

I. COMMISSION WORK

A. AGENDA APPROVAL

The IPCSC must approve the agenda prior to beginning the meeting.

COMMISSION ACTION

A motion to approve the agenda as presented; or

A motion to amend the agenda [state amendment] based on the following good faith reason [state reason amendment is necessary].

B. MEETING MINUTES

The IPCSC will consider approval of meeting minutes for the previous meetings.

COMMISSION ACTION

A motion to approve the meeting minutes for April 13, 2023 as presented;
or

A motion to approve the meeting minutes for April 13, 2023 with the following amendments: [state specific amendments].

IDAHO PUBLIC CHARTER SCHOOL COMMISSION REGULAR MEETING AGENDA

Date: Thursday, June 8, 2023
Start Time: 9:00 A.M., MST

Physical Location: Joe R. Williams Building, West Conference Room
700 W. State Street, Boise, ID

Remote/Public Access via YouTube Livestream: <https://www.youtube.com/@IPCSC>

I. COMMISSION WORK (Action Item)

- A. Agenda Review / Approval
- B. Minutes Review / Approval

II. PUBLIC COMMENT

Public comment will be limited to three minutes per person. Please see IPCSC policy for more information.

III. OFFICE OF ADMINISTRATIVE HEARINGS

IV. RENEWAL CONDITIONS (Action Item)

- A. Chief Tahgee Elementary Academy
- B. Monticello Montessori Charter School
- C. Village Leadership Academy

V. NOTIFICATION OF FISCAL CONCERN (Action Item)

- A. Monticello Montessori Charter School
- B. Village Leadership Academy

VI. CHARTER SCHOOL SATURATION

VII. ANNUAL REPORT TRAINING & SCHOOL REVIEWS

VIII. PERFORMANCE CERTIFICATES (Action Item)

- A. Dry Creek Charter School
- B. FY 23 Renewal Schools

**MEETING MINUTES
IDAHO PUBLIC CHARTER SCHOOL COMMISSION**

April 13, 2023
Joe R. Williams Building, 700 W. State St, East Conference Room
Boise, ID 83702

This meeting was called to order by Chairman Reed on April 13, 2023 at 9:03 a.m.

Alan Reed – Present
Sherrilynn Bair – Present
Nils Peterson – Present
Wanda Quinn – Present via Zoom
Dean Fisher – Present via Zoom

I. COMMISSION WORK

A. Agenda Review/Approval

M/S (Peterson/Bair) Motion to approve the agenda as presented. *The motion passed unanimously.*

B. Minutes Review/Approval

M/S (Peterson/Fisher) Motion to approve the minutes from February 23 and 24, 2023 and the additional minutes from March 8, 2023 as presented. *The motion passed unanimously.*

II. PUBLIC COMMENT

CJ Watson, Principal at Elevate Academy Caldwell, notified commissioners that he would be available for feedback and comments during the review of Elevate Academy's Annual Performance Report review in agenda item XI.

Steven Siwek, Director of Marketing at Boise Hunter Homes gave remarks in support of the petition for Mater Academy: A Dry Creek Charter.

Chairman Reed acknowledged written comment Teri Friend of Rolling Hills Public Charter School that was received after meeting materials were posted. The letter which addressed opposition to the Mater Academy: A Dry Creek Charter petition was read in its entirety during the following agenda item.

III. CONSIDERATION OF NEW CHARTER SCHOOL PETITION

The founding board members of Mater Academy: A Dry Creek Charter presented a petition to open a new charter school. Sarrie Devore, board chair, and all other board members collaboratively provided a presentation to the commission.

Commissioners requested input from Michelle Taylor, Director of School Choice, Student Engagement and College/Career Readiness for the State Department of Education regarding recent open enrollment legislation.

M/S (Peterson/Quinn) Motion to approve the petition for Mater Academy: A Dry Creek Charter in the Fall of 2024 with the following conditions: (1) by June 1, 2024 the school evidence a balanced year 1 budget based on enrollment from the Spring 2024 lottery; (2) by June 1, 2024 the school evidence that all grants and contracts that are part of that year 1 budget are signed or otherwise delivered. *The motion passed unanimously.* (Prior to the vote, Commissioner Fisher proposed an amendment to the motion to include assurance that the facility would be ready for occupancy; that amendment was withdrawn).

IV. CONSIDERATION OF AMENDMENT

Heritage Academy presented a request to amend their FY22 Annual Performance Report. Presenters for Heritage Academy were Carroll Cone, board chair; Dr. Christine Ivie, Superintendent; DeAnna Heil, Director of Student Services; Bret Walther, Anderson, Julian & Hull, LLP. The Commission also requested input from Michelle Taylor, Director of School Choice, Student Engagement and College/Career Readiness for the State Department of Education regarding ISEE reporting procedures during the discussion.

Discussion centered around the framework rating awarded to the school's operational compliance measure and the inclusion of context in the comment section of the FY22 annual performance report. The identified compliance concern stemmed from a report submitted to the SDE by the school with an incorrectly typed code resulting in an appearance of an uncredentialed teacher.

IPCSC Staff provided the Commission with a review of IPCSC policy on the annual report process; a review of the operational framework regarding applied ratings of the Operational Compliance measure and a review of communication with SDE. A request by the Commission to clarify SDE report correction requirements was requested of Michelle Taylor, Director of School Choice, Student Engagement and College/Career Readiness for the State Department of Education who was in attendance as a member of the public.

M/S (Peterson/Fisher) Motion to direct staff procedurally that when a data source is authorized by the manager of that data source to be updated, then a request can be made to update the framework based on the updated data source. *The motion did not go to vote due to a substitute motion being made.*

M/S (Fisher/Quinn) Motion to amend the Performance Report for Heritage Academy as requested, the word “requested” being changed to “appropriate” prior to the vote. *The motion passed 3:0, Peterson abstaining.*

V. CONSIDERATION OF PERFORMANCE CERTIFICATE

Commissioners were presented with the proposed performance certificate for Gem Prep Ammon.

M/S (Peterson/Bair) Motion to execute the performance certificate for Gem Prep Ammon as presented. *The motion passed unanimously.*

VI. FINANCIAL UPDATE

Melissa-Jo Rivera, IPCSC Interim Director and Jacob Smith, IPCSC Finance Program Manager updated commissioners regarding the FY24 budget detail and proposed FY25 working budget, which included the request for addition staff.

M/S (Peterson/Quinn) Motion to approve the FY24 budget detail as presented. *The motion passed unanimously.*

M/S (Quinn/Peterson) Motion to approve the FY25 working budget including the presented base appropriation request and the line item requests for the following additional staff in this order: (1) Program Manager; (2) Technical Records Specialist; (3) Data Coordinator. *The motion passed unanimously.*

VII. LEGISLATIVE UPDATE

Jared Dawson, IPCSC Program Manager updated commissioners regarding legislative action from the recent 2023 legislative session.

No action.

VIII. PROPOSED POLICY REVISIONS

Melissa-Jo Rivera, IPCSC Interim Director discussed proposed revisions to IPCSC policy around equitable Selection. The proposed revisions to policy were due to a requirement that resulted in changes to IDAPA from the FY23 Legislative Session

M/S (Peterson/Bair) Motion to approve the policy revisions as proposed. *The motion passed unanimously.*

IX. STAKEHOLDER SURVEY RESULTS

Melissa-Jo Rivera, IPCSC Interim Director presented commissioners with results of the FY23 IPCSC Stakeholder survey. Results included feedback received by the public from February to March 2023.

No action.

X. PRE-OPENING UPDATE

Jared Dawson, IPCSC Program Manager provided updates on the pre-opening status of Gem Prep Twin Falls, Kootenai Classical Academy and Pinecrest Academy of Lewiston.

No action.

XI. ANNUAL REPORT REVIEW

Melissa-Jo Rivera, IPCSC Interim Director provided commissioners with an overview of FY22 Annual Reports for the following schools entering renewal for FY24: Anser Charter School, Compass Charter Schools, Connor Academy, Elevate Academy and Forge International School.

No action.

Meeting adjourned at 1:06 p.m.

II. PUBLIC COMMENT

A. Live Comment

1. Members of the public may address the IPCSC during this meeting.
2. Members of the public are asked to indicate the topic they wish to address on the sign-in sheet prior to the start of the meeting.
3. Public comments shall be limited to three (3) minutes.

B. Written Comment

1. Written comment may be submitted to the IPCSC staff at any time.
2. Written comment must be identified as such and must include the name and contact information of the author.
3. Written comment submitted at least seven (7) days in advance of an IPCSC meeting will be included in the meeting materials.
4. Written comment submitted fewer than seven (7) days in advance of an IPCSC meeting will be distributed to commissioners, but may not be included in the meeting materials.
5. Written comment may be read aloud at the regularly scheduled IPCSC meeting following receipt.



5/26/2023

Greetings IPCSC,

On behalf of Kootenai Classical Academy (KCA) in Post Falls, its many enthusiastic supporters and parents in the community, and the future charter schools in Idaho, I am asking that the Commission consider an amendment to our Charter that would enable KCA to add an additional 7th and 8th grade class for our opening year 2023-24. We hope that the arguments and evidence below will help provide a sound case in our favor.

When the founding board members at KCA were drafting the initial components of KCA's Charter Petition several years ago, they naturally sought advice regarding the ideal number of students per grade in KCA's opening year. The board was advised on several occasions to take a very fiscally and practically conservative approach for grades 7 and 8, since the claim was that it was more difficult to attract middle school students who had become more attached to their school and friendships at that particular age. In short, while it would be fiscally and practically sound to plan on two classes of 27 each in grades K-6, it would be difficult to fill two classes of that same amount in 7th and 8th grade. With that argument in mind, KCA stated in its Charter that the school would open with just one 7th and one 8th grade class of 27 students each.

KCA's lottery results however were quite remarkable, including in grades 7 and 8. As of May 24 KCA has 537 students on its waitlist, including 41 waitlisted students in 7th and 56 waitlisted students in 8th grade. In some ways it was something we expected quite honestly. In the months prior to the lottery our parent informational meetings at the Post Falls library were standing room only events attended by many, many wonderful and enthusiastic parents. Our waitlist continues to grow in all grades and it will surely continue to grow over the summer as well.

Naturally, we were excited to contact the IPCSC staff and inquire about the possibility of adding an additional 7th and 8th grade. Beyond the ability to enroll some very excited families in these grades, the state funding benefits to KCA would be important, timely, and extremely beneficial in many respects. We communicated back and forth with the IPCSC staff in order to inquire about the possibility of adding these additional classes, and we conveyed to the staff a list of the following arguments on KCA's behalf:

- 1) As stated above, KCA currently has 41 students on our 7th grade waitlist and 56 students on our 8th grade waitlist, and our waitlist is continually growing. We have more than enough students on the waitlist to fill additional 7th and 8th grade seats.

2) KCA will not be adding any additional students to our total student K-12 enrollment of 702, as specified in our charter petition. KCA will only be increasing the rate of that enrollment as we approach our capacity of 702.

3) KCA's brand new building already includes the additional 7th and 8th grade classrooms – they are already built and ready to go, and will be completely furnished as well. It would be a shame to leave these two furnished rooms empty with so many eager parents and children waiting to enroll.

4) Very importantly, KCA would stand to accrue \$679,085 in state Maintenance and Operations funding. Our initial enrollment target was 428 students K-8, which would have brought in \$2,754,865 plus \$260,000 in Special Distributions, and with a new target of 486 K-8 students KCA would stand to increase that number to \$3,333,950 with an additional \$100,000 in special distributions. Again, in total, KCA would increase its M & O funding by \$679,085, and the additional funds would help in the following ways academically:

- Providing a complete set of furniture for our opening year has turned out to be extremely expensive. The additional funds would make it much easier to incur both the furniture costs and shipping costs.
- Very importantly, the additional funds that we would receive from the state would allow us to pay for our full day Kindergarten.
- Our curriculum demands that specialized subjects be taught beginning in 6th grade. If we have the additional 7th grade and 8th grade classes the increased funding it makes it much easier for us to hire additional qualified individuals to teach more daily sections of Latin, Art, PE and especially Music in grades K-8. The classical education model highlights music in its curriculum, and the funds would allow KCA to attract great candidates to teach more music classes, head our musical performance program, and pay for instruments.
- We have received applications from many highly qualified teachers who have taught either in college or in private schools outside of Idaho, and the additional funding would allow us to hire these individuals and add appropriate salary compensation to add to their base R1 Idaho salary step.
- The additional funding would allow us to pay for more Teacher Aides and SPED staff, which will make the classroom experience more fruitful for all of our students.

5) In addition, we are planning a very comprehensive sports program, and it would be great for our middle schoolers to have enough fellow teammates to populate our initial middle school sports teams. With only 27 students each in 7th and 8th grade it makes it more difficult to field complete teams. The additional funds would allow us to pay for athletic equipment as well, including uniforms, wrestling mats, hockey gear, etc. KCA is located on a beautiful 11 acre piece of land on the prairie and we would love to take advantage of that acreage for our sports and PE programs.

- Further, if only one 8th grade class of 27 moves into 9th grade next year, this particular class's opportunities for a more robust set of programs and teammates in high school sports would be very limited throughout their high school years.

6) We feel that additional students in the 7th and 8th grades will help the students develop more friendships, be exposed to more diverse personalities and opportunities for personal growth, and generally make their day in school a lot more fun and enriching.

When KCA presented its case to the IPCSC staff, they were very accommodating and helpful, and they welcomed our desire to benefit from our outreach and enrollment successes. However, the staff informed us at a later meeting that KCA's desire to add the additional classes actually was in conflict with IPCSC Policies, Section IV – Charter and Performance Certificate Amendments. Under Section A – Eligibility for Amendments, paragraph ii b states the following:

“The IPCSC shall not approve requests . . . [i]f the amendment proposes to increase enrollment or to change the grade levels served, *or to increase the rate of growth toward capacity and the school is operating on an initial Performance Certificate term.*”

Since KCA desires to increase the rate of our enrollment (again, without increasing our total enrollment), we respectfully ask your consideration in amending the above policy not only for KCA specifically, but for other charter schools that might be in our same situation.

