessible. This may include, but is not limited to, software providing text to speech and speech to text, such as, *Read Write Gold* and word prediction software to provide the accessibility features to allow students with learning/reading disabilities equal access to the greater volume of print utilized in an online course. Consideration will also be given to those students with hearing and vision impairments and how AHCS can best utilize technology to make the learning management system and classroom materials accessible through magnification and variable volume.
 - iii. The online vendor AHCS chooses will demonstrate and assure accessibility through adherence to Section 508 regulations regarding the accessibility of their site.

(See Tab 3 for additional information about services for Special Education Services.)

- 8. AHCS's Principal in conjunction with the director of technology will monitor the satisfaction of parents and students with the provider of the online core curriculum. Parent-teacher conferences will be held with blended program students who are enrolled in online courses at the school face-to-face with the Principal/designee three times a year during our regularly scheduled parent-teacher conferences. The required onsite visits will also provide opportunities for interaction with administration and staff. AHCS will insist that our provider posts grades and updates to parents with acceptable frequency. All complaints will come to AHCS, who will work with the online provider to remedy the situations as they arise.

B. AHCS Blended Program Marketing Plan

AHCS will not be doing extensive marketing as we are not trying to compete with the state-wide virtual schools for students. Our population will self-select by having a desire to participate onsite as required.

1. In accordance with Idaho Code § 33-5205(3)(s), all advertising and promotion processes for AHCS's blended program will include the dissemination of enrollment information, in both English and other languages as required by the demographics of the area, at least three (3) months in advance of the enrollment deadline established by the public charter school each year, to be posted in highly visible and prominent locations within the area of attendance of the public charter school.
2. In addition, AHCS will ensure that such process includes the dissemination of press release and/or public service announcements to media outlets that broadcast within and/or disseminate printed publications within the area of attendance of the public charter school. AHCS will ensure that such announcements are broadcast and/or published by such media outlets on not less than three (3) occasions, beginning not later than fourteen (14) days prior to the enrollment deadline each year.
3. Finally, such enrollment information will advise that all prospective blended program students will be given the opportunity to enroll in courses, regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs.
4. Advertising for American Heritage Charter School may actively recruit students for enrollment in blended program courses using, but not limited to, the following methods:
 - a. Advertising with public schools located within the target area using flyers upon administrative approval.
 - b. American Heritage Charter School website that will introduce information about the school.
 - c. Brochures promoting the curriculum and methods used by AHCS's blended program.
 - d. Public informational meetings about AHCS's blended program held in accordance with Idaho Statute § 67-23.
 - e. Other methods that may include: news releases, newspapers, news conferences, and newsletters.
 - f. Web, e-newsletters, and social media.

C. Admissions Procedures: Ref. Idaho Code § 33-5205(3)(j)

1. Admission Procedures

AHCS blended program offerings will be open to all students, on a space available basis within each grade level as established by the Board. The school will not discriminate based on race, creed, color, gender, national origin, or ancestry. Special needs of students will not be a factor in admission decisions. The school will not charge tuition for students residing in the state of Idaho, levy taxes, or issue bonds. The Board may choose to charge student fees as allowed by state law.

2. Enrollment Deadline

AHCS will establish an enrollment deadline by which date all requests for admission to enroll in blended program courses for the next school year must be received. Late applications will be accepted for admission for slots remaining open and/or in addition to waiting lists at any time.

3. Requests for Admission

A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a student in Idaho, may make a request in writing for such student to participate in AHCS's blended program courses. The request for admission will contain the name(s) and grade(s) of student(s) seeking enrollment in blended program courses, address, and telephone number of each prospective family. In the case of a family with more than one student seeking to enroll in blended program courses, a single request for admission must be submitted on behalf of all siblings.

If the initial capacity of AHCS is insufficient to enroll all prospective blended program students, then an equitable selection process, such as a lottery or other random method, will be utilized to determine which prospective students will be enrolled in AHCS blended program courses, as described in IDAPA 08.02.04.203.09. Only those written requests for admission submitted on behalf of prospective students that are received prior to the enrollment deadline established for enrollment in blended program courses will be permitted to participate in the equitable selection process.

