

CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this 14th day of June 2018, by and between the Idaho Public Charter School Commission (the “Authorizer”), and Idaho Virtual Academy, Incorporated (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, the School began operations in the year 2002; and

WHEREAS, on October 28, 2004, the Authorizer approved a petition for the transfer of the School’s charter to the Authorizer; and

WHEREAS, the School’s charter was renewed on March 1, 2018, 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, 2018, and shall continue through June 30, 2023, 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 School shall notify the Authorizer of any modification to the Articles or Bylaws within five (5) business days of approval by the Charter Board.
- C. Charter Board Composition.** The composition of the Charter Board shall at all times be determined by and consistent with the Articles and Bylaws and all applicable law and policy. The Charter Board shall notify the Authorizer of any changes to its composition and provide an amended School Leadership Roster within five (5) business days of their taking effect.

SECTION 3: EDUCATIONAL PROGRAM

- A. School Mission.** The mission of the School is as follows: Building a community of engaged learners.
- B. Grades Served.** The School may serve students in grades K-12.
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- **Innovative and Effective Educational Program:** Idaho Virtual Academy seeks to develop those qualities of mind and character that will help students become active, thoughtful, and responsible citizens. Furthermore, it aims to help students meet high expectations by offering an individualized, rigorous, self-paced, and mastery-based instructional program that incorporates significant parental involvement.
 - **Rigorous Curriculum:** Idaho Virtual Academy utilizes the award winning K12 curriculum.
 - **Effective Teachers:** Idaho Virtual Academy is committed to employing highly qualified, innovative and committed teachers. Professional growth is supported through meaningful professional development focused on continuous improvement.
 - **Parental Involvement:** When parents become active and informed partners in their child's education, test scores rise, drop-out rates fall, and the active pursuit of learning becomes a compelling focus for each family.
 - **Partnership:** Teachers, parents and students uniquely connected in a 21st Century Learning Community designed to support and enhance individual student learning.
 - **21st Century Skills:** Students will gain the skills, knowledge and expertise to succeed in work and life in the 21st century.
 - **Performance based accountability:** IDVA uses technology to alter the typical school day and school year. Mastering curriculum early allows students to move ahead and those who need extra time or remediation are able to work at an individualized pace. Student mastery of State achievement standards is measured through formative and

interim assessment throughout the school year and, additionally, at the end of each school year through the state assessment system.

- 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 determined by the Charter Board no later than the annual meeting prior to that school year. The Charter Board may also establish an enrollment deadline. The Charter Board may establish different enrollment caps and/or enrollment deadlines for the general program and the alternative program. The enrollment caps and/or deadlines must be publically posted as soon as reasonably possible after the Charter Board makes its annual determination, and remain posted for the remainder of the affected school year. Once enrollment caps and/or deadlines have been established, students shall be enrolled until the cap or deadline is reached, whichever occurs first. Thereafter, student applications will be accepted for enrollment during the following school year.
- 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.

- A. School Facilities.** 1965 S. Eagle Road, Meridian, ID 83642. The School shall provide reasonable notification to the Authorizer of any change in the location of its facilities.
- B. Attendance Area.** The School's primary attendance area is as follows: State of Idaho.
- C. 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.
- D. 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 D.
- 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 D.
- 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 D.
- 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, 2018.

Alan Reed

Chairperson, Idaho Public Charter School Commission

[Signature]

Chairperson, Idaho Virtual Academy Board

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

1. Regarding academic growth in K-8 math:

By June 30, 2021, at least fifty-nine percent (59%) of IDVA's continuously enrolled, general education students in grades K-8 will make adequate academic growth to achieve math proficiency on the ISAT within 3 years or by 10th grade, whichever comes first.

This condition is based upon a rate of increase sufficient to promote the school's ability to achieve a "meets standard" rating for the specified subset of students on Academic Measure 3a (Criterion-Referenced Growth in Math) in the performance framework adopted by the PCSC in May 2017, by the end of the next performance certificate term (June 30, 2023).

The outcome shall be calculated using Academic Measure 3a (Criterion-Referenced Growth in Math). References to the ISAT shall apply to any other statewide assessment selected to replace the ISAT by SBAC in the event of state-level requirement changes.

"Continuously enrolled" is defined pursuant to IDAPA 08.02.03.112.04.a(i); that is, "a student who is enrolled continuously in the same public school from the end of the first eight (8) weeks or fifty-six (56) calendar days of the school year through the state approved spring testing administration period, not including the make-up portion of the test window, will be included in the calculation... A student is continuously enrolled if he/she has not transferred or dropped out of the public school. Students who are serving suspensions are still considered to be enrolled students."

"General education" refers to IDVA students who are not enrolled in IDVA's alternative program.

Regardless of whether or not IDVA agrees to fulfill the specific condition above, IDVA remains responsible for meeting the terms and conditions contained in its signed performance certificate effective July 1, 2018, through June 30, 2023, which will incorporate the performance framework adopted by the Commission in May 2017.

Appendix B: Performance Framework

IDAHO VIRTUAL ACADEMY [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	Building a community of engaged learners.		
Key Design Elements	<p>Innovative and Effective Educational Program: Idaho Virtual Academy seeks to develop those qualities of mind and character that will help students become active, thoughtful, and responsible citizens. Furthermore, it aims to help students meet high expectations by offering an individualized, rigorous, self-paced, and mastery-based instructional program that incorporates significant parental involvement.</p> <ul style="list-style-type: none"> • Rigorous Curriculum: Idaho Virtual Academy utilizes the award winning K12 curriculum. • Effective Teachers: Idaho Virtual Academy is committed to employing highly qualified, innovative and committed teachers. Professional growth is supported through meaningful professional development focused on continuous improvement. • Parental Involvement: When parents become active and informed partners in their child's education, test scores rise, drop-out rates fall, and the active pursuit of learning becomes a compelling focus for each family. • Partnership: Teachers, parents and students uniquely connected in a 21st Century Learning Community designed to support and enhance individual student learning. • 21st Century Skills: Students will gain the skills, knowledge and expertise to succeed in work and life in the 21st century. • Performance based accountability: IDVA uses technology to alter the typical school day and school year. Mastering curriculum early allows students to move ahead and those who need extra time or remediation are able to work at an individualized pace. Student mastery of State achievement standards is measured through formative and interim assessment throughout the school year and, additionally, at the end of each school year through the state assessment system. 		
School Location	1965 S. Eagle Road Meridian, ID 83642	School Phone	208-322-3559
Surrounding District	State of Idaho		
Opening Year	2002		
Current Term	June 17, 2014 - June 30, 2018		
Grades Served	K-12		
Enrollment (Approved)	Unlimited	Enrollment (Actual)	

SCHOOL LEADERSHIP	

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

SAT 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			IDVA has chosen not to include Mission-Specific Standards.					
	2								
	3								
	4								
	5								
	6								
Total Mission-Specific Points		0	0						
% of Mission-Specific Points			#DIV/0!						
OPERATIONAL	Measure	Points Possible	Points Earned	FINANCIAL		Measure	Points Possible	Points Earned	
Educational Program	1a	25	0	Near-term	1a	0	0		
	1b	25	0		1b	0	0		
	1c	25	0		1c	0	0		
	1d	25	0		1d	50	0		
Financial Management & Oversight	2a	25	0	Sustainability	2a	0	0		
	2b	25	0		2b	0	0		
	2c	0	0		2c	0	0		
Governance & Reporting	3a	25	0	Total Financial Points	2d	0	0		
	3b	25	0						
	3c	25	0						
	3d	25	0						
	3e	25	0						
	3f	25	0						
School Environment	4a	25	0	Total Financial Points		50	0		
	4b	25	0						
Additional Obligations	5a	25	0	% of Financial Points			0%		
Total Operational Points		375	0						
% of Operational Points			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.					
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. Measures based on ISAT outcomes exclude alternate ISAT data; as a result, the outcomes shown may differ slightly from those published on the State Department of Education's website.

INDICATOR 1- STATE PROFICIENCY COMPARISON			
Measure	Result	Points Possible	Points Earned
Measure 1a Math Proficiency Rate Comparison to State	Do math proficiency rates meet or exceed the state average? Exceeds Standard: The school's proficiency rate in math exceeds the state average by 16 percentage points or more. Meets Standard: The school's proficiency rate in math is equal to the state average, or exceeds it by 1 - 15 percentage points. Does Not Meet Standard: The school's proficiency rate in math is 1 - 10 percentage points lower than the state average. Falls Far Below Standard: The school's proficiency rate in math is 11 or more percentage points lower than the state average.	50 30 - 45 15 - 29 0 - 14	0 0 0 0
Notes	The state average will be determined using the same grade set as is served by the public charter school.		
Measure 1b ELA Proficiency Rate Comparison to State	Do English Language Arts proficiency rates meet or exceed the state average? Exceeds Standard: The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more. Meets Standard: The school's proficiency rate in ELA is equal to the state average, or exceeds it by 1 - 15 percentage points. Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 10 percentage points lower than the state average. Falls Far Below Standard: The school's proficiency rate in ELA is 11 or more percentage points lower than the state average.	50 30 - 45 15 - 29 0 - 14	0 0 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	Do math (or similar subject area) proficiency rates meet or exceed the district average?	Points Possible	Points Earned
Measure 2a Math Proficiency Rate Comparison to District	<p>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%.</p> <p>Meets Standard: The school's proficiency rate in math is equal to the district 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 district average.</p> <p>Falls Far Below Standard: The school's proficiency rate in math is 11 or more percentage points lower than the district average.</p> <p>The district average will be determined using the same grade set as is served by the public charter school. Because IDVA is a virtual school serving students in multiple districts, other Idaho virtual schools (instead of the district) will be used as the comparison group for purposes of this measure.</p>	50	0
Notes		30 - 45	0
		15 - 29	0
		0 - 14	0
			0
Measure	Do ELA (or similar subject area) proficiency rates meet or exceed the district average?	Points Possible	Points Earned
Measure 2b ELA Proficiency Rate Comparison to District	<p>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%.</p> <p>Meets Standard: The school's proficiency rate in ELA is equal to the district 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 district average.</p> <p>Falls Far Below Standard: The school's proficiency rate in ELA is 11 or more percentage points lower than the district average.</p> <p>The district average will be determined using the same grade set as is served by the public charter school. Because IDVA is a virtual school serving students in multiple districts, other Idaho virtual schools (instead of the district) will be used as the comparison group for purposes of this measure.</p>	50	0
Notes		30 - 45	0
		15 - 29	0
		0 - 14	0
			0