Starting a new charter school is financially challenging with the initial year being the most difficult. Maximizing student enrollment funding is the single greatest factor in funding stability for a new charter school. We therefore again respectfully ask the Charter Commission to consider the following points and a proposed remedy.

Position- It is imperative for the financial success of new charter schools to have one opportunity after the completion of their lottery to reassess adding additional grades/classes in which they had earlier applied fiscally conservative predictions to avoid the problems that the above policy naturally seeks to remedy.

Very importantly, a related oversight mechanism already exists within this policy. Underneath Section VII – Public Charter School Oversight, Section C – Investigations, the following relevant points are made:

- **IV** - If the public charter school is in violation of the terms of its Performance Certificate, the IPCSC shall issue a Courtesy Letter defining the violation and the date by which the violation must be resolved. IPCSC shall engage in progress-monitoring for the purpose of enforcing compliance.
- **V** - Progress-monitoring plans will be documented, and may include additional site visits, desk audits, and/or meetings.

We suggest as a policy change to section ii b on the *rate of growth* that the board add a progress-monitoring plan for new charter schools which would allow for a reassessment of student classes or grades offered post lottery and within a predetermined time frame. We suggest 60 days.

Further, if a school's post lottery results do not support seeking additional classes/grades then the policy remains unaffected. However, if as in our case, the school has tremendous interest and post lottery results establish robust waitlists for class space that is available, the school should have a mechanism for capturing both that student interest and those valuable first year funds.

A progress-monitoring process currently exists for schools which are in violation of their performance charter. It could be beneficial to have a similar mechanism in place to serve as a reward for new charter schools that took more conservative approaches when crafting their charter petitions.

Qualifying standards for such an amendment might include:

- Demonstrate a robust waitlist for the class/grade additions being requested.
- Demonstrate a positive financial impact related to enrollment funding
- Demonstrate the building has the space available for the added classes/grades.
- Apply for a one-time reassessment within 60 days of the close of your lottery.

Conclusion- The purpose in all our combined efforts is to see charter schools succeed in Idaho. Adding this policy change will not only add a tremendous amount of financial stability to our first year of operation it will set a precedent for future schools to be fiscally responsible in their initial applications. New charter schools will know that if they underestimate the student interest in their respective communities they have a mechanism in place to incentivize their demonstrated fiscal responsibility and allow the school to rise up and meet the needs of the community interest.

We appreciate the efforts of both the IPCSC and the IPCSC staff to consider the various needs of Idaho's growing network of charter schools and we're grateful for the opportunity to be a partner in this productive and worthy relationship.

Gratefully,

Dr. Ed Kaitz
Headmaster
Kootenai Classical Academy
4318 N. Fennecus Rd.
Post Falls, ID 83877

Section 4 – Student Demand and Primary Attendance Area

Enrollment Capacity

Kootenai Classical Academy plans to open in the Fall of 2023 with at least grades kindergarten (K) through six (6), but with a target of grades K through eight (8). There is a strong demand for the higher grades, particularly seventh and eighth, among interested families, many with older children in these grades. Moreover, the founders assess there is sufficient demand to warrant an opening with grades seven (7) and eight (8), even if those grades have reduced class sizes (it must be stated that Idaho charter funding is very friendly to opening with somewhat smaller numbers in the higher grades).

Subsequent grade levels will be added each year as students advance. For a K-8 opening, the minimum number of students required to break-even financially the opening year is 367, which is approximately 1% of eligible school age children within the target area. KCA has, however, decided on an opening target of 428, based on the current number of eligible school-age children within the target area and the increasing demand we are seeing from families (in *Appendix A: Budget and Facilities Options* there is a budget shown for both the Full Enrollment Plan and the Break-Even contingency). The school will be at capacity when the high school fills out and the total student body reaches 702 students as seen in the table below.

Table 5: KCA Full Enrollment Plan, 2023-2033

Grade	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
K	54	54	54	54	54	54	54	54	54	54
1	54	54	54	54	54	54	54	54	54	54
2	54	54	54	54	54	54	54	54	54	54
3	54	54	54	54	54	54	54	54	54	54
4	54	54	54	54	54	54	54	54	54	54
5	54	54	54	54	54	54	54	54	54	54
6	54	54	54	54	54	54	54	54	54	54
7	25	54	54	54	54	54	54	54	54	54
8	25	25	54	54	54	54	54	54	54	54
9		25	25	54	54	54	54	54	54	54
10			25	25	54	54	54	54	54	54
11				25	25	54	54	54	54	54
12					25	25	54	54	54	54
Total	428	482	536	590	644	673	702	702	702	702



KOOTENAI
CLASSICAL ACADEMY
an American Classical Education

Forecasted Financials

	FY24	FY24
Projected Enrollment	428	486
Revenues		
1000 · Revenue from Local Sources	\$ 4,400	\$ 4,400
3000 · Rev from State Sources	\$ 3,014,865	\$ 3,693,950
4000 · Revenue from Federal Sources	\$ 202,646	\$ 202,646
Total Revenue (1)	\$ 3,221,911	\$ 3,900,996
Operating Expenses		
100 Salaries	\$ 1,422,000	\$ 1,617,604
200 Benefits	\$ 510,658	\$ 592,089
310 Professional Services	\$ 155,725	\$ 175,725
320 Facility Services	\$ 77,500	\$ 77,500
350 Other Services	\$ 24,084	\$ 24,084
400 Supplies & Materials	\$ 246,701	\$ 256,701
500 Capital Objects	\$ 44,000	\$ 54,000
Facility Payments	\$ 561,773	\$ 561,773
Total Expense (2)	\$ 3,042,441	\$ 3,359,476
Net Income	\$ 179,470	\$ 541,520

Ratio Analysis

Net Income Available for Debt Service	\$ 741,243	\$ 1,103,293
Cash Balance (Unrestricted) (3)	\$ 429,470	\$ 791,520
Operating Margin	5.6%	13.9%
Debt Service Coverage Ratio	1.32	1.96
Days Cash on Hand	52	86
Debt Burden	17.4%	14.4%
Labor	60.0%	56.6%

FOOTNOTES

- 1 Projected revenue difference of \$679,085 with increased enrollment
- 2 Projected expense difference of \$317,035 with increase enrollment (mostly labor)
- 3 Beginning cash balance on 7.1.2023 about \$250,000

III. OFFICE OF ADMINISTRATIVE HEARINGS INTRODUCTION

APPLICABLE STATUTE, RULE, OR POLICY

NA

BACKGROUND

Staff from the Office of Administrative Hearing will provide a brief introduction and training regarding resources and available opportunities to support the Commission in future action items and needs.

DISCUSSION

Information item only.

SPEAKER

Leslie Hayes, Deputy Chief Administrative Hearing Officer

Bryan Nickels, Chief Administrative Hearing Officer

IMPACT

Information item only.

STAFF COMMENTS AND RECOMMENDATIONS

No comments or recommendations.

COMMISSION ACTION

No action.

IV. RENEWAL CONDITION REVIEW

A. Chief Tahgee Elementary Academy

APPLICABLE STATUTE, RULE, OR POLICY

I.C. § 33-5209B(1)

I.C. § 33-5209C(1)

I.C. § 33-5209C(7)

IPCSC Policy VIII

BACKGROUND

On February 10th, 2022, the IPCSC renewed Chief Tahgee Elementary Academy on condition that the school would meet the following conditions by June 30th, 2023.

1. Condition 1: CTEA must submit all reports due to the State Department of Education, the State Board of Education, and the Commission by the corresponding deadlines published in Idaho Code, Commission policy, and the State Department of Education's Data Acquisition Calendar. This condition is based on chronically late reporting practices at CTEA, as noted in the operational section of the Commission's Performance Framework across multiple annual performance reports. This condition must be met by June 30th of each year of the renewal term and will be evaluated by Commission staff on June 30th of each year.
2. Condition 2: At least 24% of continuously-enrolled students at CTEA must achieve proficiency on the math statewide math assessment (currently the ISAT) by June 30, 2023. This condition is based on the school achieving a meets standard rating on this measure of the Commission's Performance Framework and represents a 10% increase in proficiency over CTEA's 2021 proficiency rate.
3. Condition 3: At least 27% of continuously-enrolled students at CTEA must achieve proficiency on the English Language Arts statewide assessment (currently the ISAT) by June 30, 2023. This condition is based on CTEA achieving a meets standard rating on this measure of the Commission's Performance Framework and represents a 10% increase in proficiency over CTEA's 2021 proficiency rate.
4. Condition 4: CTEA must successfully complete one of the following: (1) Achieve a proficiency rate on the spring administration of the statewide literacy assessment (currently the IRI) equal to or greater than the average proficiency rate of CTEA's identified comparison group as identified in CTEA's current performance certificate; or (2) CTEA must increase the percent of continuously enrolled students who achieved proficiency on the statewide literacy assessment by at least 10% between the fall and spring administrations of the assessment. This condition must be met by June 30, 2023. This condition is based on the proficiency rate necessary to meet standard on this measure.

The school has met (2) of (4) renewal conditions by the deadline established by the IPCSC. The below chart provides and update as of 5/1/2023 regarding the school's status to meet renewal conditions.

Chief Tahgee Conditions	Met Condition?	Notes
Condition 1: Submit all reports timely	Yes	The school met all reporting deadlines of the IPCSC on time. IPCSC staff have not received communications in 2022-2023 of late reporting.
Condition 2: At least 24% of continuously-enrolled students at CTEA must achieve proficiency on the statewide Math assessment.	No	The school achieved a 9% in Math proficiency on the most recent annual performance report. A 5% decrease from FY21 to FY22.
Condition 3: At least 27% of continuously-enrolled students at CTEA must achieve proficiency on the English language arts statewide assessment.	No	The school achieved a 19% in ELA proficiency on the most recent annual performance report. A 2% increase from FY21 to FY22.
Condition 4: Literacy Proficiency: Achieve proficiency rate on the IRI assessment at or above CTEA comparison group OR obtain a 10% increase between fall to spring on the IRI.	Yes	The school's performance increased by 20% in the administration of the IRI assessment between fall and spring. The school also obtained an increase of 10% between the FY21 fall assessment and the FY22 assessment. The school has a positive trend in the outcomes of the fall and spring assessment for the most recent two years.

DISCUSSION

Pursuant to Idaho Code section 33-5209C (7), if a school's charter is renewed with conditions and the school subsequently fails to meet any one of those conditions by the specified dates, the school's charter may be revoked by the Commission.

The IPCSC may consider whether to begin revocation proceedings at the next regularly scheduled meeting.

SPEAKER

IPCSC Program Manager, Melissa-Jo Rivera
IPCSC Program Manager, Jared Dawson
CTEA Interim Administrator, Cydney Crue

IMPACT

If the school meets their renewal conditions due by June 30th, 2023, the school may continue operations and continue to work towards maintaining compliance for the remainder of their performance certificate term.

If the school does not meet the conditions due by June 30th, 2023, the IPCSC may consider whether to hold a revocation hearing during the August 2023 meeting.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends that the IPCSC allow for Chief Tahgee Elementary Academy to continue operations; continuing to maintain compliance for condition (1) throughout the remainder of its performance certificate term and to work towards increasing proficiency in math and ELA for the remainder of the school's performance certificate term.

A best practice may be to invite CTEA back annually at the Commission's December meeting every year for the remainder of their performance certificate to provide an academic progress update.

COMMISSION ACTION

A motion to take no action on unmet conditions;

OR

A motion to hold a revocation hearing at the August 2023 IPCSC meeting.

**BEFORE THE PUBLIC CHARTER SCHOOL COMMISSION
STATE OF IDAHO**

In the Matter of the Charter Renewal for:

CHIEF TAHGEE ELEMENTARY
ACADEMY

Reference No. 21-52404

FINAL ORDER

On February 10, 2022, the Idaho Public Charter School Commission (“Commission”) voted to accept and adopt the consent agreement signed by CHIEF TAHGEE ELEMENTARY ACADEMY (“CTEA”) and the Director of the Idaho Public Charter School Commission, thereby approving CTEA’s renewal application and renewing CTEA’s charter for a five-year operational term, to begin July 1, 2022, with the following conditions:

CONDITION 1. CTEA must submit all reports due to the State Department of Education, the State Board of Education, and the Commission by the corresponding deadlines published in Idaho Code, Commission policy, and the State Department of Education’s Data Acquisition Calendar. This condition is based on chronically late reporting practices at CTEA, as noted in the operational section of the Commission’s Performance Framework across multiple annual performance reports. This condition must be met by June 30th of each year of the renewal term and will be evaluated by Commission staff on June 30th of each year.

CONDITION 2. At least 24% of continuously-enrolled students at CTEA must achieve proficiency on the math statewide math assessment (currently the ISAT) by June 30, 2023. This condition is based on the school achieving a meets standard rating on this measure of the Commission’s Performance Framework and represents a 10% increase in proficiency over CTEA’s 2021 proficiency rate.

CONDITION 3. At least 27% of continuously-enrolled students at CTEA must achieve proficiency on the English Language Arts statewide assessment (currently the ISAT) by June 30, 2023. This condition is based on CTEA achieving a meets standard rating on this measure of the Commission's Performance Framework and represents a 10% increase in proficiency over CTEA's 2021 proficiency rate.

CONDITION 4. CTEA must successfully complete one of the following:

(1) Achieve a proficiency rate on the spring administration of the statewide literacy assessment (currently the IRI) equal to or greater than the average proficiency rate of CTEA's identified comparison group as identified in CTEA's current performance certificate; or

(2) CTEA must increase the percent of continuously enrolled students who achieved proficiency on the statewide literacy assessment by at least 10% between the fall and spring administrations of the assessment.