4. Admissions Preference

AHCS will establish admission preferences for blended program participation as authorized by Section 33-5205(3)(j), Idaho Code, for students returning to AHCS blended program courses, students of founders, siblings of students already participating in blended program courses, and those in the primary attendance area. Founders have already been identified as set forth in Tab 7.

5. Priority of Preferences for Initial Enrollment

a. Selection Hierarchy

Admission preferences for initial enrollment of students in AHCS blended program courses will have the same selection hierarchy as described in Section 33-5205(3)(j) of the Idaho Code and IDAPA 08.02.04.203:

- i. First priority group: children of founders, provided that this admission preference shall be limited to not more than ten percent (10%) of the total capacity of the public charter school, including face-to-face students;
- ii. Second priority group: siblings of pupils already selected by the lottery or other random method;
- iii. Third priority group: applicants in primary attendance area; and

iv. Fourth priority group: applicants outside of primary attendance area.

b. Attendance Areas

The primary attendance area for students participating in AHCS's blended program courses will be Idaho Falls School District #91 boundaries.

c. Re-enrollment

Once enrolled in AHCS's blended program, students will not be required to reapply each year thereafter. Hence, once admitted, a student will not be removed because another student seeks admission.

6. Priority Preferences for Subsequent Enrollment Periods

AHCS will have admission preferences for enrollment of students in blended program courses in subsequent school years, with the selection hierarchy with respect to such preferences outlined in Section 33-5205 of the Idaho Code:

- a. First priority group: students returning to AHCS;
- b. Second priority group: children of founders, children of full-time employees of AHCS, and children who attended AHCS within the previous three school years, but who withdrew as a result of the relocation of a parent or guardian due to an academic sabbatical, employer or military transfer or reassignment, provided that this admission preference shall be limited to not more than ten percent (10%) of the total capacity of the public charter school including fact-to-face students;
- c. Third priority group: siblings of pupils already selected by the lottery or other random method;
- d. Fourth priority group: applicants in primary attendance area; and
- e. Fifth priority group: applicants outside of primary attendance area.

7. Proposed Attendance List

Each year AHCS will maintain a proposed blended program attendance list containing the names of all prospective students on whose behalf a timely request for admission was received, separated by grade level. The proposed attendance list may contain columns next to the name of each student, in which AHCS will designate admission preferences applicable to each prospective blended program student. The columns might designate "A" for returning preference; "B" for founders preference; "C" for sibling preference, with a corresponding cross-reference to each of the siblings of the prospective student; and "D" for attendance area preference.

8. Provision for Over Enrollment: Equitable Selection Process

If the initial capacity of AHCS is insufficient to enroll all prospective blended program students, or if capacity is insufficient to enroll all prospective blended program students in subsequent

school years, then AHCS will determine who will be offered admission to AHCS blended program courses by conducting a fair and equitable lottery selection process.

9. Final Selection List

The names of the persons in highest order on the final selection list will have the highest priority for admission to AHCS blended program courses in that grade, and will be offered admission to AHCS blended program courses in such grade until all seats for that grade are filled.

a. Notification and Acceptance Process

- i. Within seven days after conducting the selection process, AHCS will send an offer letter to the parent who submitted an admission request in the blended program on behalf of the student, advising the person that the student has been selected for admission to AHCS. The offer letter must be signed by the student's parent, and returned to AHCS by the date designated in the offer letter from AHCS.
- ii. Within seven days after conducting the selection process, AHCS will send a letter to the parent, or other person who has submitted an admission request for the blended program on behalf of the student, advising them that the prospective student is not eligible for admission, but will be placed on a waiting list and may be eligible for admission at a later date if a seat becomes available. Ref. Idaho Code § 33-5205(3)(j)
- iii. If a parent receives an offer letter on behalf of a student and declines admission, or fails to sign and return the offer in a timely manner by the date designated in the offer letter, then the name of that student will be stricken from the final selection list, and that seat will be made available to the next eligible student on the final selection list.
- iv. If a student withdraws from AHCS blended program courses during the school year for any reason, then the seat that opens in that grade will be made available to the next eligible student on the final selection list.