ACADEMIC K-12

INDICATOR 3: CRITERION-REFERENCED STUDENT GROWTH (GRADES K-8)			
Measure	Result	Points Possible	Points Earned
<p>Measure 3a</p> <p>Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade?</p> <p>Criterion-Referenced Growth Math</p> <p>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.</p> <p>Notes</p>		<p>39-50</p> <p>26-38</p> <p>13-25</p> <p>0-12</p> <hr/> <p>0</p>	<p>0</p> <p>0</p> <p>0</p> <p>0</p> <hr/> <p>0</p>
<p>Measure 3b</p> <p>Are students making adequate academic growth to achieve English Language Arts proficiency within 3 years or by 10th grade?</p> <p>Criterion-Referenced Growth ELA</p> <p>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.</p> <p>Notes</p>		<p>39-50</p> <p>26-38</p> <p>13-25</p> <p>0-12</p> <hr/> <p>0</p>	<p>0</p> <p>0</p> <p>0</p> <p>0</p> <hr/> <p>0</p>

ACADEMIC K-12

INDICATOR 4: NORM-REFERENCED STUDENT GROWTH (GRADES 9-12)		Result	Points Possible	Points Earned
Measure 4a	Are students making expected academic growth in math compared to their academic peers?			
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> <p>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.</p>		39-50 26-38 13-25 0-12	0 0 0 0
Notes				0
Measure 4b	Are students making expected academic growth in English Language Arts compared to their academic peers?			
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> <p>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.</p>		39-50 26-38 13-25 0-12	0 0 0 0
Notes				0

INDICATOR 5: COLLEGE & CAREER READINESS (GRADES 9-12)		Points Possible	Points Earned
Measure 5a Four-Year Adjusted Cohort Graduation Rate	<p>Are students graduating from high school on time?</p> <p>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%.</p> <p>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.</p> <p>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.)</p> <p>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.</p>	125	0
Notes		100	0
		75	0
		0-65	0

ALTERNATIVE ACADEMIC

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. Measures based on ISAT outcomes exclude alternate ISAT data; as a result, the outcomes shown may differ slightly from those published on the State Department of Education's website.

ALTERNATIVE INDICATOR 2: STUDENT PROFICIENCY COMPARISON			
Alt Measure	Do math proficiency rates meet or exceed the state average for alternative schools?	Result	Points Possible Points Earned
Alt Measure 2a Math Proficiency Rate Comparison to Alternatives	<p>Exceeds Standard: The school's math proficiency rate is in the top 10% of alternative schools statewide.</p> <p>Meets Standard: The school's math proficiency rate meets or exceeds the average (mean) for alternative schools but is below the top 10% of alternative schools statewide.</p> <p>Does Not Meet Standard: The school's math proficiency rate is below the average but above the bottom 20% of alternative schools statewide, and the school's proficiency rate is higher than 0%.</p> <p>Falls Far Below Standard: The school's math proficiency rate is 0% or is in the bottom 20% of alternative schools.</p>		50 30 15 0
Notes			
Alt Measure	Do English Language Arts proficiency rates meet or exceed the state average for alternative schools?	Result	Points Possible Points Earned
Alt Measure 2b ELA Proficiency Rate Comparison to Alternatives	<p>Exceeds Standard: The school's ELA proficiency rate is in the top 10% of alternative schools statewide.</p> <p>Meets Standard: The school's ELA proficiency rate meets or exceeds the average (mean) for alternative schools but is below the top 10%.</p> <p>Does Not Meet Standard: The school's ELA proficiency rate is below the average for alternative schools but above the bottom 20% of alternative schools statewide, and the school's proficiency rate is higher than 0%.</p> <p>Falls Far Below Standard: The school's ELA proficiency rate is 0% or is in the bottom 20% of alternative schools.</p>		50 30 15 0
Notes			

ALTERNATIVE ACADEMIC

ALTERNATIVE INDICATOR 4: STUDENT GROWTH COMPARISON			
Alt Measure 4a	Are students making expected academic growth in math compared to their academic peers?	Points Possible	Points Earned
Norm-Referenced Growth Math	<p>Exceeds Standard: The school's median student growth percentile in math is in the top 10% of alternative schools statewide.</p> <p>Meets Standard: The school's median student growth percentile in math meets or exceeds the average for alternative schools but is below the top 10%.</p> <p>Does Not Meet Standard: The school's median student growth percentile in math is below the average for alternative schools but is above the bottom 20%.</p> <p>Falls Far Below Standard: The school's median student growth percentile in math is in the bottom 20% of alternative schools.</p>	50 30 15 0	0
Notes	This measure will be evaluated using grades 6 - 7, 7 - 8, and/or 8 - 10, as applicable.		
Alt Measure 4b	Are students making expected academic growth in English Language Arts compared to their academic peers?	Points Possible	Points Earned
Norm-Referenced Growth ELA	<p>Exceeds Standard: The school's median student growth percentile in ELA is in the top 10% of alternative schools statewide.</p> <p>Meets Standard: The school's median student growth percentile in ELA meets or exceeds the average for alternative schools but is below the top 10%.</p> <p>Does Not Meet Standard: The school's median student growth percentile in ELA is below the average for alternative schools but is above the bottom 20%.</p> <p>Falls Far Below Standard: The school's median student growth percentile in ELA is in the bottom 20% of alternative schools.</p>	50 30 15 0	0
Notes	This measure will be evaluated using grades 6 - 7, 7 - 8, and/or 8 - 10, as applicable.		

ALTERNATIVE ACADEMIC

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

Alt Measure 5a Five-Year Cohort Graduation Rate	Are students graduating from high school?	Result	Points Possible	Points Earned
	<p>Exceeds Standard: The school's five-year cohort graduation rate was greater than 80%.</p> <p>Meets Standard: The school had a five-year cohort graduation rate of 66% - 80% OR met its progress goal.</p> <p>Does Not Meet Standard: The school did not meet its progress goal AND had a five-year cohort graduation rate of 40% - 66%.</p> <p>Falls Far Below Standard: The school did not meet its progress goal AND had a five-year cohort graduation rate below 40%.</p> <p>The school's 5-year cohort graduation rate progress goal will be established as follows: The progress goal will represent the school's most recent 5-year cohort graduation rate 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 average graduation rate for alternative schools statewide.</p> <p>Graduation rates are calculated using a 5-year-plus-summer cohort. The 5-year rate is calculated by adding to the 4-year ACGR any students from the 4-year cohort that graduated by the end of summer of the following year. For this reason, data availability will always run two years behind (that is, annual reports will contain graduation rate data based on the 4-year cohort preceding the most recent school year by two years. For example, 2015-16 5-year cohort graduation rates will be reflected in 2018 reports.)</p>		100 80 60 0-39	0 0
	Notes			

OPERATIONAL

INDICATOR 1: EDUCATIONAL PROGRAM		Points Possible	Points Earned
<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>	25	0
Notes			
<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>	25	0
Notes			

OPERATIONAL

Measure 1c	Result	Points Possible	Points Earned
<p>Students with Disabilities</p> <p>Is the school protecting the rights of students with disabilities?</p> <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 IRE 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	0
Notes			0
<p>Measure 1d</p> <p>English Language Learners</p> <p>Is the school protecting the rights of English Language Learner (ELL) students?</p> <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	0
Notes			0

OPERATIONAL

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT		Result	Points Possible	Points Earned
Measure 2a Financial Reporting and Compliance	<p>Is the school meeting financial reporting and compliance requirements?</p> <p>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.</p> <p>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.</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 financial reporting requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
Notes				0
Measure 2b GAAP	<p>Is the school following General Accepted Accounting Principles (GAAP)?</p> <p>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 opinion, 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.</p> <p>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.</p> <p>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.</p>		25	
Notes				0
Measure 2c Enrollment Variance	<p>Is the school successfully enrolling the projected number of students?</p> <p>Meets Standard: Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year.</p> <p>Partially Meets Standard: Enrollment variance was between 90 and 95 percent in the most recent fiscal year.</p> <p>Does Not Meet Standard: Enrollment variance was less than 90 percent in the most recent fiscal year.</p> <p>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. Due to the deficit protection clause in IDVA's contract with K12, the school will be exempt from evaluation of this measure.</p>		25 15 0	
Notes				0

OPERATIONAL

INDICATOR 3: GOVERNANCE AND REPORTING			
Measure 3a	Is the school complying with governance requirements?	Points Possible	Points Earned
Governance Requirements	<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>	25	0
Notes			0
Measure 3b	Is the board fulfilling its oversight obligations?	Points Possible	Points Earned
Board Oversight	<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>	25	0
Notes			0