This condition must be met by June 30, 2023. This condition is based on the proficiency rate necessary to meet standard on this measure.

CTEA shall comply with the conditions set forth above.

IT IS SO ORDERED.

DATED: February 28, 2022.

STATE OF IDAHO
PUBLIC CHARTER SCHOOL COMMISSION

By: Alan Reed
ALAN REED
Chairman

APPEAL INFORMATION¹

This is a final order of the agency. Any party may file a motion for reconsideration of this final order within 14 days of the service date of this order. The agency will dispose of the petition for reconsideration within 21 days of its receipt, or the petition will be considered denied by operation of law. *See* Idaho Code § 67-5246(4).

Pursuant to Idaho Code sections 67-5270 and 67-5272, any party aggrieved by this final order or orders previously issued in this case may appeal this final order and all previously issued orders in this case to district court by filing a petition in the district court of the county in which: (a) a hearing was held, (b) the final agency action was taken, (c) the party seeking review of the order resides, or operates its principal place of business in Idaho, or (d) the real property or personal property that was the subject of the agency action is located.

An appeal must be filed within 28 days (a) of the service date of this final order, (b) of an order denying petition for reconsideration, or (c) the failure within 21 days to grant or deny a petition for reconsideration, whichever is later. *See* Idaho Code § 67-5273. The filing of an appeal to district court does not itself stay the effectiveness or enforcement of the order under appeal.

¹ Idaho regulations require this information be provided in all final orders. *See* IDAPA 04.11.01.740.02. However, due to the Consent Agreement signed by both the school and the Director of the Idaho Public Charter School Commission, and the adoption of the Consent Agreement by the Idaho Public Charter School Commission, it is likely not pertinent to this case.

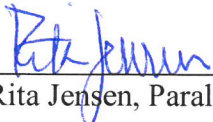
CERTIFICATE OF SERVICE

I HEREBY CERTIFY that on February 28, 2022, I caused to be served a true and correct copy of the foregoing by the following method to:

Leslie St. Clair	<input checked="" type="checkbox"/>	U.S. Mail
Board of Directors Chairperson	<input type="checkbox"/>	Hand Delivery
Chief Tahgee Elementary Academy	<input type="checkbox"/>	Overnight Mail
34 S. Hi-Line Rd.	<input type="checkbox"/>	Facsimile:
Pocatello, ID 83202	<input checked="" type="checkbox"/>	Email
leslie.stclair@cteacademy.org		

Joel Weaver	<input checked="" type="checkbox"/>	U.S. Mail
School Administrator	<input type="checkbox"/>	Hand Delivery
Chief Tahgee Elementary Academy	<input type="checkbox"/>	Overnight Mail
34 S. Hi-Line Rd.	<input type="checkbox"/>	Facsimile:
Pocatello, ID 83202	<input checked="" type="checkbox"/>	Email
joel.weaver@cteacademy.org		

Jenn Thompson, Director	<input type="checkbox"/>	U.S. Mail
Idaho Public Charter School Commission	<input type="checkbox"/>	Hand Delivery
304 N. 8th St., Ste. 242	<input type="checkbox"/>	Overnight Mail
Boise, ID 83702	<input type="checkbox"/>	Facsimile:
jenn.thompson@osbe.idaho.gov	<input checked="" type="checkbox"/>	Email



Rita Jensen, Paralegal

IV. RENEWAL CONDITIONS

B. MONTICELLO MONTESSORI CHARTER SCHOOL

APPLICABLE STATUTE, RULE, OR POLICY

I.C. § 33-5209B(1)

I.C. § 33-5209C(1)

I.C. § 33-5209C(7)

IPCSC Policy VIII

BACKGROUND

Commissioners requested that the school return at the June 8, 2023 meeting to provide an update on the status of fulfilling the requirements of condition (1). The school was issued a conditional renewal on March 8th, 2023, with a total of (7) conditions, with condition (1) being due July 1, 2023.

1. **Condition 1:** MMCS must achieve a Meets Standard rating on the Financial Default measure of the Commission's performance framework by July 1, 2023. MMCS did not meet standard on the Financial Default measure in fiscal year 2022, as it failed to meet its federal tax obligations. The Financial Default measure is defined in the performance framework and shall be incorporated into MMCS's 2023-2028 performance certificate.

To meet this condition, MMCS must not be in default of any financial obligations, including, but not limited to, facility debt, federal taxes, and payroll obligations. To verify that MMCS is no longer in default of federal tax obligations, MMCS must provide evidence that **either** (a) any back taxes owed to the IRS (including any penalties) have been paid in full by July 1, 2023, **or** (b) by July 1, 2023, the IRS has agreed to place MMCS on a payment plan that allows the school to maintain long-term financial sustainability with the revenue generated by 150 students (the enrollment achieved in fiscal year 22 and fiscal year 23).

DISCUSSION

Pursuant to Idaho Code section 33-5209C (7), if a school's charter is renewed with conditions and the school subsequently fails to meet any one of those conditions by the specified dates, the school's charter may be revoked by the Commission.

The IPCSC may consider whether to begin revocation proceedings at the next regularly scheduled meeting.

SPEAKER

IPCSC Program Manager, Melissa-Jo Rivera

IPCSC Financial Manager, Jacob Smith

MMCS Principal, Jeanne Thompson

IMPACT

If the school meets renewal condition (1) due by July 1, 2023, the school may continue operations, continuing to work towards meeting unmet renewal conditions by each condition's designated due date.

If the school does not meet condition (1) due by July 1, 2023, the IPCSC may consider whether to begin revocation proceedings at the August 2023 meeting.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends that the IPCSC allow for Monticello Montessori Charter School to continue operations while the school continues to work towards meeting unmet renewal conditions and maintaining compliance.

The school will still need to evidence the following to achieve compliance to the school's performance certificate:

- Provide evidence to the IPCSC of the IRS's total debt notice within 30 days of receipt
- Provide evidence to the IPCSC of the school's completed payment, evidencing good standing with the IRS within 30 days of payment.

COMMISSION ACTION

A motion to take no action on unmet condition (1);

OR

A motion to initiate a revocation hearing at the August 2023 IPCSC meeting.



4707 S Sweetwater Way
Ammon, Idaho 83406
Phone (208) 419-0742 Fax: (208) 419-0765

MONTICELLO MONTESSORI CHARTER SCHOOL ACADEMIC UPDATE

During the testing window at the end of the 2022-2023 school year, we had 152 students enrolled. Of those students, 56% have been identified as economically disadvantaged.

When comparing our students from the 2022 ELA ISAT to the 2023 ELA ISAT, our current 5th graders improved by 12% and 70 % of our students were proficient. The 6th graders improved their scores by 18% and 47 % were proficient. The current 7th graders improved their scores by 30% and 72% were proficient on their ELA ISAT. The current 8th graders improved their scores by 32% and 70% of the students were proficient.

When reviewing the current 2023 ISAT math scores to those of the year 2022 our students also show significant improvement and growth. Our current 5th graders are showing 70% proficiency which shows growth of 37%. Our current 6th graders showed 41% proficiency which correlates to growth of 28%. The 7th graders are 44% proficient which shows growth of 18%. The current 8th graders are showing 40% proficiency with growth of 2%.

When reviewing the data for iStation in the 2023 school year compared to the 2022 school, our students also showed growth. Our current first graders showed 12% growth in their testing from May 2022 to May 2023. The second graders showed 12% growth as well. The third graders showed 15% growth from the previous year.

In conclusion, we have determined a need to update our current benchmark testing system and have requested a quote for iStation reading and math which would be used throughout the school year.



4707 S Sweetwater Way
Ammon, Idaho 83406
Phone (208) 419-0742 Fax: (208) 419-0765

MONTICELLO MONTESSORI CHARTER SCHOOL
FINANCIAL UPDATE
MAY 22, 2023

Monticello Montessori Charter School's (MMCS) financial status continues to improve. State revenues are slightly higher than budgeted, and expenses are in line with the budget. We anticipate the audited fund balance will grow. Additionally, MMCS has over \$50,000 in ESSER III discretionary funds to use by the fall of 2024.

A special reserve fund for the proceeds from the sale of the modular classrooms was created. This provides a fund set aside to cover any additional costs associated with the IRS issues. It also allows stakeholders to more accurately review the status of the general fund. The proceeds from the sale of the modulares were transferred to this fund along with payments made to the IRS. It currently has a balance of \$123,499.72 (\$240,434 proceeds less \$116,934 paid to the IRS to date). We hope many of the penalties will be waived, but this should be more than enough to cover any outstanding expenses.

Included with this update are copies of two letters from the IRS dated March 13, 2023 and May 11, 2023. Each letter states the IRS will need 60 additional days to research MMCS's account. Also included is the account detail ledger showing the transfers and balance of fund 231 – the Special Reserve Fund.

Thank you for your continuing support of Monticello Montessori Charter School.

CINCINNATI OH 45999-0038

In reply refer to: 0237500000
Mar. 13, 2023 LTR 2645C K0
27-0186469 201412 01
Input Op: 0309925954 00009785
BODC: WI



MONTICELLO MONTESSORI CHARTER
SCHOOL INC
% DAVID MEYER
4707 SWEETWATER
AMMON ID 83406-7546

055835

Taxpayer identification number: 27-0186469
Tax periods: Dec. 31, 2014

Form: 941

Dear Taxpayer:

Thank you for your inquiry of Feb. 07, 2023.

We're working on your account. However, we need an additional 60 days to send you a complete response on what action we are taking on your account. We don't need any further information from you right now.

If you prefer, you can write to that office at the address we provided in this letter.

If you have questions, you can call 1-800-829-0115.

If you prefer, you can write to the address at the top of the first page of this letter.

Find tax forms or publications by visiting www.irs.gov/forms or calling 800-TAX-FORM (800-829-3676).

Whenever you write, include a copy of this letter and your telephone numbers along with the hours we can reach you.

Keep a copy of this letter for your records.

Thank you for your cooperation.

0237500000

Mar. 13, 2023 LTR 2645C K0
27-0186469 201412 01
Input Op: 0309925954 00009786

MONTICELLO MONTESSORI CHARTER
SCHOOL INC
% DAVID MEYER
4707 SWEETWATER
AMMON ID 83406-7546

Sincerely yours,


G. Carter-Louis

G. Carter-Louis, Operations Manager
Accounts Management Operations 2



CINCINNATI OH 45999-0038

In reply refer to: 0237500000
May 11, 2023 LTR 2644C K0
27-0186469 201412 01
Input Op: 0309926106 00008528
BODC: WI



MONTICELLO MONTESSORI CHARTER
SCHOOL INC
% DAVID MEYER
4707 SWEETWATER
AMMON ID 83406-7546

125064

Taxpayer Identification number: 27-0186469
Tax periods: Dec. 31, 2014

Form: 941

Dear Taxpayer:

We previously sent you a letter about your inquiry received Feb. 07, 2023. Although we try to respond quickly, we often need additional time for research. We can't provide a complete response at this time because:

We need more time to provide you with a complete response to your inquiry.

While waiting to hear from us, if you have a balance, you can still make payments to reduce your tax liability and interest charges. To help us apply payments properly, make your check or money order payable to the United States Treasury and provide on each payment:

- Name
- Address
- Social security or employer identification number
- Daytime telephone number
- Tax year
- Tax form

Please allow an additional 60 days for us to obtain the information we need and let you know what action we're taking. You don't need to do anything else right now.

If you have questions, you can call us toll free at 1-800-829-0115.

If you prefer, you can write to us at the address at the top of the first page of this letter.

When you write, please include a copy of this letter and provide your telephone number and the hours we can reach you in the spaces below. Keep a copy of this letter for your records.

Your Telephone Number (____) _____ Hours _____

Thank you for your cooperation.

0237500000

May 11, 2023 LTR 2644C K0

27-0186469 201412 01

Input Op: 0309926106 00008529

MONTICELLO MONTESSORI CHARTER
SCHOOL INC
% DAVID MEYER
4707 SWEETWATER
AMMON ID 83406-7546

Sincerely yours,

G. Carter-Louis

G. Carter-Louis, Operations Manager
Accounts Management Operations 2

ACCT # REFR#	DATE	PO #	ACCT NAME VENDOR	BEG BALANCE AMOUNT	BUDGETED DESCRIPTION	MO-YR
231-460000-000-000-0			TRANSFER FROM OTHER FUNDS - SPEC RESERVE	0.00	0.00	
000169 J	04/26/23	000000	***JOURNAL ENTRIES***	240,434.00CR	PROCEEDS FROM MODULAR SALE	04-2023
			TOTAL PTD ACTIVITY	240,434.00CR*		
			TOTAL YTD ACTIVITY	240,434.00CR**	BALANCE	240,434.00 0%
231-512200-000-000-0			SPECIAL RESERVE BENEFITS	0.00	0.00	
000170 J	04/27/23	000000	***JOURNAL ENTRIES***	116,934.28	TRANSFER TO SPECIAL RESERVE FUND	04-2023
			TOTAL PTD ACTIVITY	116,934.28*		
			TOTAL YTD ACTIVITY	116,934.28**	BALANCE	116,934.28CR 0%
RANGE TOTALS	PTD ACT:	123,499.72CR	YTD ACT:	123,499.72CR	BAL:	123,499.72 PO: 0.00
GRAND TOTALS	PTD ACT:	123,499.72CR	YTD ACT:	123,499.72CR	BAL:	123,499.72 PO: 0.00

**BEFORE THE IDAHO PUBLIC CHARTER SCHOOL COMMISSION
STATE OF IDAHO**

In the Matter of the Charter Renewal for:

MONTICELLO MONTESSORI
CHARTER SCHOOL

Case No. 22-52509

**FINDINGS OF FACT, CONCLUSIONS OF
LAW, AND FINAL ORDER**

INTRODUCTION AND PROCEDURAL HISTORY

1. This matter came for hearing before the Idaho Charter School Commission (“Commission”) on March 8, 2023. The hearing concerned whether to renew, renew with conditions, or nonrenew the charter held by MONTICELLO MONTESSORI CHARTER SCHOOL (“MMCS”) pursuant to Idaho Code section 33-5209B. The hearing was conducted in the West Conference Room of the Joe R. Williams Building, located at 700 W. State Street, Boise, Idaho. All members of the Commission were present.¹ Chairman Alan Reed presided over the hearing. Jill S. Holinda of Holinka Law, P.C. represented MMCS. Deputy Attorney General Adam Warr represented Commission Staff.