10. Subsequent School Years

The final selection list for a given school year will not roll over to the next subsequent school year. If the capacity of AHCS is not sufficient to enroll all prospective blended program students during the next subsequent school year, then a new equitable selection process will be conducted by AHCS for that year.

All prospective blended program students who miss the enrollment deadline will be placed at the bottom of the final selection list in the order in which they are received. They will only receive admittance to AHCS when all prospective blended program students on the final selection list have been given the option of acceptance and there are still vacancies in the grade level needed.

11. Amendments

AHCS has the right to amend these blended program admission procedures as needed with the approval of the Authorized Chartering Entity. Any changes will conform to the laws of the State of Idaho and applicable rule of the Idaho State Board of Education.

D. Secondary Blended Program Offerings, Grades 7-12

In addition to online course offerings by the provider(s) selected by AHCS, onsite teachers will prepare online lessons using BrainHoney LMS. Professional development will be administered by IDLA (See Appendix Y).

E. Supplemental Secondary Blended Program Requirements: Ref. Idaho Code § 33-5205(6)(g)

1. AHCS blended program secondary students will be expected to attend school in AHCS uniform to participate in the “Above and Beyond” secondary program where they will join students in like grades for recitation of patriotic poetry and readings, as well as, singing of patriotic songs.
2. AHCS blended program secondary students will be required to attend at least one, all-school activity per trimester. Some of the current all school activities offered at AHCS are drama productions, sports, academic fair, invention convention, winter holiday program, graduation ceremony and production, school sanctioned dances, Project Rudolph Military Support, etc.
3. AHCS blended program secondary students will also be required to participate in our all-school service opportunities and/or an approved family/community service opportunity every trimester.

F. Blended Program Offerings, Grades K-6

1. The online portion of the blended program looks somewhat different for students K-6 than it does for the students 7-12. In grades K-6, American Heritage Charter School plans to purchase courses that are already created. (The provider will be chosen when the blended program is launched in the third year of operation. The two providers currently being explored are K-12 and Connections Academy. See Also, Appendix AA.) Our teachers will add charter-driven coursework, which will be delivered with regular textbooks and online support in the form of lesson plans related to the added program.
2. AHCS K-6 blended program students will be required to attend the weekly “Rise and Shine” ceremony where they (in full dress code compliance) and AHCS full-time, face-to-face students will join together in activities such as: recitation of patriotic poetry and readings, as well as, singing of patriotic songs. Programs such as the “Great Expectations Character Education Program” are reinforced in this setting. This can include the Word-of-the-Week, a Hero of the Month, and recitation of the school creed.

3. AHCS K-6 blended program students will be required to participate in all-school activities and all-school/family/community service opportunities per year. Age-appropriate activities are offered several times each semester, such as: Academic Fair, Invention Convention, drama productions, monthly Hero nights, Veteran’s Program, Project Rudolph Veteran Support, etc.

G. Class Size

AHCS seeks a maximum enrollment of six, full-time, blended program students in grades K-12 no sooner than fall 2015. Again, the blended program is by definition:

Enrollment in the minimum number of online courses required to meet the hourly ADA requirements for half-day attendance set forth by the Idaho State Department of Education, **and** a requirement to participate in courses and activities at school.

Phase Three: Blended Program K-12 Student Enrollment beginning Fall 2015		
All Grades	Maximum Enrollment Per Grade	Total Students
K-12	6	↓
Total Blended Program Students, Grades K-12		78
Total Students Grades, 9-12		120
Total Students, Grades K-8		244
Total Enrollment		442

H. Transportation Services

The State Department of Education has determined that a blended program is not eligible for the online transportation reimbursement.”