OPERATIONAL

Measure 3c	Result	Points Possible	Points Earned
<p>Reporting Requirements</p> <p>Is the school complying with reporting requirements?</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>		25	
Notes			0
Measure 3d	Result	Points Possible	Points Earned
<p>Public Transparency</p> <p>Is the school complying with public transparency requirements?</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>		25	
Notes			0
Measure 3e	Result	Points Possible	Points Earned
<p>Credentialing & Background Checks</p> <p>Is the school meeting employee credentialing and background check requirements?</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>		25	
Notes			0

OPERATIONAL

<p>Measure 3f Information Handling</p>	<p>Is the school handling information appropriately?</p> <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>	<p>Points Possible</p> <p>25</p>	<p>Points Earned</p> <p>0</p>
<p>Notes</p>	<p>INDICATOR 4: SCHOOL ENVIRONMENT</p>		

<p>Measure 4a Transportation</p>	<p>Is the school complying with transportation requirements?</p> <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 and 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>	<p>Points Possible</p> <p>25</p>	<p>Points Earned</p> <p>0</p>
<p>Notes</p>			

<p>Measure 4b Public Transparency</p>	<p>Is the school complying with facilities requirements?</p> <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>	<p>Points Possible</p> <p>25</p>	<p>Points Earned</p> <p>0</p>
<p>Notes</p>			

OPERATIONAL

INDICATOR 5: ADDITIONAL OBLIGATIONS		Result	Points Possible	Points Earned
Measure 5a	Is the school complying with all other obligations?		25	
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>		15	
Notes			0	0

FINANCIAL

INDICATOR 11: NEAR-TERM		Points Possible	Points Earned
Measure 1a Current Ratio	<p>Current Ratio: Current Assets divided by Current Liabilities</p> <p>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></p> <p>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.</p> <p>Falls Far Below Standard: Current ratio is less than or equal to 0.9.</p> <p>Due to the deficit protection clause in IDVA's contract with K12, the school will be exempt from evaluation of this measure.</p>	50	0
Notes			
Measure 1b Cash Ratio	<p>Current Ratio: Cash divided by Current Liabilities</p> <p>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).</p> <p>Does Not Meet: Cash Ratio is between 0.9 and 1.0 OR Cash Ratio equals 1.0 and one-year trend is negative.</p> <p>Falls Far Below Standard: Cash ratio is equal to or less than 0.9.</p> <p>Due to the deficit protection clause in IDVA's contract with K12, the school will be exempt from evaluation of this measure.</p>	50	0
Notes			
Measure 1c Unrestricted Days Cash	<p>Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense/365)</p> <p>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></p> <p>Does Not Meet: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.</p> <p>Falls Far Below Standard: Fewer than 15 Days Cash.</p> <p>Due to the deficit protection clause in IDVA's contract with K12, the school will be exempt from evaluation of this measure.</p>	50	0
Notes			
Measure 1d Default	<p>Default</p> <p>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 judgments, loan covenants, and/or tax obligations.</p> <p>Does Not Meet: School is in default of financial obligations.</p>	50	0
Notes			

INDICATOR 2: SUSTAINABILITY		Points Possible	Points Earned
Measure 2a Total Margin and Aggregated 3-Year Total Margin	<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-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the Does Not Meet: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard".</i></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> <p>Due to the deficit protection clause in IDVA's contract with K12, the school will be exempt from evaluation of this measure.</p>	50 30 0	0
Notes			
Measure 2b Debt to Asset Ratio	<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> <p>Due to the deficit protection clause in IDVA's contract with K12, the school will be exempt from evaluation of this measure.</p>	50 30 0	0
Notes			
Measure 2c Cash Flow	<p>Cash Flow: Multi-Year Cash Flow = Year 1 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> <p>Due to the deficit protection clause in IDVA's contract with K12, the school will be exempt from evaluation of this measure.</p>	50 30 0	0
Notes			
Measure 2d Debt Service Coverage Ratio	<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> <p>Due to the deficit protection clause in IDVA's contract with K12, the school will be exempt from evaluation of this measure.</p>	50 0	0
Notes			

Appendix C: Charter



Charter School Application Idaho Virtual Academy

A Online Public Virtual Charter School

BEFORE THE IDAHO STATE BOARD OF EDUCATION
CHARTER COMMISSION*

Amended

Originally approved by Butte County School District Board of Trustees,
April 17, 2002.

Approved by Charter Commission on October 28, 2004

Approved as amended June, 2005

Approved as amended March 20, 2007

Approved as amended September 16, 2008

Approved as amended August 17, 2010

Approved as amended October 14, 2014

Submitted By:

The Board of The Idaho Virtual Academy
1965 S. Eagle Road, Suite 190
Meridian, Idaho

“The issue before us now is how to make good on the Internet’s power for learning and how to move from promise to practice.”

From: The Report of the Web-Based Education Committee to the President and Congress of the United States

Executive Summary

Commission Application. The Idaho Virtual Academy (IDVA) is presenting this Charter Petition to the Commission seeking to update the Charter as originally approved by the Butte School District No. 111 and thereafter transferred to the Idaho Public Charter School Commission. Due to the statewide nature of the school and its status as a Local Education Agency (LEA) status, we believe it is appropriate for the Commission to act as authorizing entity IDVA. *(See Appendix for petition signatures and for Tracking Form Approval Documentation.)*

Mission and Purpose. IDVA aims to empower students throughout Idaho with an innovative and effective educational program. The school seeks to develop those qualities of mind and character that will help students become active, thoughtful, and responsible citizens. Furthermore, it aims to help students meet high expectations by offering an individualized, rigorous, self-paced, and mastery-based instructional program that incorporates significant parental involvement. This is accomplished through an innovative Internet/Online learning program that connects students, parents, and teachers in a 21st century learning community. A research-based curriculum developed by k12 Inc. is used to prepare Idaho students to meet the educational goals of the school. The self-paced nature of the program means that gifted students can dig deeply into the rich curriculum, while students having difficulty can spend more time attaining mastery. The k12-developed lesson plans and curriculum-based assessments guarantee consistent quality access for all students. *(See Appendix for Accreditation Documentation.)*

Board of Directors. IDVA is a public charter school managed by a non-profit corporation under the Idaho Nonprofit Corporation Act and the Idaho Charter Schools Act. The Board of Directors control and govern the operations of the school and are comprised of individuals throughout the state of Idaho. These individuals are leaders in business, government, and their local community and include parents of students who attend IDVA. The Board conducts regular, special and annual meetings in compliance with provisions of the Idaho Code. The Board is actively involved with k12 Inc. in the selection of administrative personnel who work with the school under the Service Agreement between IDVA and k12 Inc. and has approved of the selection of administrative personnel. The Board is responsible for the selection and adoption of the educational program of the school, as well as the approval/disapproval of recommendations brought to the Board for personnel, programs, policies, and procedures of the school. Pursuant to policy, a member of the Board personally reviews the invoices of IDVA for accuracy prior to approval of payment. Subcommittees of the Board have been established to address various programs and activities of the school. IDVA’s Board follows all provisions of the Open Meetings Law of the State of Idaho and maintains minutes of all Board meetings;

these minutes are available for public inspection and/or copying, as are all other documents encompassed under the public records laws of the State of Idaho. ***(See Appendix for Articles of Incorporation and Amended ByLaws.***

Type of School. IDVA is a statewide virtual public charter school created under the laws of the State of Idaho. This charter program has been in continual operation since the initial approval of the Charter by the Butte County School District No. 111. The school has never been involved in the conversion or replacement of any existing school.

Educational Program. The IDVA curriculum is provided by k12 Inc. under the control and supervision of the IDVA Board. The curriculum is aligned with the Idaho State Standards. This dynamic curriculum includes an online school component as well as student work performed away from the computer using books, workbooks, a phonics program, math manipulatives science and musical equipment, and other materials that are shipped directly to the student. Idaho-certified teachers oversee the learning of each child in their class by reviewing student work for quality, accuracy, and understanding; by accessing students' online academic records (including daily lessons and assessments); and by communicating directly with the student and family on a regular basis. Teachers also grade student work and are available during school hours via phone or e-mail when students (or adults) have questions. ***(See Appendix for Curriculum and Standards Alignment and information regarding k12.)***

Notwithstanding the virtual purpose and operation of the school, IDVA may engage in professional technical programs, either individually or as part of a consortium or organization of other public schools providing virtual technical education, in any and all modes of provision of educational services, including but not limited to virtual education, hybrid model of education and/or traditional school building/classroom setting. This exception to the traditional educational program is in recognition that varying professional technical programs may best be supplemented through a component involving hands on education.

Staff and Administrative Composition. Administrative services are provided to IDVA through a Service Agreement between IDVA and k12, Inc. IDVA Board members are actively involved in the selection and evaluation of administrative personnel for the school. The teachers of IDVA are employed by the Academy through the use of Idaho Standard Teachers' Contracts. School personnel are required to hold the appropriate Idaho teaching certifications and endorsements. IDVA teachers hold highly qualified status under No Child Left Behind Act (NCLB) or are working towards this status on an approved program of instruction.

School Facility and Attendance Area. The school's main administrative office is headquartered in Meridian, Idaho. Administrators, teachers and satellite offices/testing centers are located throughout the state. The location of satellite offices during any given school year is dependent upon administrator locations and student geographical data. In most cases, teachers work from their homes and travel throughout their geographical

region to provide educational services to their assigned students. The school's attendance area is the State of Idaho.