2. The parties offered documentary evidence as follows: a.) Commission Staff offered Exhibits A through M; b.) MMCS offered Exhibits 1–29; 5.1; 27.1; and 29.1. Prior to the hearing, the parties stipulated to the admission of all exhibits.

3. The following witnesses provided testimony at the hearing:

On behalf of Commission Staff

- Jenn Thompson, Director of the Idaho Charter School Commission

On behalf of MMCS

- Dr. David Meyer, MMCS Board Chairman

¹ Commissioners Wanda Quinn and Karen Echeverria appeared virtually. Commissioner Brian Scigliano resigned from the Commission on March 7, 2023.

- Carrie Smith, MMCS Business Manager
- Jeanne Johnson, MMCS Administrator

4. At the conclusion of the hearing, the Commission carefully considered the testimony and materials presented by the parties and orally voted on a resolution of this matter. Pursuant to Idaho Code section 33-5209B(7)(c), this written Order memorializes the Commission's decision in this matter.

FINDINGS OF FACT

5. MMCS is a public charter school in Ammon, Idaho that serves approximately 150 students across grades K–8. Ex. C.

6. On July 22, 2009, the Commission approved a charter petition for the establishment of the MMCS, and MMCS began operations in 2010. The school's charter was renewed for a five-year term on June 1, 2018, which authorized the school to operate as a public charter school in Idaho until June 30, 2023. *See* MMCS Performance Certificate dated July 1, 2018.²

7. On November 15, 2022, the Director of the Idaho Public Charter School Commission ("Director") sent MMCS a Notice and Acknowledgment of Commission Director's Recommendation for Renewal of Charter with Conditions ("Director Recommendation"). Ex. A. The Director Recommendation recommended the school for renewal subject to seven (7) conditions. It further informed MMCS that it must either accept the Director Recommendation as presented or request a hearing by no later than December 15, 2022. *Id.*

8. On November 16, 2022, MMCS signed a Consent Agreement Accepting Director's Recommendation ("Consent Agreement"). Ex. B.

9. MMCS filed a Charter Renewal Application on or about December 15, 2022. Ex.

² Commission's Public Meeting Materials for February 23, 2023 Meeting, X.B., at page 181–187

C.

10. The Commission considered the MMCS Consent Agreement at the Commission's regular meeting on February 23, 2023. After deliberations, the Commission voted to reject the Consent Agreement as presented and move to a charter renewal hearing prior to March 15, 2023.

11. Pursuant to written notice, on March 8, 2023, an evidentiary hearing was held before the Commission. The hearing was recorded. Both Commission Staff and MMCS requested approval of the November 16, 2022 Consent Agreement.

12. Director Thompson testified as to the reasons for the Director Recommendation.

13. Dr. David Meyer, MMCS Board Chairman; Carrie Smith, MMCS Business Manager; and Jeanne Johnson, MMCS Administrator, testified as to the reasons for acceptance of the Director Recommendation and for renewal of the charter.

CONCLUSIONS OF LAW

14. The Commission has the authority and discretion to renew MMCS' charter with conditions, pursuant to Idaho Code section 33-5209B(1) and the Rules Governing Public Charter Schools, IDAPA 08.02.04 *et seq.*

15. After deliberations, the Commission voted to approve the MMCS's charter with the conditions recommended by Commission Staff and outlined in the Consent Agreement, with one modification: the date of July 1, 2023, which appears in three places in Condition 1, is replaced with the date of June 8, 2023. The Commission will request a check-in and update from Commission Staff on Condition 1 at its regularly scheduled meeting on June 8, 2023. The conditions set forth in the Consent Agreement are attached to this Order and incorporated by reference, with the aforementioned modification to the date in Condition 1.

///

///

FINAL ORDER

Based on the foregoing Findings of Fact and Conclusions of Law, and good cause being shown:

IT IS ORDERED that the charter held by MONTICELLO MONTESSORI CHARTER SCHOOL is renewed for a five-year operational term to begin on July 1, 2023, with the seven conditions as set forth in the attached Consent Agreement and incorporated herein by reference.

IT IS FURTHER ORDERED that the July 1, 2023 date in Condition 1 in the attached Consent Agreement is hereby replaced with the date of June 8, 2023.

IT IS SO ORDERED.

DATED this 22 day of March 2022.

IDAHO PUBLIC CHARTER SCHOOL
COMMISSION

By: Alan Reed
ALAN REED
Chairman

CONSENT AGREEMENT ACCEPTING DIRECTOR'S RECOMMENDATION

This Consent Agreement ("Agreement") is hereby entered into between the Director of the Idaho Public Charter School Commission ("Director") and Monticello Montessori Charter School ("MMCS"). MMCS understands, acknowledges, and agrees to the following:

1. On behalf of MMCS, the undersigned authorized representative acknowledges the receipt of the Notice and Acknowledgment of Commission Director's Recommendation for Renewal of Charter with Conditions, dated November 15, 2022 ("Notice").
2. MMCS understands and acknowledges the recommendation of the Director, and agrees to accept the conditions as proposed in the Notice and restated below:
 - a. Condition 1: MMCS must achieve a Meets Standard rating on the Financial Default measure of the Commission's performance framework by July 1, 2023.

MMCS did not meet standard on the Financial Default measure in fiscal year 2022, as it failed to meet its federal tax obligations. The Financial Default measure is defined in the performance framework and shall be incorporated into MMCS's 2023-2028 performance certificate.

To meet this condition, MMCS must not be in default of any financial obligations, including, but not limited, facility debt, federal taxes, and payroll obligations. To verify that MMCS is no longer in default of federal tax obligations, MMCS must provide evidence that **either** (a) any back taxes owed to the IRS (including any penalties) have been paid in full by July 1, 2023, **or** (b) by July 1, 2023, the IRS has agreed to place MMCS on a payment plan that allows the school to maintain long-term financial sustainability with the revenue generated by 150 students (the enrollment achieved in fiscal year 2022 and fiscal year 2023).

- b. Condition 2: By November 15, 2024 MMCS must achieve a Meets Standard rating on the following performance framework financial measures: Financial Default, Enrollment Variance, Financial Compliance, Current Ratio, Days Unrestricted Cash on Hand, Total Margin, Debt Service Coverage Ratio, and Debt to Asset Ratio.

Achieving a Meets Standard rating on these 8 financial measures will evidence the school's ability to correct the standards not met in fiscal year 2022 without negatively impacting other financial measures.

- c. Condition 3: By November 15, 2025, MMCS must achieve a Meets Standard rating on all 9 of the financial measures of the Commission's performance framework which include: Financial Default, Enrollment Variance, Financial Compliance, Current Ratio, Days Unrestricted Cash on Hand, Total Margin, Debt Service Coverage Ratio, Debt to Asset Ratio, and Cash Flow.

Achieving a Meets Standard rating on all 9 financial measures will evidence the school's ability to achieve financial good standing. Additionally, once MMCS meets the terms of this condition, the Notification of Fiscal Concern, under which the school has operated since fiscal year 2021, can be considered for removal the following June.

- d. Condition 4: By November 15, 2026, MMCS must achieve a Meets Standard rating on all 9 of the financial measures of the Commission's performance framework which include: Financial Default, Enrollment Variance, Financial Compliance, Current Ratio, Days Unrestricted Cash on Hand, Total Margin, Debt Service Coverage Ratio, Debt to Asset Ratio, and Cash Flow.

Achieving a Meets Standard rating on all 9 financial measures will evidence the school's ability to not only achieve financial good standing, but also its ability to maintain that good standing over time.

- e. Condition 5: MMCS must achieve a Meets Standard rating on the literacy proficiency measure of the Commission's performance framework in fiscal year 2025. Since the corresponding data will be evaluated on or before November 15, 2025, the date by which this condition must be met is November 15, 2025.

MMCS did not meet standard on the literacy proficiency measure in any operational year over the course of this performance certificate term. The literacy measure is defined in the performance framework and shall be incorporated into MMCS's 2023-2028 performance certificate.

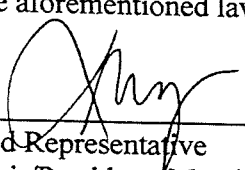
- f. Condition 6: MMCS must achieve a Meets Standard rating on the math proficiency measure of the Commission's performance framework in fiscal year 2025. Since the corresponding data will be evaluated on or before November 15, 2025, the date by which this condition must be met is November 15, 2025.

MMCS did not meet standard on the math proficiency measure in any operational year over the course of this performance certificate term. The math proficiency measure is defined in the performance framework and shall be incorporated into MMCS's 2023-2028 performance certificate.

- g. Condition 7: MMCS must achieve a Meets Standard rating on the English language arts proficiency measure of the Commission's performance framework in fiscal year 2025. Since the corresponding data will be evaluated on or before November 15, 2025, the date by which this condition must be met is November 15, 2025.

MMCS did not meet standard on the English language arts proficiency measure in any operational year over the course of this performance certificate term. The English language arts proficiency measure is defined in the performance framework and shall be incorporated into MMCS's 2023-2028 performance certificate.

3. MMCS understands and acknowledges that the Director's recommendation will be presented to the Idaho Public Charter School Commission ("Commission"). MMCS further understands and acknowledges that the Commission is under no obligation to agree with the Director's recommendation, and is under no obligation to adopt this Agreement.
4. MMCS understands and acknowledges that if the Commission approves the renewal of MMCS's charter, the Commission and MMCS shall negotiate the terms of and execute a new performance certificate, as defined in Idaho Code section 33-5202A(6), by no later than June 30, 2023.
5. On behalf of MMCS, the undersigned authorized representative understands and acknowledges that by accepting the Director's recommendation as proposed in the Notice and entering into this Agreement, MMCS is freely and voluntarily waiving certain rights provided by the Idaho Administrative Procedure Act and the laws and rules governing public charter schools in Idaho. These rights include: a full and complete administrative hearing; the right to present evidence or to call witnesses; the right to confront and cross-examine witnesses; the right to reconsideration; the right to appeal this matter to district court; and any other rights provided by the aforementioned laws and rules governing public charter schools in the state of Idaho.



Authorized Representative
Board Chair/President, Monticello Montessori Charter School

Jenn Thompson

Digitally signed by Jenn Thompson
Date: 2022.11.15 08:36:09 -07'00'

Jenn Thompson
Director, Idaho Public Charter School Commission

11/16/22

Date

11/15/22

Date

NOTICE OF APPEAL RIGHTS

This is a final order of the Commission. Any party may file a motion for reconsideration of this final order within 14 days of the service date of this order. The Commission will dispose of the petition for reconsideration within 21 days of its receipt, or the petition will be considered denied by operation of law. *See* Idaho Code § 67-5246(4) and IDAPA 04.11.01.740.

Pursuant to Idaho Code §§ 67-5270 and 67-5272, any party aggrieved by this final order or orders previously issued in this case may appeal this final order and all previously issued orders in this case to district court by filing a petition in the district court of the county in which:

- a. A hearing was held,
- b. The final Commission action was taken,
- c. The party seeking review of the order resides, or
- d. The real property or personal property that was the subject of the Commission action is located.

An appeal must be filed within 28 days (a) of the issuance of this final order, (b) of an order denying petition for reconsideration, or (c) the failure within 21 days to grant or deny a petition for reconsideration, whichever is later. *See* Idaho Code § 67-5273. The filing of an appeal to district court does not itself stay the effectiveness or enforcement of the order under appeal.

CERTIFICATE OF SERVICE

I HEREBY CERTIFY that on March 23, 2022, I caused to be served a true and correct copy of the foregoing by the following method to:

Representing MMCS:

Jill S. Holinka
Holinka Law, P.C.
P.O. Box 190164
Boise, ID 83719
Email: jsh@holinkalaw.com

- ☐ U.S. Mail
- ☐ Hand Delivery
- ☐ Certified Mail, Return Receipt Requested
- ☐ Overnight Mail
- ☒ Email

Representing Commission Staff:

Adam Warr
Deputy Attorney General
State General Counsel & Fair Hearings
Office of the Attorney General
P.O. Box 83720
Boise, ID 83702-0010
Email: adam.warr@ag.idaho.gov

- ☐ U.S. Mail
- ☐ Hand Delivery
- ☐ Certified Mail, Return Receipt Requested
- ☐ Overnight Mail
- ☒ Email



Amber Kauffman
General Counsel for the Idaho Public Charter
School Commission

IV. RENEWAL CONDITIONS

C. VILLAGE LEADERSHIP ACADEMY

APPLICABLE STATUTE, RULE, OR POLICY

I.C. § 33-5209B(1)

I.C. § 33-5209C(1)

I.C. § 33-5209C(7)

IPCSC Policy VIII

BACKGROUND

On February 23rd, 2023, the IPCSC issued a conditional renewal to Village Leadership Academy (VLA) with a total of (4) conditions; with Condition (1) being due by July 1, 2023.

1. **Condition 1:** VLA must achieve a Meets Standard rating on the Financial Default measure of the Commission's performance framework by July 1, 2023. VLA is currently in default of the terms of its facility loan. The Financial Default measure is defined in the performance framework and shall be incorporated into VLA's 2023-2028 performance certificate.