I. Operating Procedures

Upon approval of the PCSC, AHCS will partner with an accredited provider of online content as we grow into offering our current curriculum (offered to our full-time, face-to-face students) to AHCS blended program students. At that time AHCS will start advertising by print and word of mouth the addition of AHCS blended program course offerings. The response will determine in part the method of delivery.

1. Vendors (See Appendix AA)

AHCS will utilize an online vendor with experience in Idaho for the online course portion of its blended program. AHCS is still investigating options, but may be using IDLA and either Connections Academy or K-12 to fill the need of K-6 synchronous and asynchronous online curriculum and possibly 7-12 classes. Both providers include textbooks and AHCS will add the Core Knowledge Sequence for grades K-8 that will be monitored by AHCS’s site coordinator for progress. Attendance in courses and activities at the school will be a graded requirement.

- a. "Connections" is the most economical provider of a full deal including the teacher. They will allow AHCS to pay monthly for their service and adjust the fee if students drop out of the program. "Connections" also has a reputation for making AYP. If AHCS uses "Connections," we would need to hire a site coordinator or use one of our current staff.
- b. "K-12" offers training for local teachers to monitor the class or they will supply the teacher for an additional cost. AHCS will hire teachers as needed depending on the delivery method chosen. "K-12" also offers a payment plan spaced over 10 months on a month-to-month basis to reflect fluctuating enrollment. Again, AHCS will need to hire a site coordinator or use a current staff member.
- c. "IDLA" is the most economical program without a teacher. AHCS would provide the certified teacher under this option.

2. Character Education

We may also incorporate the character education programs currently in use at AHCS, i.e. "Great Expectations", Ron Clark's "Essential 55", "Excellent 11", and James Owens' "Cowboy Ethics." This will be accomplished in part by attendance at the K-6, "Rise and Shine" ceremony or the 7-12, "Above and Beyond" ceremony.

3. Personnel Standards: Ref. Idaho Code § 33-5205(6)(c)

Upon approval of the PCSC, AHCS will sign a contract with a provider and start advertising by print and word of mouth the addition of AHCS blended program courses. The response will determine in part the method of delivery.

The curriculum vendor will provide the online teachers the first year. These teachers will teach the "core" classes. AHCS certified onsite teachers will teach some electives during the required onsite attendance. AHCS staff and teachers will be the ones to communicate and teach our specific mission/values during the onsite attendance. These values are instilled by everything AHCS does at our school, from the uniforms, to the character education, to the rooms themselves. That is why AHCS has decided that only a blended program will work for us. We believe in education through online courses as a solid choice for some parents and kids, but AHCS needs to see them often to really do a thorough job of "creating patriotic and educated leaders." By the second year of offering blended program courses, AHCS hopes to have its teachers trained to take over "some" of the online classes offered in the blended program. All teachers of core curriculum will be required to be certified as required.

In the second year of implementation of the blended program, before AHCS teachers begin to teach some of the online courses, they will be trained to meet the following ten standards as recommended by the State Board of Education as well as being Idaho Certified teachers. Teachers will either take professional development which addresses the standards or show proof of having taken such a course or have experience in online teaching. (We will use the "Teachers as Trainers" model whenever applicable and possible. Our teachers will be lead through these ten

standards by the school administrators in the first stages as we develop online courses. Other trainers will be brought in from IDLA or others as needed.) The standards are:

- a. **Standard #1: Knowledge of Online Education** - The online teacher understands the central concepts, tools of inquiry, and structures in online instruction and creates learning experiences that take advantage of the transformative potential in online learning environments.
- b. **Standard #2: Knowledge of Human Development and Learning** - The online teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.
- c. **Standard #3: Modifying Instruction for Individual Needs** - The online teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners with diverse needs.
- d. **Standard #4: Multiple Instructional Strategies** - The online teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.
- e. **Standard #5: Classroom Motivation and Management Skills** - The online teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- f. **Standard #6: Communication Skills, Networking, and Community Building** - The online teacher uses a variety of communication techniques including verbal, nonverbal, and media to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.
- g. **Standard #7: Instructional Planning Skills** - The online teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- h. **Standard #8: Assessment of Student Learning** - The online teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.
- i. **Standard #9: Professional Commitment and Responsibility** - The online teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of online teaching.
- j. **Standard #10: Partnerships** - The online teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

4. Proposed Partnerships

None at this time.