Grade Levels and Projected Enrollment. For the 2006-2007 school year, IDVA will be serving students in grades K-10. Through the discretion of the Board of IDVA, as granted by the Idaho Public Charter School Commission, the school has expanded the program to serve grades K-12,.

Funding Sources. Basic funding for the school is provided as available under the Idaho Code as well as through federal funding programs. IDVA also seeks funding to support educational programs from private entities, individuals and governmental programs.

Food Services. As a public virtual charter school, food services are not applicable to this program.

Contract Services. As identified above, a Service Agreement exists between IDVA and k12 for the provision of administrative services, curriculum and materials, and technology services. This Agreement has been amended from time to time, as necessary.

Budget and Fiscal Issues. The IDVA Board approves a balanced budget prior to the beginning of each school year. Budgetary and financial documentation is provided on an annual basis.

Table of Contents

<i>Executive Summary</i>	2
<i>I. Mission and Vision</i>	7
<i>II. Educational Program and Philosophy</i>	7
<i>A. Improving Learning and Increasing Opportunities</i>	7
<i>B. Innovative Teaching Methods</i>	8
<i>C. Performance-Based Accountability</i>	9
<i>III. Goals</i>	10
<i>A. Academic Goals:</i>	10
<i>B. Non-Academic Goals:</i>	10
<i>IV. Curriculum and Delivery</i>	12
<i>V. Instruction</i>	13
<i>VI. Assessment</i>	15
<i>A. State Testing System</i>	15
<i>B. Idaho Virtual Academy Assessment System</i>	15
<i>VII. Health & Safety</i>	16
<i>VIII. Governance</i>	17
<i>IX. Parent Involvement</i>	19
<i>X. Personnel</i>	20
<i>Statutory requirements of staff</i>	20
<i>Employee benefits</i>	20
<i>Transfer rights</i>	21
<i>Collective bargaining</i>	21
<i>XI. Students</i>	22
<i>A. Admission policy</i>	22
<i>B. Special Education, At-risk, and Students with Disabilities</i>	22
<i>C. Gifted and Talented Students</i>	23
<i>D. Limited English Proficiency Students</i>	23
<i>E. Dual Enrollment</i>	23
<i>F. Student Discipline Policy</i>	23
<i>G. Advertisement of Student Enrollment Opportunities</i>	28

<i>H. Professional Technical Educational Opportunities</i>	<i>28</i>
<i>XII. Chartering Entity Relations.....</i>	<i>29</i>
<i>XIII. Operation and Potential Liability.....</i>	<i>30</i>
<i>XIV. Facility and Equipment</i>	<i>31</i>
<i>XV. Annual Audit of Programmatic and Financial Records/ Financial Management.....</i>	<i>32</i>
<i>A. Financial Management and Financial Records.....</i>	<i>32</i>
<i>B. Financial Audit.....</i>	<i>32</i>
<i>C. Performance Audit.....</i>	<i>32</i>
<i>XVI. Administrative Audit</i>	<i>33</i>
<i>XVII. Statistical Reporting to Commission.....</i>	<i>34</i>
<i>XVII. Two Year Alternative Hybrid-Virtual Pilot Program.....</i>	<i>35</i>
<i>Facility Location - Hours of Provision of Instruction</i>	<i>35</i>
<i>Student Enrollment and Students Served</i>	<i>35</i>
<i>Purpose - Course Offerings and Instruction</i>	<i>36</i>
<i>Staffing.....</i>	<i>37</i>

I. **Mission and Vision**

Mission Statement

The Idaho Virtual Academy will empower students of all abilities to achieve excellence in a wide range of academic areas. Highly qualified educators will work alongside Learning Coaches to equip students for the demands and opportunities of the 21st century by providing and supporting a research-based, differentiated, effective and rigorous curriculum.

Vision Statement

Empowering students, teacher and parents today with the tools of tomorrow.

II. **Educational Program and Philosophy**

An educated person in the 21st century needs to have a solid understanding of fundamental concepts from the core academic subjects. Tomorrow's educated person will also need additional skills and knowledge beyond the core subjects. The school intends to educate students in grades K - 12 throughout Idaho. Our approach is to employ research-based lessons fused to a technologically sophisticated delivery system.

The Idaho Virtual Academy is built upon the premise that, given a comprehensive and mastery-based curriculum, high expectations, technology, strong instructional support, a significant amount of off-line work, guidance from experienced teachers, and a strong commitment from parents (or other caring adults), a well-conceived virtual education program can foster measurable student achievement, serve the unique needs of students and families, and offer a new choice for public education in the 21st century.

A. **Improving Learning and Increasing Opportunities**

Our academic objective is to improve student achievement. IDVA's educational program is rooted in developing reading, writing, mathematical, and critical-thinking skills through content-rich materials.

Research-Based Approach

At IDVA we use methods and curricula that are backed by research: phonics for reading, basic math facts early, hands-on learning, plenty of "read aloud" and written work for younger children, and more. We also embrace promising new approaches (for example,

adaptive learning via the Web), and we emphasize using multimedia technology (e.g., Flash animation with video and audio plug-ins) in innovative ways. The curriculum we have chosen, k12, has been and continues to be developed and reviewed by recognized leaders in their fields.

Parental involvement is another proven method that distinguishes our program. When parents become active and informed partners in their child's education, test scores rise, drop-out rates fall, and the active pursuit of learning becomes a compelling focus for each family.

The k12 curriculum is standards-based and is designed to meet or exceed the Idaho state standards. A detailed table illustrating the alignment of k12's curriculum with Idaho's standards in has been provided to the Commission and will continue to be provided as each grade level is added. Curriculum for each added successive school year has been provided upon completion.

Special Education Student/Section 504/ADA

The Academy will comply with the Individuals with Disabilities in Education Act ("IDEA"), Section 504 of the Rehabilitation Act ("Section 504"), and the Americans with Disabilities Act ("ADA"). The Academy shall be solely responsible for compliance with Section 504 and the ADA. The Academy has worked diligently to ensure full compliance with the IDEA. As an LEA, IDVA will be responsible for assuring compliance with these programs.

The Academy shall comply with all applicable federal law in regard to services and the education of Limited English Proficient (LEP) students. The Academy has developed and implemented policies and procedures for the provision of, services to ELL students in accordance with guidance published by the Office for Civil Rights of the U.S. Department of Education. These policies and procedures ensure the following:

- Identify students who need assistance;
- Develop a program that in the view of experts in the field, has a reasonable chance for success;
- Ensure that necessary staff, curricular materials and facilities are in place and used properly;
- Develop appropriate evaluation standards, including program exit criteria, for measuring the progress of students, and assess the success of the program and modify it where needed.

B. Innovative Teaching Methods

In the IDVA model, an experienced and certified teacher serves as mentor and team leader to parent team members. Our teachers are charged with overseeing content

coverage and ensuring proper delivery of the instructional system. Our teachers assist both responsible adults and students with curriculum questions. They also provide instructional assistance and make suggestions about employing a variety of learning strategies. As a first priority, teachers are assigned geographically to their students and then on a space-available status. Teachers are available by phone, e-mail, and in-person visits to ensure that each child is progressing towards his or her individual goals. Teachers provide direct instruction to students through the use of the web conferencing tool, Elluminate. IDVA Teachers also conduct face-to-face instructional workshops in mathematics and writing for parents and students. Teachers may conduct a virtual class relating to a specific lesson or subject matter through the use of Elluminate.

Parents (or other responsible adults) guide children through the daily lessons and help ensure that students are learning. Parents also communicate regularly with teachers and help students manage their time. Attendance logs are maintained to track the minutes and hours of student attendance to meet the school's attendance requirements.

Though our delivery of material is unique, our approach to pedagogy is not. To accommodate the diverse learning styles of children, we employ a variety of teaching strategies, including individualized direct instruction or direct instruction through Elluminate, hands-on exploration, use of manipulatives, practice exercises, and "distributed review"--a method of including previous lesson material in a current lesson for the purpose of reinforcing and reviewing the content.

The IDVA program includes detailed instructional guides, clear and intuitive presentation of lessons, a comprehensive on-line help system, technical support, optional challenge problems, and secondary lessons in some subjects.

By setting goals, collecting and grading assignments, giving support and advice, and drawing on their years of experience and training, teachers work to ensure student success. Through the use of ongoing lesson and unit assessments, combined with portfolios and anecdotal records, teachers are intimately familiar with each student's progress.

C. Performance-Based Accountability

IDVA uses technology to alter the typical school day and school year—to change the dynamics of time and learning as well as what is measured and how it is measured.

Students progress through the curriculum at the pace that meets their individual needs. Mastering curriculum early allows students to move ahead and those who need extra time or remediation are able to work at an individualized pace.

Our approach is to focus on measuring *learning*. The Internet- student learning system measures "positive attendance" (i.e., time spent on task)—and allows us to measure learning (as evidenced by mastery of our daily assessments) in "real time." Since IDVA

is a mastery-based program, we continually assess student progress through the curriculum via lesson-, unit-, and semester assessments.

Each student's level of achievement is assessed on a daily basis, according to explicit and measurable achievement standards, dictated by the k12 curriculum.

I. Alternative School Program

Alternative secondary educational programs as defined in the state of Idaho are those programs that provide instructional courses and offer special services to eligible at-risk youth to earn credits toward graduation and enable such students to attain a high school diploma.