To meet this condition, VLA must not be in default of any financial obligations, including, but not limited to, facility debt and payroll obligations. Specifically, VLA must evidence that it is no longer in financial default of the terms of the loan for the facility located at 1747 Fairmeadow Dr, Boise, ID 83704 **and** must evidence that VLA is able to service principal and interest payments on any facility related debt it holds as of July 1, 2023 with an enrollment of 265 students (the school's average enrollment across the past three school years).

DISCUSSION

Pursuant to Idaho Code section 33-5209C (7), if a school's charter is renewed with conditions and the school subsequently fails to meet any one of those conditions by the specified dates, the school's charter may be revoked by the Commission.

The IPCSC may consider whether to begin revocation proceedings at the next regularly scheduled meeting.

SPEAKER

IPCSC Program Manager, Melissa-Jo Rivera

IPCSC Financial Manager, Jacob Smith

VLA Principal, Josh Noteboom

VLA Board Chair, Adrian Castaneda

VLA Financial Advisor, Adam Holcomb

IMPACT

If the school meets renewal condition (1) due by July 1, 2023, the school may continue operations, continuing to work towards meeting the remaining unmet renewal conditions by each condition's designated due date.

If the school does not meet condition (1) due by July 1, 2023, the IPCSC may consider whether to begin revocation proceedings at the August 2023 meeting.

STAFF COMMENTS AND RECOMMENDATIONS

The school has evidenced that Condition (1) has been met by providing an updated forbearance agreement which includes an allowance for VLA to vacate their current property (Page 5; Section (d)); a letter of intent with the lease holder of a new facility; a FY24 operating budget and additional documentation included in the meeting materials.

Staff recommends that the IPCSC allow for Village Leadership Academy to continue operations and efforts into maintaining financial compliance. The school will also need to continue efforts to meeting additional unmet renewal conditions.

A best practice may be to invite the school back at the Commission's August 2023 meeting for an update on the school's progress at a new facility and location.

COMMISSION ACTION

A motion to take no action on unmet condition (1);

OR

A motion to initiate a revocation hearing at the August 2023 IPCSC meeting.



A charter school for today's leaders

**Prepared for the Idaho Public Charter School Commission
June 8, 2023**

Re: Charter Renewal Conditions and Notification of Fiscal Concern

Village Leadership Academy continues to demonstrate effective leadership through a recovery effort that began over 3 years ago. In the past three years, the efforts of students, parents, staff, teachers, administration, and Board of Directors have led the school through financial turmoil, leadership turnover, a global pandemic, and facility debt.

The following information presents evidence of the successful efforts in regards to VLA's Conditional Renewal related to default on facility debt and a request to remove a Notice of Fiscal Concern.

Renewal Condition 1: Financial Default

Village Leadership Academy is moving the school to a new location, negotiating a long term lease agreement that is within the school's budget and anticipated enrollment. This decision will allow the school to exit default on the current facility debt and ensure an affordable location for the next 6 years.

Evidence of these efforts include:

1. Forbearance Agreement - 12.15.22

Allows for Village Leadership Academy to vacate the current property on Fairmeadow and transfer the title and control of the building over to the Bond Representatives on June 15, 2023.

Allows for the marketing and sale of the Fairmeadow property by the Bond Representatives.

2. Facility Committee Initial Meeting and Talking Points

Village Leadership Academy engaged a group of stakeholders to formalize the search for a new location for the school.

3. Letter to VLA Community - March 3, 2023

Efforts by School Administration and Board of Directors to educate the community about the facility default and potential need to move the school to a new location.

4. Draft Meeting Minutes - May 18, 2023 Board of Directors Meeting

Decision by Village Leadership Academy Board of Directors to engage in lease negotiations with Sundance Company for Goldstone property.

5. Letters of Intent to Engage in Lease - May 19, 2023

Current progress towards a lease agreement with Sundance Company for the Goldstone Property for 6 years starting in June, 2023. This agreement includes minimal tenant improvements anticipated to be completed by August, 2023.



6. Enrollment Projections PRIOR to Facility Move

Prior to decision to move to a new location, VLA anticipated enrollment of 237 students for 2023-24. Projection was based on actual recommitment and lottery acceptance.

	2022-23 Enrollment (Jan 2023)	Recommit	Lottery Acceptance (Feb 2023)	2023-24 Enrollment (Projected)
Kinder	21	N/A	22	22
1st	38	21	3	24
2nd	41	35	3	38
3rd	22	39	3	42
4th	29	19	3	22
5th	18	27	1	28
6th	20	17	4	21
7th	21	18	3	21
8th	23	18	1	19
Total	233	194	43	237

7. Draft FY 24 Budget

Draft FY 24 budget reflects anticipation of enrollment reduction during move, based on 200 students. This is a conservative budget reflecting potential of 15% reduction in students after move to a new facility.

8. Remaining ESSER 3 Relief Funds

Demonstrates existing unallocated funds available in FY 24 to respond to disruption caused by move to a new facility in Summer of 2023.

9. Letter to Community 5.22.23

Communication to community about need to move to a new location for 2023-24.

10. Draft Adjusted Boundary Map

Updated Boundary Map reflecting location of Goldstone Property.



Notice of Fiscal Concern: Request for Removal

Village Leadership Academy has been on Notice of Fiscal Concern directly related to default of its facility debt and related financial impact. While VLA has been able to operate with a balanced budget over the past three years and restore most operational and financial outcomes, the facility debt reflects the last of the barriers to returning to a healthy and thriving school.

Progress on Default and related areas of the performance framework are evidenced below:

Default

By engaging in a lease for the 2023-24 school year, VLA will no longer be in default of its facility loan. This will positively impact the following metrics: *Debt Service Ratio*, *Debt Asset Ratio*, *Cash on Hand*, *Total Margin* and *Current Year Cash Flow*. Each of these metrics was negatively impacted by the ongoing forbearance agreements over the past three years.

1. Forbearance Agreement - 12.15.22
2. Letter of Intent to Engage in Lease - May 19, 2023

Enrollment Variance

1. 2023-24 Enrollment Projections - Prior to Facility Move

Enrollment projection of 237 students for 2023-24 prior to decision to move to a new facility in Summer of 2023. These numbers are based on actual recommitments and lottery acceptance.

	2022-23 Enrollment (Jan 2023)	Recommit	Lottery Acceptance (Feb 2023)	2023-24 Enrollment (Projected)
Kinder	21	N/A	22	22
1st	38	21	3	24
2nd	41	35	3	38
3rd	22	39	3	42
4th	29	19	3	22
5th	18	27	1	28
6th	20	17	4	21
7th	21	18	3	21
8th	23	18	1	19
Total	233	194	43	237



2. 2023-24 Enrollment Projections - AFTER Facility Move

In anticipation of disruption to families due to moving over the summer, VLA will budget at a 15% loss in enrollment, 200 students.

VLA is also engaged in discussions to adjust its enrollment cap to reflect a small school model that better fits the needs of VLA families and the new facility size.

	DRAFT 2023-24 Enrollment Cap by Grade
Kinder	25
1st	25
2nd	25
3rd	25
4th	25
5th	25
6th	25
7th	25
8th	25
Total	225

Cash Flow and FY 24 Draft Budget

Village Leadership Academy will need an increased amount of cash on hand at the beginning of the 2023-24 school year to address costs related to moving to a new location over the summer in addition to maintaining normal operations.

Under the current Notice of Fiscal Concern, VLA will only receive 20% of its annual state allocation in August. With removal of the Notice of Fiscal Concern, VLA would have access to 50% of its annual state allocation in August.

1. Cash Flow Projection
2. Draft FY 24 Budget
3. Remaining ESSER 3 Relief Funds

Demonstrates existing unallocated funds available in FY 24 to respond to disruption caused by move to a new facility in Summer of 2023.



FORBEARANCE AGREEMENT

This **FORBEARANCE AGREEMENT** (this "Agreement"), dated December 15, 2022 (the "Effective Date"), is made by and between **THE VILLAGE CHARTER SCHOOL, INC.**, an Idaho nonprofit corporation being operated as a public charter school (the "Borrower"), and **THE HUNTINGTON NATIONAL BANK**, a national banking association, in its capacity as trustee under the Indenture hereinafter described (the "Trustee").

RECITALS

WHEREAS, at the request of the Borrower, Idaho Housing and Finance Association, as issuer (the "Issuer"), issued its Nonprofit Facilities Revenue Bonds (The Village Charter School, Inc. Project), Series 2017A, in the original aggregate principal amount of \$4,875,000, its Nonprofit Facilities Revenue Bonds (The Village Charter School, Inc. Project), Series 2017B, in the original aggregate principal amount of \$85,000, and its Nonprofit Facilities Revenue Bonds (The Village Charter School, Inc. Project), Series 2017C, in the original aggregate principal amount of \$210,000 (collectively, the "Bonds") pursuant to that certain Trust Indenture dated as of May 1, 2017 (the "Original Indenture") between the Issuer and the Trustee, as supplemented and amended by that certain First Supplemental Trust Indenture dated as of May 15, 2019 between the Issuer and the Trustee (the "First Supplemental Indenture"), and that certain Second Supplemental Trust Indenture dated as of June 27, 2019 between the Issuer and the Trustee (the "Second Supplemental Indenture") and, together with the Original Indenture and the First Supplemental Indenture, the "Indenture"); and

WHEREAS, the proceeds of the Bonds were loaned by the Issuer to the Borrower pursuant to that certain Loan Agreement dated as of May 1, 2017 (the "Original Loan Agreement") between the Issuer and the Borrower, as supplemented and amended by that certain First Amendment to Loan Agreement dated as of May 15, 2019 between the Issuer and the Borrower (the "First Amendment to Loan Agreement"), and as supplemented and amended by that certain Second Amendment to Loan Agreement dated as of June 27, 2019 between the Issuer and the Borrower (the "Second Amendment to Loan Agreement" and, together with the Original Loan Agreement and the First Amendment to Loan Agreement, the "Loan Agreement"). The Borrower's obligations under the Loan Agreement are evidenced by the Promissory Notes (as such term is defined in the Indenture); and

WHEREAS, The proceeds of the Bonds were used to finance charter school facilities in Boise, Idaho; and

WHEREAS, as security for its obligations under the Indenture and Loan Agreement, the Borrower entered into that certain Deed of Trust, Security Agreement, Fixture Filing and Assignment of Rents and Leases dated as of May 1, 2017 (the "Original Deed of Trust"), as supplemented and amended by that certain First Amendment to Deed of Trust, Security Agreement, Fixture Filing and Assignment of Rents and Leases dated as of June 27, 2019 (the "First Amendment", and together with the Original Deed of Trust, the "Deed of Trust") made by

the Borrower, granting a first lien on the Property and other assets covered thereby (the "Mortgaged Property"); and

WHEREAS, capitalized terms used without definition herein shall have the meanings ascribed in the Indenture, Loan Agreement or other the Borrower Documents (as such term is defined in the Indenture); and

WHEREAS, to provide the Borrower with additional liquidity, on June 27, 2019 certain of the Bondholders made a term loan to the Borrower in the original principal amount of \$800,000 as evidenced by that certain Promissory Note (Term Loan) dated June 27, 2019 (the "2019 Taxable Note"), the Second Supplemental Trust Indenture, the Second Amendment to Loan Agreement and the First Amendment to Deed of Trust; and

WHEREAS, the entire principal amount of the 2019 Taxable Note remains outstanding;

WHEREAS, the Series 2017A Bonds, Series 2017C Bonds and the 2019 Taxable Note matured on December 15, 2021, and the Series 2017B Bonds matured on February 15, 2020. All Bonds and the 2019 Taxable Note remain unpaid, and the Borrower has acknowledged it is unable to fully pay all amounts owing under the Loan Agreement; and

WHEREAS, the unpaid principal amount due on the Bonds, the Promissory Notes and the 2019 Taxable Note continues to accrue interest until paid;

WHEREAS, the Trustee, acting at the direction of the Bondholder Representative, is willing to enter into this Agreement to allow the Borrower to continue operations during the current school year, subject to the terms and conditions set forth in this Agreement, *provided* that the Borrower strictly complies with each and every provision of this Agreement;

NOW, THEREFORE, in consideration of the mutual covenants, terms and conditions set forth herein, and for other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, and intending to be legally bound, the parties agree as follows:

Section 1. Borrower Acknowledgments. The Borrower acknowledges and agrees as follows:

(a) Recitals. The Recitals set forth in this Agreement are true and correct in all material respects. The agreements contained herein shall inure to the Borrower's direct and substantial benefit.

(b) Borrower Documents. The Borrower Documents are legal, valid, binding and enforceable against the Borrower, in accordance with their terms, except as enforcement may be limited by bankruptcy, insolvency and similar laws affecting creditors' rights generally and to general principles of equity. The terms of the Borrower Documents remain unchanged, except as compliance therewith may be temporarily modified by this Agreement.

(c) Amount Outstanding. In each case, as of September 15, 2022, the amount outstanding on the Series 2017A Bonds was \$ 5,289,937.50; the amount outstanding on the Series 2017B Bonds was \$ 61,875.00; the amount outstanding on the Series 2017C Bonds was \$ 221,223.33; and the amount outstanding on the 2019 Taxable Note was \$ 1,057,333.33. Interest at the applicable interest rate continues to accrue on all unpaid amounts until paid.

(d) Covered Default. The Borrower has failed to pay the Loan Payments, the Promissory Notes and the 2019 Taxable Note in full, which is an Event of Default under *Section 10.01(a)* of the Loan Agreement (the "Covered Default"). The Covered Default is also an Event of Default under *Section 8.01(e)* of the Indenture and *Sections 20(a)(1)* and *20(a)(4)* of the Deed of Trust. The Issuer's failure to pay the Bonds is an Event of Default under *Section 8.01(a)* of the Indenture.

(e) Right to Exercise Remedies. Given the Covered Default and other existing defaults under the Indenture and the Loan Agreement, the Trustee has the right to exercise any remedy provided for in the Indenture and the Borrower Documents.