5. Financial Statement

See Appendices U-W

6. ADA (Blended Program Funding and Accountability for Funding)

Students choosing to enroll in AHCS blended program courses must enroll in the minimum number of courses required to meet the hourly ADA requirements for half-day attendance set forth by the State Department of Education **and** participate in activities and courses at school as required.

AHCS will receive ADA based on coursework completion:

- a. Since the classes at AHCS are delivered in trimesters, blended program courses will be delivered in trimester sections.
- b. A trimester equates with three months of our school calendar.
- c. One-third (1/3) of the course must be completed each month. The teacher of the course **WILL** keep records recording student success and a monthly cumulative grade report. If the student has completed 100% of the coursework due for each month, AHCS receives full ADA seat time. If the student completes 75% of the coursework due each month, AHCS receives 75% of the ADA.
- d. The teacher will keep the monthly documentation and that documentation will be given to the school clerk at the end of the month to include in the ISEE report.
- e. ISEE information is uploaded to the State Department of Education monthly.

TAB 10: BUSINESS ARRANGEMENTS, COMMUNITY INVOLVEMENT, SCHOOL CLOSURE

I. Potential or Current Business Arrangements: Ref. IDAPA 08.03.01.401.10

A. Professional Development Agreement with North Valley Academy

See Appendix Z

B. Educational Programs

See Tab 3

C. Agreement with Individuals/Businesses

See Appendix I

II. Additional Information

A. State Compliance

AHCS will comply with the Idaho State Board of Education and State Department of Education as they relate to Charter Schools and all state statutes applying to public education unless exempt through charter legislation.

B. Right to Evaluate Contract Compliance

The Public Charter School Commission will retain the right at any time to evaluate the degree to which AHCS is meeting the terms of the Charter. The Board (or Designee) may choose to have a district representative(s) or an independent evaluator(s):

1. visit AHCS;
2. review AHCS's records and data;
3. directly survey AHCS's parents, students, or employees;
4. audit the books of AHCS;
5. pursue other reasonable means of determining accountability for AHCS contract.

III. Plan for Termination: Ref. Idaho Code § 33-5205(3)(u) & 5206(8)

It is the responsibility of the Board of AHCS to maintain communications with the Authorized Chartering Entity regarding any changes, problems, or difficulties in the operations of the school.

The Authorized Chartering Entity and AHCS will resolve disputes relating to provisions of the Charter following the procedures set forth in section 33-5209, Idaho Code, and the applicable rules of the Idaho State Board of Education and the Authorized Chartering Entity for notice of defect and submission of a corrective action plan.

Copies of any complaints filed against AHCS, including lawsuits, will be provided to the Authorized Chartering Entity within five (5) business days of receipt by AHCS.

A. Dissolution

Dissolution of AHCS Corporation will be conducted by AHCS's Board and will follow the AHCS Amended Articles of Incorporation as stated under Tab 1, Item A, Article XI.

In the event of dissolution of the school, all parents will be notified in writing. AHCS will offer advice in the placing of students in alternate education settings. The Board, after seeking legal counsel, will facilitate the transition.

B. Payment of Creditors

The Corporation will pay or adequately provide for the debts and obligations of the Corporation, pursuant to Sections 30-3-114 and 30-3-115 of Idaho Code.

C. Transfer of Student Records

In the event of dissolution of the school, all parents will be notified in writing. AHCS will offer advice in the placing of students in alternate education settings. It will be the responsibility of the President of the Board to ensure that all student school records will be forwarded to the local school district or to the school where the student will be attending. Parents will be given instructions on how to request a transfer of student records to a specific school.