IDVA, like many school districts, is faced with a distinctive population of students who are challenged to be successful within the designated educational framework of the district. This population has necessitated the establishment of an alternative secondary schooling program within IDVA. The alternative school program follows and meets all requirements for Alternative Secondary Programs as provided by IDAPA 08.02.03.110, as issued by the State Board of Education and as may be amended from time to time.

Like our regular high school our curriculum is provided and supported by K12. Our Alternative High School Program is differentiated from our regular high school program through the following:

- a. All classes are at the "foundation" level; still meeting all Idaho Core standards but at less rigorous level.
- b. Quarter system instead of semester system; students take up to three classes at a time for one credit each. In addition, each student has an academic advisory class for .5 credits per quarter.
- c. Students can earn additional credits via credit recovery courses. The stipulation is they must be passing all current classes before we are willing to consider adding a credit recover course to their schedule.
- d. Students are able to advance at their own pace if they wish; teachers do not have penalties for "late work" due to the understanding that many of these students are working full-time, raising a family or have other pressing issues in their lives
- e. Students have an opportunity to earn an additional credit recovery credit during our J-Term.
- f. Teachers are available once a week for face-to-face meetings/direct instruction.

III. Goals

The IDVA Board, administration, and teaching staff share a vision for student success that is measurable and meaningful. We view it as our responsibility to educate the whole

child, and feel that the tools for success lie in a strong foundation in academic content. Therefore, we will have both academic goals and non-academic goals, as outlined below. These goals are subject to modification from time to time by the IDVA Board, with approval by the Charter Commission.

A. Academic Goals:

- (1) Students will demonstrate mastery of a curriculum that meets the Idaho Achievement standards and Idaho Graduation Requirements.
- (2) Students will demonstrate their mastery through a variety of measures including participation in the state testing program, curriculum based assessments and conferences with their teachers.
- (2) Students will demonstrate strong proficiency in language arts.
- (3) Students will demonstrate strong proficiency in mathematics.
- (4) Students will develop a strong foundation of knowledge, facts, and skills in History, Geography, Civics, Science, Art, Music, Economics, and other disciplines.
- (5) Students will develop critical reasoning and higher-order thinking skills.
- (6) Students will prepare for a rigorous post-secondary education.
- (7) Students will acquire skills in both art and music as part of their aesthetic development.

B. Non-Academic Goals:

Our primary non-academic goal is to develop those qualities of mind and character that will help students become active, thoughtful, and responsible citizens. Our choice of materials and approach are designed to communicate and build commonly shared values such as honesty, integrity, courage, discipline, compassion, respect for others, and appreciation of the work ethic.

- (1) Through the Curriculum and Educational Program:
 - (a) Students will be responsible for the improvement of their school and local community.
 - (b) Students will develop important personal traits such as honesty, courage, loyalty, personal responsibility, perseverance, respect for others, and diligence.

- (c) Students will develop effective work habits and skills that will prepare them for the demands of school, society, business, government, and civic affairs.
 - (d) Students will rise to meet high expectations of behavior and performance.
 - (e) Students will learn habits of healthy living.
- (2) Students will be expected to complete a senior project approved by the designated School Administrator.
 - (3) School Clubs and Organizations will be encouraged to participate in a community service project.

IV. Curriculum and Delivery

As stated in the Executive Summary, the IDVA virtual charter educational program entails work online but also individual student work *away from the computer* using books, workbooks, a phonics program, math manipulatives, science and musical equipment, and additional curricular materials (all of which are shipped directly to every family enrolling a student in the school). Lessons have teaching components, practice components, assessments, and optional challenge programs. The self-paced nature of the program allows students to progress at their individual abilities.

Idaho-certified teachers oversee the learning of each student in their class by reviewing student work for quality, accuracy, and understanding; accessing their online academic records and communicating with the student and/or parent (or other responsible adult) on a regular basis at teacher conferences. Teachers grade student work and are available daily via phone or e-mail. Teachers primarily work from their homes. The school administration maintains a Main Office in Boise and satellite offices.

Notwithstanding the virtual purpose and operation of the school, IDVA may engage in professional technical programs, either individually or as part of a consortium or organization of other public schools providing virtual technical education, in any and all modes of provision of educational services, including but not limited to virtual education, hybrid model of education and/or traditional school building/classroom setting. This exception to the traditional educational program is in recognition that varying professional technical programs may best be supplemented through a component involving hands on education.

A detailed version of our curriculum can be obtained upon request to the school's main office.

V. Instruction

IDVA will continue to meet the standards and goals set forth by the Idaho Department of Education, as they are adopted and/or amended. IDVA has adopted the Idaho High School Graduation Requirements as a minimum expectation for high school students.

A Complete Education Foundation

IDVA has a complete curriculum program that meets Idaho's Academic Standards and the subject-area standards. This program includes:

- **Internal Assessments and Individualized Placement:** Internal assessments are built into the on-line components of the school's academic program. These assessments are an integral part of instruction, including initial placement assessments in reading and math to discover the child's current level of competence. Regular assessment (integrated into the lessons) allows us to monitor and foster each child's progress.
- **Mathematics:** IDVA's Math program balances mastery of fundamental skills with critical thinking and problem-solving. The Math program emphasizes an active, multi-sensory approach to ensure that students understand the concrete realities that underlie mathematical concepts. Regular practice and review ensure mastery of basic skills. Online games and animations motivate students and help illustrate concepts, while challenge problems help develop critical-thinking skills.
- **Language Arts:** IDVA's Language Arts/English program builds important reading and writing skills while inspiring a love of literature. Combining Phonics, Literature, Language Skills, and Spelling lessons, the Language Arts/English program emphasizes classic works, teaches writing as a process, and prepares students for standardized tests in language skills and reading comprehension.
- **History:** IDVA's History program, with integrated topics in Geography and Civics, opens young minds and imaginations to far-off lands, distant times, and diverse people. The program emphasizes the *story* in History—a story that includes not only great men and women but also everyday people. The kindergarten History program takes students on a world tour of the seven continents, and provides an overview of American History through a series of biographies of famous Americans. The History program in grades 1-4 tells the story of civilization from the Stone Age to the Space Age. Older students explore major themes and topics in greater depth through a pair of two-year survey courses, one on World History and the other on American History.
- **Science:** IDVA's Science program balances hands-on experience with systematic study of scientific terms and concepts. Students perform many experiments to help them understand scientific principles, and receive guided instruction in important scientific concepts. Exploring life, earth, and physical sciences in each grade, the

science program nurtures curiosity, analytical skills, and an appreciation of how the world is shaped by ongoing scientific and technological advances.

- **Art:** Following the timelines in the History lessons, Art lessons introduce students to great works of art from different cultures and eras, while engaging them in creative activity—painting, drawing, molding with clay, and so on. Students learn to recognize artistic techniques and elements of design, express informed opinions about specific pieces, and develop an appreciation for great works of art.
- **Music:** IDVA's Music program is set up as a successive series of programs. Assuming no prior musical training, the lessons help students learn about and appreciate music, from singing and dancing to learning about rhythm and playing the recorder.
- **Health, Safety, and Physical Education:** Instruction in health, safety, and physical education program is also offered as part of the IDVA curriculum

Each full-time enrolled student is provided access to a computer system (including computer, printer, software, and ISP connection) and various instructional materials (including books, workbooks, science lab equipment, etc.) from the school to support the learning process. These computer systems and printed materials are the property of K12, Inc, and must be returned when the student leaves the school. Each IDVA-provided computer is equipped with a filtering system and each parent must sign an Agreement for Acceptable Use of Technology Policy as it relates to computer content and software. The school provides technical support and troubleshooting for these systems. Computer systems will be upgraded and replaced as needed. Broadband Internet access is made available to families.

VI. Assessment

A. State Testing System

The Academy, as required by law, participates in the state-testing program, including the ISAT and IRI. The School complies with all testing requirements of the state. The data generated from these assessments is used by the Academy as a factor in determining the progress students are making towards meeting the Idaho Achievement Standards. This data is also used by the school to determine areas of curriculum and program improvement.

B. Idaho Virtual Academy Assessment System

The Academy assesses student performance in all subject areas with our own internal assessment system designed to determine how students are meeting the specific goals of the curriculum. These assessments also help the Academy to improve the learning program by providing information on the effectiveness of instructional activities.

The Academy assessment system consists of the following:

Lesson Assessments

In Math, Science, Art, Music, and History, every lesson is followed by a brief assessment. In Language Arts, there are assessments after every grammar, usage, mechanics, and composition lesson. Guided reading has lesson assessments every few days, and spelling and phonics offer assessments after every fifth lesson. These assessments show whether the student has achieved the objectives for that lesson, or whether a review of some, or all, of the lesson is advisable.

Unit and Semester Assessments

In many subjects, the student takes an assessment at the end of a unit. These assessments show whether or not the student has retained key learning objectives for the unit. There are similar semester assessments, with equivalent purposes, in the middle and at the end of a year's worth of content for many subjects. The results of the semester and unit assessments can be used to guide review or additional practice.

The Academy also has a system of qualitative evaluation. At least every two weeks, teachers have conferences (by phone/email) with students and/or parents to review progress and set goals. Each semester, students will be assigned a progress report, reflecting their completed work, their progress toward stated goals, and results from all quantitative assessments. Both quantitative and qualitative information are considered in assigning grades and recommending promotion for individual students.

VII. Health & Safety

IDVA operates a virtual education program. As typically there is no traditional classroom setting, many of the issues of health and safety become the responsibility of the parent in the home.