(f) No Setoff or Defenses. None of the Borrower's obligations under the Indenture or the Borrower Documents are subject to any setoff, deduction, claim, counterclaim or defense of any kind or character whatsoever.

(g) Trust Estate under the Deed of Trust. The Trustee has a valid, enforceable, first-priority lien on the Mortgaged Property (as such term is defined in the Deed of Trust) which constitutes real property or fixtures and has a valid, enforceable, perfected, first-priority security interest in the Mortgaged Property which constitutes personal property or other assets, whether tangible or intangible.

(h) No Lending Obligation. Neither the Trustee nor the Bondholders have any obligation to make loans or otherwise advance additional funds or extend credit to the Borrower under the Borrower Documents or otherwise, and will not do so, unless the Trustee determines, in its sole and absolute discretion and upon receipt of indemnity to its satisfaction, that the taking of such action is in the best interests of the Bondholders.

(i) No Waiver of Defaults. Neither this Agreement, nor any actions taken in accordance with this Agreement, shall be construed as a waiver of or consent to the Covered Default or any other existing or future defaults under the Indenture or the Borrower Documents, as to which the Trustee's rights shall remain reserved.

(j) Trustee, Bondholders' and Bondholder Representative Conduct. The Trustee, the Bondholders and the Bondholder Representative have fully and timely performed all of their duties in full and complete compliance with the Indenture and the Borrower Documents, in full and complete compliance with applicable law, and have acted reasonably, in good faith and appropriately under the circumstances.

(k) Actions of Trustee. The Borrower acknowledges and agrees that any action being taken or permitted to be taken hereunder is and shall be taken at the written direction of the Bondholder Representative or Bondholders, in accordance with the Indenture.

(l) Extension of Forbearance Period. The Trustee shall not grant additional forbearance to the Borrower except in its sole and absolute discretion.

Section 2. Agreements of the Trustee. Subject to strict compliance by the Borrower with the terms and conditions of this Agreement, the Trustee agrees to forbear from exercising its rights under the Borrower Documents, other than its right to appointment of a receiver under the conditions set forth in *Section 3(c)* of this Agreement, during the period commencing on the date of this Agreement (the “Effective Date”) and ending on the earlier of (i) June 15, 2023, or (ii) the date that any Forbearance Default (as defined in *Section 7* of this Agreement) occurs (the “Forbearance Period”). The forbearance granted by this Agreement does not extend to the exercise of any other remedies provided for under this Agreement, the Indenture or the Borrower Documents during the Forbearance Period, except as specifically set forth herein, and does not extend to any other default whatsoever under the Indenture, under any Borrower Document or under any other document related to the Bonds. From the end or earlier termination of the Forbearance Period, the Trustee may, in its sole and absolute discretion, exercise any and all remedies available to it under this Agreement, under the Indenture or under any Borrower Documents by reason of the occurrence of the Covered Default.

Section 3. Agreements of the Borrower. In order to induce the Trustee to forbear from the exercise of its rights and remedies to the extent set forth herein, and with the understanding the Trustee would not agree to forbear from exercising remedies under the Indenture or Borrower Documents without the Borrower’s agreement to take the actions required by this *Section 3*, the Borrower hereby covenants and agrees at all times during the Forbearance Period, unless Trustee otherwise consents in writing, which consent the Trustee may withhold in its sole and absolute discretion, as follows:

(a) State Payments. The Borrower acknowledges that, pursuant to the Indenture and Borrower Documents, the Trustee is authorized to apply money in any fund or account held thereunder in accordance with the provisions of *Article VIII* of the Indenture acting upon the written direction of the Bondholder Representative. Future transfers of State Payments from the Revenue Fund will only be made by the Trustee acting upon the written direction of the Bondholder Representative.

(b) Delivery of Agreement. The Borrower agrees to cause its board of directors to approve by resolution duly adopted at a public meeting called in accordance with Idaho law and to cause the chairperson of its Board of Directors to execute and deliver this Agreement.

(c) Confirmation of Right to Receiver. Given the ongoing Events of Default under the Loan Agreement and the Indenture the Borrower hereby confirms the Trustee’s entitlement to the appointment of a receiver over the Borrower pursuant to *Section 10.02(b)(y)* of the Loan Agreement and *Section 20(c)(2)* of the Deed of Trust. Additionally, under *Section 20(c)(2)* of the Deed of Trust, the Borrower specifically irrevocably consented to the appointment of a receiver as

set forth in the Deed of Trust. In consideration for the Trustee being willing to execute and deliver this Agreement, and without limiting the provisions of *Section 1(b)* of this Agreement, the Borrower hereby specifically reaffirms its agreements with respect to the appointment of a receiver and waives its rights, and agrees not to, to contest any such appointment. The Borrower specially confirms that the Trustee may seek appointment of a receiver on or after March 1, 2023 if so directed and indemnified by the Bondholder Representative unless all outstanding Events of Default existing under the Indenture or any Borrower Document have been cured by the Borrower by such time.

(d) Vacation of Mortgaged Property. Notwithstanding any provision hereof to the contrary, the Borrower shall vacate the Mortgaged Property and transfer marketable title to and control thereof promptly upon the earlier of a Forbearance Default or June 15, 2023, in accordance with written instructions from the Trustee, acting at the direction and indemnification of the Bondholder Representative.

(e) Marketing of the Mortgaged Property. The Borrower understands and agrees that the Trustee or its designee, acting at the direction of the Bondholder Representative, shall have the absolute right during the Forbearance Period to market the Mortgaged Property to potential purchasers, lessees or other users, including without limitation other public, private or charter school operators, either directly by its own efforts or through one or more designee or real estate broker of its choosing. The Borrower understands and agrees that the Trustee, at the direction and indemnification of the Bondholder Representative, may engage a commercial real estate broker or firm of brokers (such broker or firm, including any successor thereto, being referred to herein as the "Broker") during the Forbearance Period, as its real estate consultant to negotiate the sale of the Mortgaged Property, which transaction could include a sale of the Mortgaged Property to the Borrower, if the Borrower pays the best price. To that end, the Borrower agrees to promptly cooperate with all requests from the Trustee, its designees or the Broker for information about and access to the Mortgaged Property during the Forbearance Period, provided such requests do not unreasonably interfere with the Borrower's educational activities at the Mortgaged Property. The Borrower hereby authorizes all such marketing efforts as described herein.

The parties agree that the Broker may market the Mortgaged Property in any commercially reasonable manner, as determined in the Broker's sole and absolute discretion, including without limitation, placement of a sign on the Mortgaged Property, listing of the Mortgaged Property on any publicly available multiple listing services and other typical methods of advertising or marketing commercial real estate of the type occupied by the Borrower to potential buyers. Neither the Trustee nor the Bondholder shall be liable for any acts or omissions of Broker, as more particularly set forth in *Section 5* hereof.

(f) Communications from any Authorizer. The Borrower agrees to provide copies of any written communication from its Authorizer relating in any way to the Borrower's Charter Contract within five Business Days of receipt of the same.

(g) No Additional Debt. The Borrower shall not incur any additional indebtedness without the consent of the Trustee, which consent may be granted or withheld in the Trustee's sole and absolute discretion.

(h) Trustee Fees and Expenses. The Borrower shall pay all Trustee fees and expenses, including the fees and expenses of its counsel, and any other extraordinary fees and expenses of the Trustee, within 21 days of receipt of invoices therefor.

(i) Confirmation of Borrower Documents. Except as specifically set forth herein, the terms and conditions of the Borrower Documents remain unchanged and in full force and effect. The Borrower shall continue to perform and observe all covenants, terms and conditions and agreements contained in each of the Borrower Documents, except as expressly modified by this Agreement.

Section 4. Representations and Warranties of the Borrower. The Borrower represents and warrants that all representations and warranties relating to it contained in the Borrower Documents are true and correct as of the Effective Date, except to the extent that such representations and warranties expressly relate to the Covered Default. The Borrower further represents and warrants to the Trustee, Bondholder Representative and Bondholders, as an inducement to the execution and delivery of this Agreement by the Trustee, as follows:

(a) Authorization. The execution, delivery and performance of this Agreement are within its corporate power and have been duly authorized by all necessary corporate action on the part of the Board of Directors of the Borrower.

(b) Enforceability. The Borrower Documents and this Agreement each constitute the legal, valid and binding agreements of the Borrower enforceable against the Borrower in accordance with their respective terms, except as enforcement may be limited by bankruptcy, insolvency, fraudulent conveyance and similar laws affecting creditors' rights generally and to general principles of equity.

(c) Accuracy of Information. All information provided by the Borrower, or any of its respective employees, agents, management companies, educational consultants, attorneys or other consultants to the Trustee or Bondholder is and will be true, correct, and complete in all material respects, as of the date provided and does not and will not contain any untrue statements of material fact or omit to state a material fact necessary to make the statements made, in light of the circumstances under which such statements were made, not misleading. The Borrower has not and will not withhold any material information regarding the Borrower's operations from the Trustee, Bondholder Representative or Bondholders.

(d) Outstanding Amounts. The Borrower remains obligated to pay the full Outstanding principal amount of the Bonds, the Promissory Notes and the 2019 Taxable Note and the Borrower acknowledges and agrees that interest continues to accrue on the Bonds, the 2019 Taxable Note and on the Promissory Notes in accordance with the terms thereof until such amounts are fully paid. The Borrower is unable to make the required payments under the Loan Agreement, when due, to pay timely the principal of, premium, if any, or interest on the Bonds.

(e) Advice of Counsel. The Borrower has freely and voluntarily entered into this Agreement with the advice of legal counsel of its choosing.

(f) Fees and Expenses. The Borrower shall pay its costs in connection with the negotiation, execution and delivery of this Agreement or arising from the occurrence of the Covered Default, including the fees and expenses of its counsel and any advisors or consultants to the Borrower. Fees and expenses of the Trustee arising in connection with the execution and delivery of this Agreement shall be payable by the Borrower within twenty-one days of written request therefor.

Section 5. Release of Claims and Waiver of Defenses. In further consideration of the Trustee's execution and delivery of this Agreement, the Borrower, on its own behalf and on behalf of its successors, assigns, parents, subsidiaries, affiliates, officers, directors (whether current or former), trustees (whether current or former), employees, agents and attorneys hereby forever, fully, unconditionally and irrevocably waive and release the Trustee, the Bondholders, the Bondholder Representative and each of their predecessors, successors, assigns, parents, subsidiaries, affiliates, officers, directors, employees, attorneys, financial consultants, Brokers and agents (collectively, the "Released Parties") from any and all claims, liabilities, obligations, debts, fines, penalties, causes of action (whether at law or in equity or otherwise), defenses, counterclaims, setoffs, of any kind, whether known or unknown, whether liquidated or unliquidated, matured or unmatured, fixed or contingent, directly or indirectly arising out of, connected with, resulting from or related to any act or omission by any Released Party with respect to any acts or omissions arising in connection with the Covered Default, this Agreement, the Indenture, the Borrower Documents and any real or personal property secured by the Borrower Documents on or before the Effective Date of this Agreement (collectively, "Claims"). The Borrower further agrees it shall not commence, institute, or prosecute any lawsuit, action or other proceeding, whether judicial, administrative or otherwise, to collect or enforce any Claim.

The Borrower further represents, warrants and agrees that it has not voluntarily or involuntarily conveyed, assigned, transferred, subrogated, disposed of or otherwise purported to convey, assign, transfer, subrogate, dispose of or otherwise alienate (a "Claim Transfer") to any person any Claim or any portion thereof. The Borrower hereby agrees to indemnify and hold harmless the Released Parties against any Claim (including, without limitation, the payment of attorneys' fees of any Released Party) asserted by any person based upon or arising from any Claim Transfer made by the Borrower.

The Borrower further acknowledges and agrees that the provisions of this *Section 5* shall survive the expiration of the Forbearance Period and the termination of this Agreement, the Indenture, the Borrower Documents, the discharge of the Bonds, or any exercise of remedies under this Agreement or under the Indenture or any of the Borrower Documents.

Section 6. Indemnification. The Borrower hereby expressly acknowledges, agrees and reaffirms its indemnification obligations to the Issuer Indemnified Parties and the Trustee Indemnified Parties (as set forth in *Section 8.06* of the Loan Agreement) and to any other persons indemnified by the Borrower under any Bond Document. The Borrower further acknowledges, agrees and affirms that all such indemnification obligations set forth in *Section 8.06* of the Loan Agreement shall additionally apply to any Released Parties who are not already included as an Issuer Indemnified Party or a Trustee Indemnified Party, and such obligations shall survive the

expiration of the Forbearance Period and the termination of this Agreement, the Borrower Documents, the discharge of the Bonds and the Indenture, or any exercise of remedies under the Borrower Documents.

Section 7. Forbearance Defaults. The occurrence of one or more of the following shall constitute a “Forbearance Default” under this Agreement:

- (a) The Borrower’s Charter Contract is terminated by its Authorizer, or the Borrower is directed by its Authorizer to close or to transfer its operations to another school or school district, or the Borrower relinquishes or terminates its Charter Contract; or
- (b) The Borrower shall cease operations as a charter school for any reason; or
- (c) The Borrower shall fail to make any payment required by this Agreement when due; or
- (d) The Borrower shall fail to abide by or observe any term, condition, covenant or other provision contained in this Agreement or any document related to or executed in connection with this Agreement; or
- (e) A default or Event of Default shall occur under any Borrower Document or the Indenture (other than the Covered Defaults); or
- (f) Any representation or warranty of the Borrower made in this Agreement shall be false, misleading or incorrect in any material respect when made.