D. Disposal of Assets

“Upon the winding up and dissolution of this Corporation, after paying or adequately providing for the debts and obligations of the Corporation, pursuant to Sections 30-3-114 and 30-3-115 of Idaho Code, the remaining assets will be distributed as outlined in AHCS's Amended Articles of Incorporation, Article XI. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the Principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for public charitable or educational purposes.” (Reference Amended Articles of Incorporation, Tab 1, Item A, Article XI. Items purchased with federal money will be turned over to the Authorizer for distribution.

E. Transfer of Personnel Records to the Employees

Personnel records will be mailed to employees at the address on file upon termination of the Charter.

Appendix D: Public Charter School Closure Protocol

**CLOSURE
PROTOCOL**

August 2013



Background

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

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

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

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

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

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

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Introduction

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

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

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

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

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

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

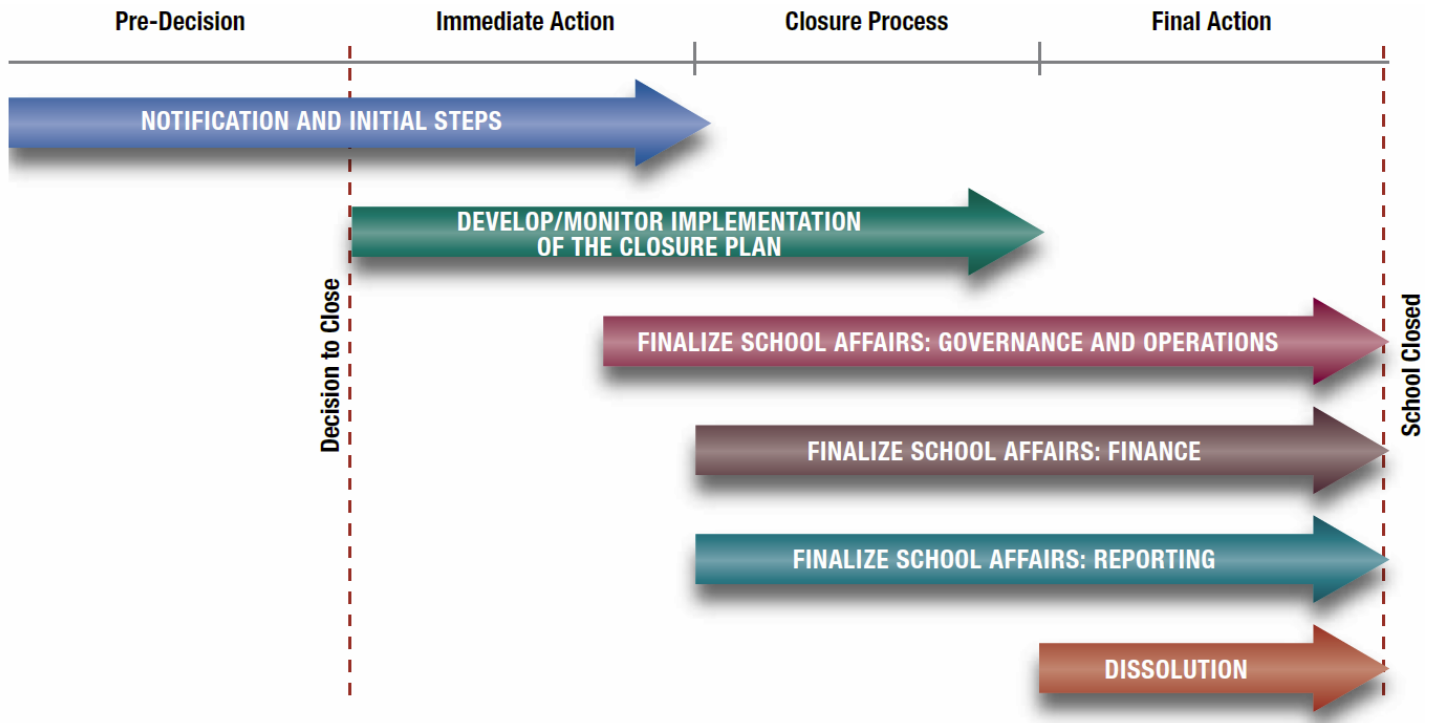
Endnotes

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

² I.C. § 33-5212

³ Shaw, M. “Navigating the Closure Process.” *Authorizing Matters Issue Brief*, May 2011. National Association of Charter School Authorizers (2011). Pages 2-3.

A Conceptual Timeline for Closure



Notification and Initial Steps

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

Send Additional and Final Notifications

1. Notify parents and affected school districts in writing after key events (e.g., denial of an appeal) and when the closure decision is final.
2. The letters notifying staff, parents, and other districts of the final closure decision should include:
 - The last day of instruction.
 - Any end-of-the-year activities that are planned to make the transition easier for parents and students.
 - Assistance that will be provided to families in identifying new schools. This may include a list of school options; application deadlines or open house dates for traditional public, public charter, or private schools; or individual meetings with families.
 - Basic information about the process for access and transfer of student and personnel records.

School,
PCSC

Develop/Monitor Implementation of the Closure Plan

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

Finalize School Affairs: Governance and Operations

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

Finalize School Affairs: Governance and Operations (continued)

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