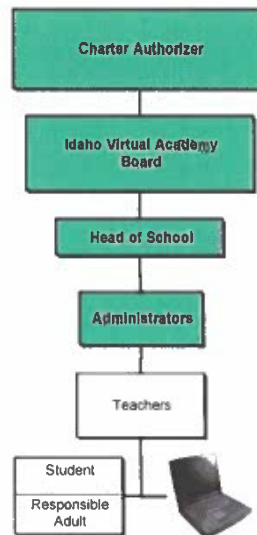
Administrative offices and other facilities are in compliance with all required federal, state and local regulations as required for public schools.

Parents are expected to demonstrate that their children obtain proper immunizations upon admission according to Idaho Statutes (39-4801). Immunization forms and other pertinent medical records are kept (confidentially) by the school administration.

Conduct criminal history checks for all employees in compliance with Idaho Code 33-130.

Additional policies and procedures are implemented by the Board, as needed.

VIII. Governance



The Academy is a nonprofit corporation pursuant to Idaho law. The school is governed pursuant to the ByLaws adopted by the Incorporators and subsequently amended pursuant to the amendment process specified in the ByLaws.

The Board consists of at least five individuals from Idaho who are leaders in their communities across multiple sectors (public, private, non-profit). Some members of the Board are parents of students enrolled in IDVA. The Board meets regularly to oversee the management, operation, activities, and affairs of the school. The Board defines, composes, and revises (as needed) the policies of IDVA and ensures compliance with its charter agreement and applicable laws and regulations.

IDVA Directors do not receive compensation for their service as Board members, and may resign at any time by giving appropriate written notice. Directors may be removed, for cause, by an affirmative vote of two-thirds of the remaining members of the Board. Unless notice is waived by the director, any director facing possible removal must be provided with written notice of the intent to hold a vote on possible director removal seven (7) days prior to the date that the matter will be voted upon. The Board Chairperson will use revised Robert's Rules of Order as deemed necessary. The Board will set its own threshold for minimum Board attendance policies as well as possible sanctions for repeated or habitual unexcused non-attendance.

The IDVA Board of Directors shall be considered the Board of Directors for purposes of the nonprofit corporation. The Board of Directors will elect the officers of the corporation and determine the duration of their term(s). The Board of Directors will govern in accordance with the Articles of Incorporation and the Amended By-Laws of Idaho Virtual Academy, Inc. (See **Appendix** for a copy of the Articles of Incorporation and By-Laws, as amended.)

All meetings of the Board of Directors for the Academy are held in accordance with open meetings laws.

The Board, at its discretion, may vote to expand its membership and/or create subcommittees. Specific responsibilities of the Board are defined in the By-Laws.

This charter is a grant of authority approved by the Commission to the Board of Directors of the Academy pursuant to 33-502A(2), Idaho Code.

IX. Parent Involvement

Parents are actively encouraged to work with the school and parent organizations including:

- Board of Directors, and
- Community/Parent Teacher Advisory Board or other *ad hoc* committees
- Family informational sessions
- Student outings and field trips
- Student community service projects

Parent Involvement in School Affairs

Parents provide feedback regarding the school's program each year through meetings and surveys. Experienced IDVA families serve as mentors to new families.

Parents are trained on the IDVA instructional system. Parents are taught how to be effective instructional coaches, under the guidance of qualified and certified teachers.

X. Personnel

The staffing plans for IDVA will change each year depending upon the needs of the school.

Statutory Requirements of Staff:

The Academy will meet, or exceed, at the discretion of the Governing Board, Idaho Code for statutory requirements:

- a. Criminal background checks (I.C. 33-130)
- b. Non-discriminatory hiring and dismissal policies (Section 504 of Rehab. Act)
- c. Discipline of classified and certificated personnel (I.C. 33-513(5))
- d. A grievance procedure for certificated and noncertificated personnel (I.C. 33-517)
- e. Provision for sick and other leave (I.C. 33-1216)
- f. The accumulation of unused sick leave and transfer (I.C. 33-1217)
- g. Sick leave allowance at retirement (I.C. 33-1228)
- h. Released time for service on state committees and commissions (I.C. 33-1279)
- i. Employment on a contract; to be delivered within time lines given in the Idaho Code.
- j. Withholding the salary of any certificated employee not holding a valid Idaho certificate (I.C. 33-513(1))
- k. Endorsement of certificates by employing school organizations (I.C. 33-1207)
- l. Annual contract issuance requirements for certificated employees (I.C. 33-514)
- m. Renewable contract evaluation and recommendation requirements (I.C. 33-515)
- n. Hiring and evaluation of noncertificated personnel (I.C. 33-517)
- o. Health insurance provision available for noncertificated personnel (I.C. 33-517A)
- p. Proper provisions for personnel files (I.C. 33-518)
- q. All employees will be covered by the Idaho public employees retirement system, federal social security, unemployment insurance and worker's compensation insurance (I.C. 33-5205(3)(k))
- r. Teachers and administrators employed by IDVA will be employed on a written contract in a form approved by the state superintendent of public instruction, conditioned upon a valid certificate being held by such professional personnel at the time of entering upon their duties as required by statute.

Employee Benefits

All staff members of the Charter School are covered by the public employee retirement system (PERSI), federal social security, unemployment insurance, and worker's compensations insurance.

Transfer Rights

Due to the fact that IDVA is chartered under the Charter Commission, transfer rights of teachers to a chartering school district are not clear. However, IDVA would allow a teacher to transfer within the geographical parameters of the statewide program provided by IDVA.

Collective Bargaining

The staff of the Charter School shall be considered a separate unit for the purposes of collective bargaining.

XI. Students

A. Admission policy

The Academy is nonsectarian in its programs, admission policies, employment practices, and all other operations. As a public charter school we do not charge tuition. Additionally, the Academy does not discriminate against any applicant for admission on the basis of ethnicity, national origin, gender, disability, religion, intellectual or athletic ability, or proficiency in the English language.

Enrollment, Over-Enrollment and Student Registration

Enrollment will be reviewed and determined annually, with an enrollment cap to be determined by the Board. Registration applications for new students will be accepted during the enrollment season with the likelihood that the majority of students applying for admission will be admitted, provided that this amount is not in excess of the caps provided by Idaho Code for virtual school growth. In the event that projected enrollment demands exceed curriculum level capacity for the next school term, a lottery process will be implemented to fairly allocate class vacancies.

Currently enrolled students and their siblings will maintain a preferred status unless they express an interest to withdraw. Re-enrollment forms shall be presented to each registered student in the spring of the current school year. Those discontinuing their studies shall not have a reserved position in the next curriculum level. The forms for re-enrollment must be signed and returned in compliance with the process and procedure that has been established by the school's administration, with consideration and approval by the Board. Failure to respond in the time provided shall constitute a waiver of any interest in application or enrollment renewal for the following term.

Lottery

IDVA will conduct a lottery according to the requirements as set out in 33-5205, Idaho Code, as well as any rule adopted by the State Board of Education or State Charter Commission that is applicable to student lotteries held by public charter schools.

B. Special Education, At-risk, and Students with Disabilities

Students with disabilities will be served according to federal and state laws regarding special education, including but not limited to Section 504 of the Rehabilitation Act (Section 504), the Americans with Disabilities Act (ADA), the Individuals with Disabilities Education Act (IDEA), and other applicable legislation. IDVA has a nondiscrimination policy with regard to admissions.

Students with disabilities will be served in accordance with their Individualized Education Programs (IEPs). All IEP's will be developed in accordance with all applicable laws and regulations.

Assurances

The Academy will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it.

The Academy will, consistent with applicable law, work to ensure that all students with disabilities that qualify under the IDEA:

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

C. Gifted and Talented Students

The Academy shall identify and provide services to students who possess demonstrated or potential abilities that give evidence of high-performing capabilities. The Academy will utilize eligibility criteria developed by the Idaho Department of Education. The identification system will align with the Gifted and Talented rules and regulations as identified by IDAPA.

D. Limited English Proficiency Students

As a public school, the Academy will comply with Idaho Code in the identification and education of English Language Learners.

E. Dual Enrollment

IDVA students may participate in dual enrollment as provided in the Idaho Code and IDVA policy.

F. Student Discipline Policy

IDVA operates a virtual educational program. In this setting, many of the issues of student behavior and discipline addressed by a traditional brick and mortar school become the responsibility of the parent as such events are occurring in the home setting.

IDVA as a public school adheres to all federal, state laws and regulations as well as school approved policies and procedures (Code of Conduct) relating to student discipline and the required reports and actions for disciplinary infractions by its students. IDVA complies with all requirements of due process for student disciplinary violations including provisions for notice, fair procedures and a fair hearing.

Administrative disciplinary actions may include, but are not necessarily limited to the following consequences:

- Student conference with Head of School / teacher
- Group conference that may involve student, parent, teacher, and Head of School
- Counseling
- Loss of school privileges

A student cannot be suspended or expelled and thereby deprived of a free education provided in the public schools without due process. Due process requirements guarantee all students the right to fair notice, fair procedures, and a fair hearing. The student and his or her parent or guardians have the responsibility to follow the procedures set forth herein in a respectful and timely fashion.

A student who is accused of misbehavior or a breach of the Code of Student Conduct will be presented to the Head of School or designee by the person having knowledge of the misbehavior or breach of conduct.