Section 8. Remedies. Immediately upon the occurrence of a Forbearance Default:

- (a) The Forbearance Period shall immediately and automatically cease without notice to, or action by, any party, and the Trustee shall be authorized, but not obligated, in its sole and absolute discretion, subject to its right to be indemnified to its satisfaction to exercise any or all of its rights and remedies under the Indenture, the Borrower Documents, this Agreement, or any stipulations or other documents executed in connection with or related to this Agreement, the Indenture or any of the Borrower Documents, or applicable law,
- (b) Upon application to a court of competent jurisdiction, the Trustee shall be entitled as a matter of right to the appointment of a receiver of the Borrower and of any or all of the Mortgaged Property, such receiver to have such powers as the court making such appointment may confer, including the power to marshal and sell any property of the Borrower. The Borrower hereby consents and agrees, and will, if requested by the Trustee, consent and agree at the time of application by the Trustee for appointment of a receiver and to the appointment of such receiver and that such receiver may be given the right, power and authority, to the extent the same may lawfully be given, to take possession of and operate and deal with such property and the revenues, profits and proceeds therefrom, and to marshal and sell any property of the Borrower; and

(c) The Borrower shall cooperate with Trustee's repossession of the Mortgaged Property, and the Borrower shall immediately surrender the Mortgaged Property to Trustee's agent or designee upon Trustee's request, at the time and place designated by Trustee.

Section 9. Bankruptcy; Automatic Stay.

(a) Waiver. In the event the Borrower is the subject of any voluntary or involuntary proceeding under the Bankruptcy Code, the Borrower hereby unconditionally and irrevocably agrees that the Trustee is immediately entitled, without notice, demand or any other action, to relief from the automatic stay so as to allow the Trustee to foreclose on the Mortgaged Property and enforce any rights and remedies under the Indenture or any of the Borrower Documents, or at law and in equity under applicable state law. The Borrower hereby consents to the immediate lifting, without notice, demand or any other action, of any applicable stay and agrees that it shall not, in any manner, contest or otherwise delay any motion filed by or the Trustee for relief from the automatic stay. The Trustee's enforcement of the provisions of this paragraph is subject to the approval of the bankruptcy court in which the case is then pending.

(b) Acknowledgment by the Borrower. The Borrower expressly acknowledges and agrees that (i) it is currently in default under the Loan Agreement with no ability to cure such default and no defense to any of its obligations under the Loan Agreement or Deed of Trust, other than immediate payment in full; (ii) because of the uncured defaults under the Indenture and Loan Agreement, the Trustee has the absolute and immediate right to pursue foreclosure and other remedies with respect to the Mortgaged Property and to take any other action permitted under any Borrower Document; (iii) the Trustee has specifically negotiated for this stay waiver as consideration for providing the Borrower with additional time to arrange for payment of the Bonds and improvement of its operations, and forbearing from the exercise of certain remedies, including foreclosure; (iv) based on its own independent knowledge of the current and future use and the current value of the Mortgaged Property, the Borrower agrees that there is no equity in the Mortgaged Property, including the Land; (v) any bankruptcy filing or other action it takes to stay, condition, or inhibit the Trustee from exercising its remedies (except as limited hereby) is taken in an effort to delay the Trustee from exercising its right to sell the Mortgaged Property as set forth herein; and (vi) the stay waiver contained in *Section 9(a)* of this Agreement is a material inducement to the Trustee's willingness (acting at the written direction of the Bondholder Representative) to enter into this Agreement, without which the Trustee would not have agreed to forbear from exercising its rights and remedies under the Borrower Documents.

(c) Basis of Agreement. Trustee, at the written direction of the Bondholder Representative, and Borrower desire to successfully negotiate an out-of-court resolution to the default by Borrower under the Indenture and the Borrower Documents in an effort to avoid the right by Trustee to immediately exercise its foreclosure rights under the Indenture and the Borrower Documents. The parties acknowledge that the agreement they are reaching herein is the culmination of good-faith negotiations, discussions and compromises between the Bondholder Representative and the Borrower.

Section 10. Miscellaneous.

(a) Notices. Any notices with respect to this Agreement shall be given by private overnight delivery service to the addresses provided for in *Exhibit 10(a)* of this Agreement, and no notice shall be deemed given until received by such party as proven by the tracking records of the overnight delivery service. Refusal of delivery shall constitute receipt of notice.

(b) Integration; Modification of Agreement. This Agreement and the Borrower Documents embody the entire understanding between the parties hereto and supersede all prior agreements and understandings (whether written or oral) relating to the subject matter hereof and thereof. The terms of this Agreement may not be waived, modified, altered or amended except by agreement in writing signed by all the parties hereto. This Agreement shall not be construed against the drafter hereof.

(c) Severability. If any term or provision of this Agreement is invalid, illegal or unenforceable in any jurisdiction, such invalidity, illegality or unenforceability shall not affect any other term or provision of this Agreement or invalidate or render unenforceable such term or provision in any other jurisdiction.

(d) Governing Law. This Agreement shall be governed by and construed in accordance with the laws of the State of Idaho without regard to conflict of laws principles thereof.

(e) No Waiver. No failure to exercise and no delay in exercising, on the part of the Trustee, any right, remedy, power or privilege hereunder, under the Indenture or under the Borrower Documents shall operate as a waiver thereof; nor shall any single or partial exercise of any right, remedy, power or privilege hereunder preclude any other or further exercise thereof or the exercise of any other right, remedy, power or privilege. Further, the Trustee's acceptance of payment on account of the Bonds or other performance by the Borrower after the occurrence of an Event of Default shall not be construed as a waiver of such Event of Default or Forbearance Default, any other Event of Default or any of the Trustee's rights or remedies.

(f) Waiver of Jury Trial. EACH PARTY HERETO HEREBY IRREVOCABLY WAIVES, TO THE FULLEST EXTENT PERMITTED BY APPLICABLE LAW, ANY RIGHT IT MAY HAVE TO A TRIAL BY JURY IN ANY LEGAL PROCEEDING DIRECTLY OR INDIRECTLY RELATING TO THIS AGREEMENT OR ANY BORROWER DOCUMENT OR THE TRANSACTIONS CONTEMPLATED HEREBY OR THEREBY WHETHER BASED ON CONTRACT, TORT OR ANY OTHER THEORY. EACH PARTY HERETO (A) CERTIFIES THAT NO AGENT, ATTORNEY, REPRESENTATIVE OR ANY OTHER PERSON HAS REPRESENTED, EXPRESSLY OR OTHERWISE, THAT SUCH OTHER PERSON WOULD NOT SEEK TO ENFORCE THE FOREGOING WAIVER IN THE EVENT OF LITIGATION, AND (B) IT HAS CONSIDERED THE IMPLICATIONS OF THIS WAIVER, (C) IT MAKES THIS WAIVER KNOWINGLY AND VOLUNTARILY, AND (D) IT HAS BEEN INDUCED TO ENTER INTO THIS AGREEMENT BY, AMONG OTHER THINGS, THE MUTUAL WAIVERS AND CERTIFICATIONS IN THIS SECTION.

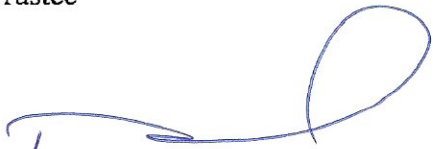
(g) Headings. The section headings in this Agreement are for reference only and shall not affect the interpretation of this Agreement.

(h) Counterparts: Electronic Execution. This Agreement may be executed in any number of counterparts, each of which shall be an original, and all of which together shall constitute one and the same instrument. Delivery of an executed counterpart of a signature page to this Agreement by facsimile or in electronic (i.e., “pdf” or “tif”) format shall be effective as delivery of a manually executed counterpart of this Agreement.

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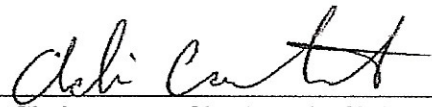
IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the date first above written.

THE HUNTINGTON NATIONAL BANK,
a national banking association, in its capacity
as Trustee

By: 

Vice President

**THE VILLAGE CHARTER SCHOOL,
INC.,** an Idaho nonprofit corporation

By: 

Chairperson of its Board of Directors

Exhibit 10(a)

NOTICES

If to the Borrower:

The Village Charter School, Inc.
1747 North Fairmeadow Drive
Boise, Idaho. 83704
Attention: Administration

with a copy to:

Yorgason Law Offices, PLLC
6200 North Meeker Place
Boise, Idaho. 83713
Attention: Chris Yorgason

If to the Trustee:

The Huntington National Bank
Corporate Trust
150 Ottawa Avenue NW
Grand Rapids, MI 49503
Attention: Patrick J. O'Donnell



A charter school for today's leaders

VLA Facility Committee Agenda

February 9th

4:30 - 6:00

1. Welcome and Introductions
2. Purpose of Facility Committee
3. Background Information
4. Summary and Action Steps

Attendance

Scott Dykstra Coldwell Banker Tomlinson	Liam Tain School Board
Josh Noteboom Administrator	Rob Wright School Board
Johanna Davis Parent Lighthouse Team/Parent	Candee Jenkins Parent Lighthouse Team/Parent
Rachel Wheatley Executive Leadership Team/Teacher	Lynsey Kleman Executive Leadership Team/Teacher
Courtney Wambeke Parent Lighthouse Team/Parent	Hilary Zoeller Parent Lighthouse Team/Parent
Charisse Coles Executive Leadership Team/Teacher	Ruth Affleck Executive Leadership Team/Teacher
Rob Walters Parent Lighthouse Team/Parent	Chris Yorgason Yorgason Law Offices, LLC
Candie Massey Business Manager/HR Director	



Talking Points

Village Leadership Academy Facility Committee

Facility Committee Purpose

The Village Leadership Academy Board of Directors has charged the Facility Committee with preparing and delivering recommendations for a possible future location for the Village Leadership Academy.

While the Board of Directors is planning to refinance the current existing bond agreement for the site on Fairmeadow that we are in today, the Board wants to be aware of other school sites available for the 2023-24 school year.

Why Now?

VLA has the opportunity to step away from the current bond agreement at the end of the 2022-23 school year. While the plan is to continue to refinance the existing bond agreement and remain at the site on Fairmeadow, the forbearance agreement currently in place allows the school the opportunity to sell the bond and move to a new location.

Talking Points

- VLA is working to refinance the existing bond for the Fairmeadow site and has the opportunity to step away from the current bond agreement.
- PLAN A: VLA is planning to refinance the bond for the Fairmeadow site.
- PLAN B: VLA is looking for available sites to move to for the 2023-24 School Year. Both purchase and lease options are being explored.

March 3, 2023

Village Leadership Academy Friends and Families,

Village Leadership Academy is evaluating its current and future facility needs. While we have enjoyed the facility we currently inhabit, the school building has some drawbacks that prohibit us from reaching our potential. These drawbacks include the cost of the facility, parking, playgrounds, lack of internal spaces, and location, among others.

Above all, however, the greatest challenge we face is the cost of our facility. We purchased this facility in 2017 with the expectation of substantially growing our student body. Over the past 5 years enrollment has not reached our original target, putting too much strain on our budget. This is like being able to afford a mortgage on a 1500 square foot house but owning a 3500 square foot house instead.

For the past year, Village Leadership Academy's School Board has been discussing available options to help the school manage the challenges that exist with our current facility. Both options would allow the school to move towards more stable financial footing:

- OPTION 1: Refinance the existing bond on the Fairmeadow site.

This option provides the school the benefit of reducing the overall cost of the facility by lowering the existing bond amount. The school would remain at the Fairmeadow site, which does not relieve any of the current issues with location, parking, playgrounds, etc.

- OPTION 2: Move to another site, allowing bond holders to take back the school.

This option provides the benefit of reducing the cost of facilities by purchasing or leasing an affordable building for the school. It also potentially provides the benefit of improving issues such as location, parking, internal spaces, etc. The school would have to move to a new site during the summer of 2023 with this option.

Village Leadership Academy School Board is proactively pursuing both options. In December of 2022, we established a Facility Committee made up of parents, staff, administration, and school board members, which has begun working on identifying potential sites for Option 2. The VLA Board is also continuing to pursue Option 1.

The goal of the VLA Board and Administration is to continue to find the option that provides the most stability for the school. To do this, we are committed to providing information, answering your questions, and involving you in the process as much as possible.

If you have questions about the process, options being pursued, or wish to help identify new sites for the school, please email info@villageleadershipacademy.org.

Sincerely,



Josh Noteboom



Board of Directors
Regular Meeting Minutes
May 18, 2023

Regular Meeting

Meeting was called to order by Chairman Castaneda at 6:00 pm.

Roll call was taken by the Clerk, Chairman Castaneda, Vice-Chairwoman Estes, Directors Crossley, Tain, Wright, and Daigle were present. Quorum was present. Also in attendance were Charter Administrator, Mr. Josh Noteboom; CFO, Adam Holcomb; In-House Council, Chris Yorgason; and Board Clerk, Candie Massey.

Pledge of Allegiance

Chairman Castaneda led the Pledge of Allegiance.

Executive Session 6:01 pm

Motion to go into executive session under 74-206 (1) (c) To acquire an interest in real property not owned by a public agency 74-206 (1) (d) to consider records exempt from disclosure. 74-206 (1) (f) To communicate with legal counsel for the public agency to discuss the legal ramifications of and legal options for pending litigation, or controversies not yet being litigated but imminently likely to be litigated. The mere presence of legal counsel at an executive session does not satisfy this requirement was made by Director Crossley and seconded by Director Daigle.

Roll call vote: Castaneda, aye; Estes, aye; Crossley, aye; Wright, aye; Daigle, aye; Tain, aye.

Facility options discussed.

Board came out of Executive Session at 7:01pm

Public Comment/Input – None

Meeting Minutes of April 20, 2023

Motion to approve the meeting minutes for April 20, 2023 was made by Director Daigle and seconded by Vice-Chairwoman Estes. All ayes; motion carried.

Accounts Payable and Payroll reports for April, 2023

Motion to approve the accounts payable and payroll reports for April was made by Director Wright and seconded by Director Daigle. All ayes; motion carried.