Finalize School Affairs: Finance

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

Finalize School Affairs: Reporting

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

Dissolution

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p>Dissolve the Charter School (I.C. § 30-3-110)</p> <ol style="list-style-type: none"> 1. Give appropriate notice of the meeting per Open Meeting law and statute, including the intention to vote on the dissolution of the corporation. 2. The charter school board adopts a plan of dissolution indicating to whom the assets of the non-profit corporation will be distributed after all creditors have been paid. (I.C. § 33-5206(9)) 3. Unless otherwise provided in the bylaws, the board of directors votes on the resolution to dissolve. A non-profit corporation is dissolved upon the effective date of its articles of dissolution. (I.C. § 30-3-112) 	School			
<p>Notify the Secretary of State (I.C. § 30-3-112)</p> <ol style="list-style-type: none"> 1. After the resolution to dissolve is authorized, dissolve the corporation by delivering to the Secretary of State for filing articles of dissolution setting forth: <ul style="list-style-type: none"> • The name of the non-profit corporation. • The date dissolution was authorized. • A statement that dissolution was approved by sufficient vote of the board. • If approval of members was not required (commonly true for public charter schools), a statement to that effect and a statement that dissolution was approved by a sufficient vote of the board of directors or incorporators • Such additional information as the Secretary of State determines is necessary or appropriate. 	School			
<p>Notify Known Claimants (I.C. § 30-3-114)</p> <p>Give written notice of the dissolution to known claimants after the effective date of the dissolution. Claimants have 120 days from the effective date of the written notice to submit a claim.</p>	School			
<p>End Corporate Existence (I.C. § 30-3-113)</p> <p>A dissolved non-profit corporation continues its corporate existence, but may not carry on any activities except as is appropriate to wind up and liquidate its affairs, including:</p> <ol style="list-style-type: none"> 1. Preserving and protecting its assets and minimizing its liabilities. 2. Discharging or making provision for discharging its liabilities. 3. Disposing of its properties that will not be distributed in kind. 4. Returning, transferring or conveying assets held by the corporation upon a condition requiring return, transfer or conveyance, which condition occurs by reason of dissolution, in accordance with such condition. 5. Transferring, subject to any contractual or legal requirements, its assets as provided in or authorized by its articles of incorporation or bylaws. 6. Doing every other act necessary to wind up and liquidate its assets and affairs. 	School			
<p>Notify IRS</p> <p>Notify the IRS of dissolution of the education corporation and its 501(c)(3) status and furnish a copy to the authorizer.</p>	School			

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

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

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