- A. **Written Referral:** Violations shall be presented in written form and should be specific, indicating the breach of the Code of Student Conduct for which the referral is being issued.
- B. **Student Notification:** The student will be placed on notice of the violation by the Head of School or designee and afforded an opportunity to explain.
- C. **Initial Conference:** An initial conference (in person or by tele- or video-conference) shall be conducted by the Head of School or designee at each level of discipline.
 - a. **Charges and Evidence:** The Head of School or designee shall confer with the student, explain the charges and evidence against the student, and allow the student an opportunity to present his or her side of the story prior to taking disciplinary action.
 - b. **Parental Assistance:** A good faith effort shall be made by the Head of School or designee to employ parental assistance or other alternative measures prior to suspension, except in the case of emergency or disruptive conditions that require immediate suspension or in the case of a serious breach of conduct.

D. Parental Notification:

- a. **By Telephone or E-mail:** The Head of School or designee shall make a good faith effort to notify the parent by telephone or e-mail of the student's misconduct and the proposed disciplinary action.
- b. **By Written Notice:** Regardless of whether there has been communication with the student's parent by telephone, the Head of School or designee shall, within twenty-four (24) hours of taking disciplinary action, send written notice to the parent describing the disciplinary action imposed and the reason the action was taken.

Violations Leading to Suspension:

The following violations will lead to short-term suspension or other low-level disciplinary action, following the appropriate due-process procedures. Multiple violations at this level may lead to expulsion. [Note: We take the below violations very seriously but in a virtual environment we expect that many of these violations will be a lot less likely to occur.]

Abusive language or conduct: A student who uses or engages in abusive, profane, obscene or vulgar language or conduct in the presence of another person, whether in person or electronically, is guilty of unacceptable conduct.

Cheating: A student who participates in using, copying or providing another student with any test answers or answer keys or another person's work, representing it to be their own work, is guilty of unacceptable conduct.

Disruptive behavior and/or minor infractions: A student who engages in unacceptable behavior or conduct that is disruptive to the educational process, but is not considered a serious breach of conduct, or who violates school rules and policies determined by the Head of School to be minor in nature, is guilty of unacceptable conduct.

Unauthorized access: A student who enters part of the school website that has been denied to them by administrators will be in violation of the school's Technology Use Policy.

False information: A student who knowingly and intentionally reports or gives false or misleading information, either oral or written, which may injure another person's character or reputation or disrupt the orderly process of the school is guilty of a serious breach of conduct.

Interference with the educational process: A student who is guilty of willful disobedience, open defiance of authority of the Head of School or any member of the school staff, violence against persons or property, or any other act that substantially disrupts the orderly conduct of the school is guilty of a serious breach of conduct.

Vandalism: A student who intentionally destroys damages or defaces records or property (whether physical or electronic) owned by or in the possession of the Board or other members of the district staff, is guilty of a serious breach of conduct.

Theft: A student who takes from another person money or other property (whether physical or electronic) belonging to the other person with the intent to permanently deprive the victim of such property is guilty of a serious breach of conduct that may be reported to the proper law enforcement agency.

Robbery: A student who takes money or other property (whether physical or electronic) belonging to another person from another person by the use of force, violence, assault, or threatened use of force or violence is guilty of a serious breach of conduct that may be reported to the proper law enforcement agency.

Sexual Harassment: A student who subjects another person to unwelcome sexual advances, verbal harassment or abuse, pressure for sexual activity, repeated remarks with sexual or demeaning implications, unwelcome or inappropriate touching, or suggestions or demands for sexual involvement accompanied by implied or explicit threats – either in person or on-line – is guilty of a serious breach of conduct. This also includes transmission of sexually inappropriate or explicit material.

Indecent exposure or conduct: A student who exposes or exhibits his or her sexual organs in the presence of others in a lewd or indecent manner, or who intentionally and willingly engages in behavior that is considered lewd, indecent or obscene, either in person or on-line, is guilty of a serious breach of conduct that may be reported to the proper law enforcement agency.

Burglary: A student who enters or remains in a building or property owned or maintained by the Board with the intent to commit theft, vandalism, or some other criminal offense therein, is guilty of burglary unless the premises at the time is open to the public or the student is legally authorized to enter or remain. However, the fact that the premises may be open to the public or that the student may be authorized to enter or remain will not excuse any other offense, violation or other breach of conduct committed by that student while therein. Burglary is a serious breach of conduct that may be reported to the proper law enforcement agency.

Abusive language or conduct directed at a school employee or trustee: A student who uses or engages in abusive, profane, obscene, or other vulgar language or conduct directed at a school employee or trustee is guilty of a serious breach of conduct.

Truancy: A student who is truant from school is guilty of a serious breach of conduct.

Violations leading to Expulsion

The following violations will lead to expulsion, following the appropriate due process procedures.

Weapons: A student who displays or is in possession of an object normally considered a weapon (other than a firearm), such as a knife or club, while attending a school-sponsored activity away from home is guilty of a serious breach of conduct.

Firearms: A firearm is any weapon (including a starter gun, pellet gun, B-B gun, air rifle, or air pistol) that will, or is designed to, or may readily be converted to expel a projectile by the action of an explosive or compressed or forced air. It is the expressed policy of the Board that, with the exception of law enforcement officers, no person shall have in his or her possession any firearm of any nature, including a firearm used for recreational activities, while on a school campus, or other property owned or maintained by the Board, or property designated for school activities.

Battery: A student who intentionally strikes another person against the will of the other person is guilty of a serious breach of conduct that may be reported to the proper law enforcement agency.

Bomb and explosive: A student who is in possession of a bomb, explosive device, or substance or materials intended for use in a bomb or explosive device or substance while at a school-sponsored activity, on Board property, or a chartered bus (unless the material or device is being used as part of a legitimate school-related activity or science project conducted under the supervision of an instructor with the knowledge and consent of the Head of School) is guilty of a serious breach of conduct.

Arson: A student who willfully, by fire or explosion, damages or attempts to damage any building, structure, vehicle or other property owned or maintained by the Board is guilty of a serious breach of conduct that may be reported to the proper law enforcement agency.

Threat: A student who intentionally threatens, by words or act, to strike or cause bodily harm to another person, has the apparent ability to carry out such threat, and causes the other person to have a well-founded fear that he or she is about to be struck or about to suffer such bodily harm is guilty of a serious breach of conduct that may be reported to the proper law enforcement agency.

Internet Use: Any student who abuses the Acceptable Use Policy (included separately) shall be dealt with according to the parameters of the use policy.

Truancy: A student who is habitually truant from school is guilty of a serious breach of conduct.

Alcohol, drugs or drug paraphernalia: A student who possesses or attempts to distribute alcohol, drugs or drug paraphernalia during school-related events or on school site will be in serious breach of IDVA conduct.

G. Advertisement of Student Enrollment Opportunities

IDVA's virtual educational program will continue to seek students from the various geographical regions of the state of Idaho.

IDVA prepares and mails out informational materials regarding their school program. Further, IDVA holds informational sessions in various regions throughout the state to promote the school program. The school maintains a website addressing their educational program, and enrollment opportunities regarding the school.

H. Professional Technical Educational Opportunities

IDVA recognizes that a significant component of the student body will express and interest in and seek out opportunities to participate in professional technical educational opportunities.

IDVA will seek to provide professional technical educational opportunities to IDVA secondary students, either through their own individually developed educational program and/or in combination with other public educational entities (Idaho Public School Districts and/or other Idaho Public Charter Schools) in regional areas. IDVA recognizes the challenges in providing such educational opportunities in a solely virtual setting. While recognizing that some professional technical programs fit within a solely virtual setting, the school also recognizes that some programs will necessitate a hybrid of virtual education and hands on educational experiences while others may involve solely hands on educational format. For such reason, IDVA recognizes an exception to the traditional virtual educational model of IDVA for the possible provision of professional technical educational services.

Curriculum and details of program offerings, which may change from time to time depending upon student interest and the school's needs, will be provided to the Commission.

XII. Chartering Entity Relations

The Public Charter School Commission and the Idaho Virtual Academy will resolve disputes relating to the provisions of the charter following the procedures set forth in 33-5209, Idaho Code, and the applicable rules of the State Board of Education for notice of defect and submission or a corrective action plan.

XIII. Operation and Potential Liability

Upon approval of the initial charter with the Butte County Joint School District 111, the Governing Board of the Academy obtained incorporation as a nonprofit public school, listing the IDVA Board as having the responsibilities and liabilities for the operation of the school. The Articles of Incorporation and Amended By-Laws serve as the policy manual for how the Academy operates.

The Academy operates independently as a Local Education Agency (LEA). The Academy is responsible for its own operation including personnel matters, preparation of a budget, and contracting for services. The Academy maintains a policy of general liability insurance and all other types of insurance necessary to provide coverage for the potential losses described in this paragraph.

The policy of insurance shall have limits of liability not less than that required pursuant to the Idaho Code and shall list the Chartering Entity as an additional insured.

IDVA can sue, be sued, purchase, receive, hold, and convey real and personal property for school purposes, and can borrow money for such purposes.

The Academy's employees, director, and officers shall enjoy the same immunities as employees, director, and officers of public school districts and other public schools.

Pursuant to 33-5204(2), Idaho Code, the Commission shall have no liability for the acts, omissions, debts or other obligations of the Academy. The Academy will defend, hold harmless and indemnify the Chartering Entity against any claim, action, loss, damage, or injury. Liability cost or expense of any kind or nature arising out of the operation of the Academy and/or arising out of the acts or omissions of the agents, employees, invitees, or contractors of the school.

Copies of insurance binders from a company authorized to do business in Idaho for liability insurance (per occurrence and aggregate coverage), property insurance, worker's compensation insurance, unemployment insurance, and any other insurance will be provided to the Commission upon request. All required insurance will be in effect during the operation of the Academy.

XIV. Facility and Equipment

The administration building(s) will be properly licensed and compliant with code with regard to the Americans with Disabilities Act, all OSHA regulations and with all applicable Idaho laws. The building will provide sufficient wiring and communication capabilities to support the high-tech nature and infrastructure of the school. The building will also provide adequate heating, ventilation, lighting, sanitary conditions, and water supply to support the school's administrative staff.

XV. Annual Audit of Programmatic and Financial Records/ Financial Management

A. Financial Management and Financial Records

The Academy's annual budget will be prepared in compliance with all statutes and rules of the State of Idaho including requirements for a public hearing and delivery to the State Department of Education. Copies of the Budget will be provided to the Commission upon Board approval and delivery to the State Department of Education. All Accounting records will be established and maintained in accordance with accounting principles generally accepted in the United States. In addition, the Academy will follow all requirements and regulations as may be set forth from time to time by the State Board of Education and State Department of Education. The Academy operates through funding provided by the State of Idaho and the Federal government. The Academy will continue to seek out private grants and donations to supplement the school's funding. All k12 invoices of the Academy are independently reviewed by a Board member prior to submission to the Board for approval. A separate Board motion is made to address K12 invoices, separate and apart from any other invoices to the school. A detailed report as to the financial status of the Academy and its Budget, including a detailed cash distribution report, is provided at each monthly regular meeting of the Board.

B. Financial Audit

An audit of the School's financial statements is performed annually by an independent Certified Public Accountant. The audit reports, accompanied by the related financial statements are submitted yearly to the Commission pursuant to the requirements of section 33-701(6) & (7), Idaho Code.

C. Performance Audit

Programmatic outcomes are composed of goals for student learning, student attendance, and other objectives described in this application as well as those requirements set forth by the Idaho Charter School Commission. Annually, the school will report in detail its performance against these programmatic objectives, describe deficiencies in performance, and set forth corrective actions for remedying these deficiencies. Additionally, the school will comply with any other requirements that the state might specify at a later point. IDVA has received and will maintain accreditation.

Reports from audit activities will be provided to the Commission staff in the same manner and to the same extent as other documentation and reports provided to Commission staff.

XVI. Administrative Audit

The Board will arrange for the completion of an independent audit process as to various components of the administrative and educational services of IDVA. Reports will be provided to the Board upon the completion of these independent audits.

XVII. Statistical Reporting to Commission

Any statistical reports that are filed by IDVA with the State Department of Education shall also be filed with the Commission. Such Commission filing shall coincide with the timing of filings with the State Department.

XVIII. Two Year Alternative Hybrid-Virtual Pilot Program

Commencing with the 2010-2011 school year, IDVA will commence a two (2) year pilot program for the development and operation of an Alternative Hybrid Component, within the existing Virtual Charter School.

This program will follow and meet all requirements for Alternative Secondary Programs as provided by IDAPA 08.02.03.110, as issued by the State Board of Education and as may be amended from time to time.

Facility Location – Hours of Provision of Instruction:

The location of the Alternative Program will be in a nearby facility, located at 1965 S. Eagle Road, Suite 160, Meridian, Idaho, 83642.

This is a location separate from the regular high school (which is a virtual home-based program) and is at a physical location separate from the Administrative Offices of the Idaho Virtual Academy.

The hours of this program are at hours different from that of the rest of the program. The hours of instruction will be as follows:

7-8 grade program: 8:30-11:30 a.m., Tuesday-Friday

9-12 grade program: 1:00-4:00 p.m., Tuesday-Friday

Student Enrollment and Students Served:

Alternative secondary educational programs as defined in the state of Idaho are those programs that provide special instructional courses and offer special services to eligible at-risk youth to earn credits toward graduation and enable such students to attain a high school diploma.

Students to be Served:

At risk youth are served in this program. The definition of at risk secondary students (in grades 7 through 12) will encompass a student who meets any of the three following criteria in listing "a" through "f" or any of the one criteria in "g" through "m".

- a. Has repeated at least one grade;
- b. Has absenteeism that is greater than ten percent (10%) during the preceding semester;
- c. Has an overall grade point average that is less than 1.4 (on 4.0 scale) prior to enrolling in the alternative secondary program;
- d. Has failed one or more academic subjects;
- e. Is two or more semester credits per year behind the rate required to graduate;
- f. Is a limited English proficient student who has not been in a program more than three years;
- g. Has substance abuse behavior;
- h. Is pregnant or a parent;
- i. Is an emancipated youth;
- j. Is a previous dropout;
- k. Has serious personal, emotional, or medical problems;
- l. Is a court or agency referral;
- m. Upon recommendation of the school district as determined by locally developed criteria for disruptive student behavior.

Anticipated Initial Enrollment:

For the first year of the pilot program, student enrollment is anticipated to be 150 students, comprised of students in the following grade levels:

7 th	25 students
8 th	25 students
9 th	25 students
10 th	25 students
11 th	25 students
12 th	25 students

Purpose – Course offerings and Instruction:

The purpose of this program will to meet the state-approved vocational technical component of education with offering a Work Experience Course under the supervision of a state certified Work Based Learning Coordinator as well as using k12 developed and provided courses in Business, Entrepreneurship, Marketing, Service Learning and Technology. These course offerings may expand during the course of the program pilot. It is also the intention to have the Achieving your College and Career Goals Course.

Graduation credit may be earned in the following areas:

- Academic Subjects
- Electives
- Approved work-based learning experiences

Non-academic courses i.e., classroom and office aides do not qualify for credits unless such is specifically approved as work-based learning experiences.

Instruction and special services as mandated by the IDAPA rules for Alternative Secondary Education and applicable to the designed program will be compiled with.

Staffing:

IDVA's current employment rolls already include a certificated professional educator holding certification as a Work Based Learning Coordinator as well as a certificated employee holding a vocational-technical teaching certificate.

As career counseling and emotional issues are at serious play for Alternative School Programs, IDVA will initially assign a .50 counselor to the program. This counselor already has alternative school program experience. The school's existing employed psychologist will also provide support services to the program.

Any and all other positions necessitated by this program will be provided by highly qualified and properly endorsed personnel.

This school's Charter Appendices are on file with the Idaho Public Charter School Commission.

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).

Table of Contents

Introduction.....	4
A Conceptual Timeline for Closure.....	5
Notification and Initial Steps.....	6
Develop / Monitor Implementation of the Closure Plan.....	8
Finalize School Affairs: Governance and Operations.....	9
Finalize School Affairs: Finance.....	11
Finalize School Affairs: Reporting.....	12
Dissolution.....	13



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.

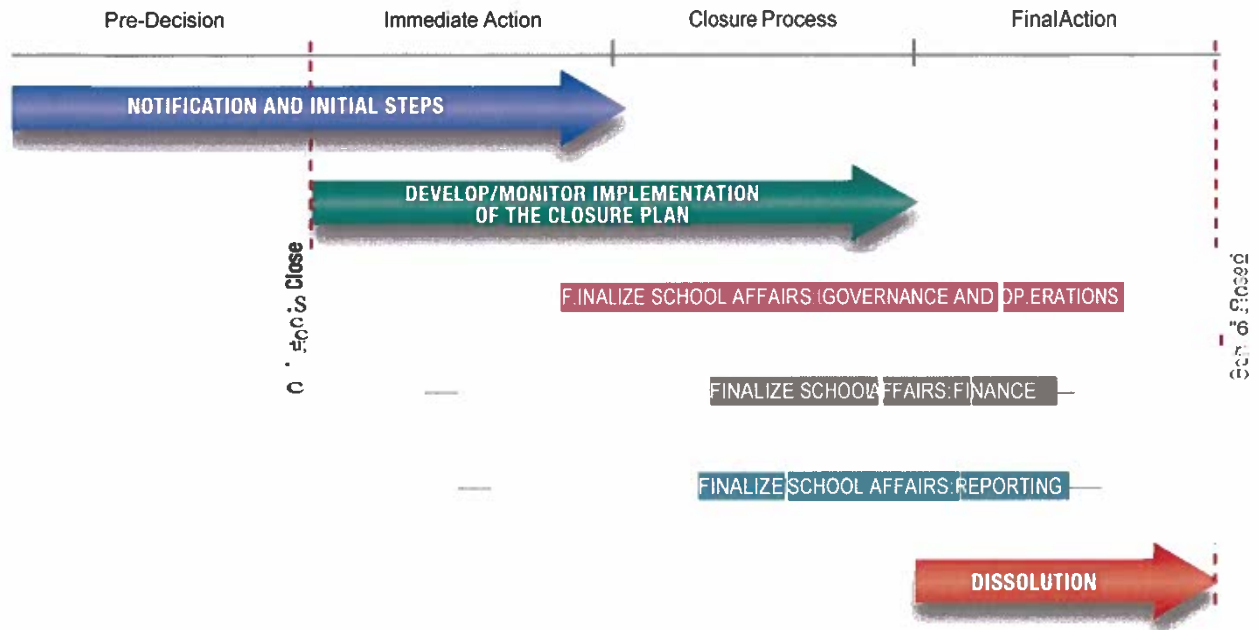
Endnotes

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			

<p>Send Additional and Final Notifications</p> <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • 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. 	<p>School, PCSC</p>			
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------	--	--	--

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"> 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 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"> Reassignment of students and transfer of student records. Identification of long-term storage location of student and personnel records; plan for access and communication to parents regarding access. Notification to entities doing business with the school. The status of the school's finances, including outstanding expenses and payment of creditors and contractors. Sale, dissolution, or return of assets. 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 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 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) 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) 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