Lease Agreement

Motion to direct Mr. Noteboom to negotiate lease agreement for between four to six years with allocated budget for improvements was made by Director Daigle and seconded by Director Wright. All ayes, motion carried.

Certified Salary Schedule

Motion to approve the certified salary schedule was made by Director Daigle and seconded by Director Crossley. All ayes, motion carried.

Classified Salary Schedule

Motion to approve the classified salary schedule was made by Director Crossley and seconded by Director Estes. Ayes: Castaneda, Estes, Crossley, Wright, Tain. Abstained: Daigle. Motion carried.

Marketing Budget

Mr. Noteboom and Ms. Amy Holly answered questions from the previous meeting. Motion to accept the top 9 items on the budget with further information on "only if move" items was made by Director Wright and seconded by Director Daigle. All ayes, motion carried.

Portman Square Group 1 month LOA

Motion to accept the PSG 1 month LOA was made by Chairwoman Estes and seconded by Director Crossley. All ayes, motion carried.

Finance Report

Mr. Holcomb had another meeting to attend and was not present for any questions.

PTO Report

Mrs. Johanna Davis submitted a written report. The administrative assistants enjoyed going out to lunch with the PTO board for administrative assistants' day. Teacher appreciation week was a success! We had a yogurt bar on Monday, a taco bar on Tuesday, an Italian soda bar on Wednesday, and a baked potato bar on Thursday. All of the teachers also got a new VLA t-shirt. It was all well received. We are working hard on wrapping up the year with our final PTO fundraisers - the Carnival/Art Auction/ Raffle. We had our PTO Board Election on May 9th and nominated Courtney Wambeke as the new PTO president for next year and Candee Jenkins as treasurer. The VP and Secretary positions are open. We currently have \$10,972.75 in our bank account.

Teacher Liaison

Mr. Noteboom spoke about uncertainty among staff. Staff are making some tough decisions to either stay with Village Leadership Academy or accept other positions elsewhere. We have hit our period of heavy assessments. IRI is wrapping up, ISATs are completed, MRA is done, and iReady is coming up. With the data received already our academics is up.

Potential Special Meeting Date

We have submitted our proposal for funds to Tortoise to finish out the 2022-2023 school year. A potential special board meeting will need to be held possibly Wednesday, May 24, 2023 to take action on the facility and funding options.

Charter Commission Meeting

June 8, 2023 at 9:00 am will be a meeting with the commission to decide on our Letter of Fiscal Concern and our Renewal Condition #1. Mr. Noteboom invited the board to attend if their day allows.

Schoolwide Title I Application

Village Leadership Academy is currently a Targeted Title I school which means we can only serve Title I students using that funding. Moving to Schoolwide give us more flexibility while still serving all students and Title I students simultaneously. Three components for going Schoolwide is to have 35% of low-income students, SWIP Plan, and stakeholder involvement.

Lottery/Enrollment Update

Mr. Noteboom present the current enrollment of 236.

Administrator's Update

Mr. Noteboom presented the ISIP Math and Reading for each grade and as a school overall. ISAT Math was presented and while we are still below the state average, we have made huge improvements. ISAT Science we outperformed the state. ISAT ELA will be brought in June as we do not have all our data yet. Noteboom will be applying for the Stronger Connections Grant.

Meeting adjourned 9:28 pm.

Dated the ____ day of _____, 2023.

Chairman Castaneda

Board of Directors Meeting convened and held pursuant to appropriately provided and received electronic Notice of Regular Board Meeting with posted agenda.

DRAFT



May 19, 2023

Attn: The Sundance Company & Coldwell Banker Thomlinson

**RE: 3006 E. Goldstone Dr.
Meridian, ID 83642**

To Whom It May Concern:

The Village Charter School, Inc., dba Village Leadership Academy, is pleased to offer the attached terms and conditions under which we are prepared to enter into a formal lease agreement:

Lessor:	The Sundance Company
Lessee:	The Village Charter School, Inc.
Leased Premises:	9,150 square feet office building in the El Dorado Business Park
Sublease Term:	Term of 6 years beginning on July 1st, 2023.
Rent:	17,500 per month
Parking:	Lessee is guaranteed access to all 49 parking spaces.
Utilities:	Lessee responsible for all utilities and Common Area Maintenance (CAM).
Use:	The Leased Premises shall be used for a public charter school.
Sub Lessee Possession Date:	Lessee shall take possession of the Leased Premises upon Lease Execution and Lessor's consent.
Tenant Improvements:	<p>Lessor agrees to build out rooms sufficient for the use as a public charter school. See Exhibit A for proposed layout.</p> <p>Tenant Improvements include removal and construction of walls, related repair to carpet and walls, addition of a single use restroom (location to be determined), and coordination with technical services for cabling sufficient for classroom technology.</p>

1747 N. Fairmeadow Dr

Boise, Idaho ID 83704

(208) 336-2000

info@thevillagecharterschool.org

villageleadershipacademy.org

Lessee Maintenance:

Lessee shall be obligated to maintain the HVAC, interior and exterior portions of the demised premises.


Contingencies:

This proposal is also contingent upon Tenant obtaining all necessary permits and licenses to operate its business.

Lessee acknowledge that this proposal is not a lease and that it is intended as the basis for the preparation of a lease. This Lease shall be subject to Lessor, Sub Lessor and Lessee approval and only a fully executed lease shall constitute a lease for the premises.

If you have any questions, please do not hesitate to contact me. I look forward to consummating this deal with you.

Sincerely,



Lead Administrator
Village Leadership Academy

For Lessor:

Acknowledged and Agreed to this _____ day of _____, 2023.

By: _____

Title: _____

1747 N. Fairmeadow Dr

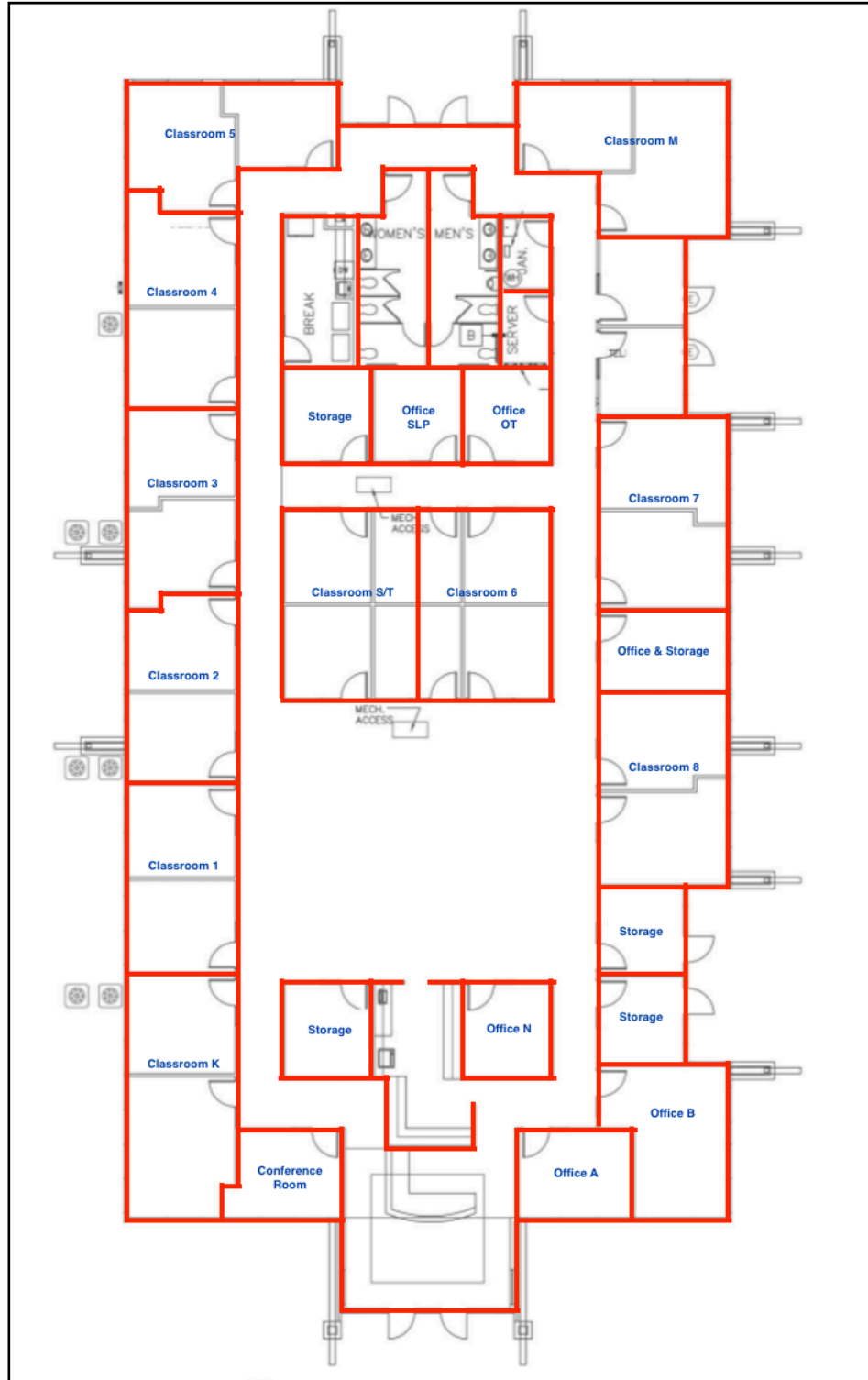
Boise, Idaho ID 83704

(208) 336-2000

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villageleadershipacademy.org

EXHIBIT A



1747 N. Fairmeadow Dr

Boise, Idaho ID 83704

(208) 336-2000

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villageleadershipacademy.org

**Village Leadership Academy
2023/2024 Amended Budget Summary**

	Amended 2022/2023 BUDGET	Proposed 2023/2024 BUDGET
GENERAL FUND		
G.F. FUND BALANCE CARRY FORWARD	643,617.00	703,775.00
REVENUES		
Local Revenue	9,000.00	7,920.00
State Revenue	1,571,891.00	1,522,921.53
Other Revenue	27,139.00	23,882.32

TOTAL REVENUES	1,908,465.00	1,829,675.48
=====		
EXPENDITURES		
Elementary School Program	771,094.00	510,347.00
Secondary School Program	291,706.00	289,581.00
Special Education Program	129,280.00	51,294.50
Gifted and Talented Program	500.00	500.00
Attendance/Guidance/Health	500.00	500.00
Instruction Technology Program	900.00	900.00
Board of Trustees	39,500.00	29,500.00
District Administration	141,004.00	140,555.00
School Administration	71,857.00	71,375.00
Business Operations	217,028.00	198,645.00
Administrative Tech Program	11,325.00	11,325.00
Building Care/Custodial	108,363.00	109,101.00
Buildings Maintenance	36,500.00	36,500.00
Grounds Maintenance	5,750.00	5,750.00
Other Support Services	10,500.00	10,500.00
Debt / Lease Service	12,500.00	300,000.00
TOTAL EXPENDITURES	1,848,307.00	1,766,373.50
=====		
Change in Fund Balance	60,158.00	63,301.98
FUND BALANCE - GENERAL FUND	703,775.00	767,076.98

**Grant Activity Report
7/1/2022 thru 6/30/2023**

**ARP - ESSER III - F/T Discretionary
THE VILLAGE CHARTER SCHOOL, INC.**

Ending Balance:					\$188,217.51		
Item Type	Request #	Item Date	Requested	Period	Obligation Period	Amount	Notes
Request	102159	4/11/2023	\$685.46	2021-2024		(\$685.46)	
Request	98323	1/11/2023	\$8,041.31	2021-2024		(\$8,041.31)	
Allocation		12/29/2022		2021-2024		\$352.15	
Request	96458	11/14/2022	\$707.79	2021-2024		(\$707.79)	
Request	94653	9/12/2022	\$23,333.22	2021-2024		(\$23,333.22)	
Request	94743	9/12/2022	\$89.25	2021-2024		(\$89.25)	
Request	92712	8/11/2022	\$6,941.47	2021-2024		(\$6,941.47)	
Request	92727	8/11/2022	\$37,284.40	2021-2024		(\$37,284.40)	
Request	92207	7/11/2022	\$16,872.10	2021-2024		(\$16,872.10)	
Begining Balance:					\$281,820.36		

Village Leadership Academy

Cash Flow July 2023 - August 2024

Operating Funds	July 2023	August 2023	September 2023	October 2023	November 2023	December 2023	January 2024	February 2024	March 2024	April 2024	May 2024	June 2024	July 2024	August 2024
Beginning Balances (Include Investments)	300,000	157,004	465,451	342,972	296,630	523,816	378,159	224,872	461,637	340,209	185,048	513,002	368,675	232,929
Receipts														
Foundation Payments	-	382,347	-	-	382,347	-	-	382,347	-	-	336,465	-	45,882	-
Other Revenue (Local, Grants ,Special Dist.)	4,004	1,100	59,149	135,286	26,467	35,971	28,341	36,047	60,200	26,467	173,118	37,301	-	-
Total Available Funds	304,004	540,451	524,600	478,258	705,444	559,787	406,500	643,265	521,837	366,676	694,630	550,303	414,557	232,929
Less Expenditures														
Payroll, Benefits & Taxes	-	-	106,628	106,628	106,628	106,628	106,628	106,628	106,628	106,628	106,628	106,628	106,628	106,628
Other Expenditures	122,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000
Lease Payments	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000
Total Expenditures	147,000	75,000	181,628	181,628	181,628	181,628	181,628	181,628	181,628	181,628	181,628	181,628	181,628	181,628
Ending Balance	157,004	465,451	342,972	296,630	523,816	378,159	224,872	461,637	340,209	185,048	513,002	368,675	232,929	51,301
Days Cash on Hand	31	90	66	57	101	73	44	89	66	36	99	71	45	10

May 22, 2023

Village Leadership Academy Friends and Families,

The Village Leadership Academy Board of Directors has remained focused on their goal of finding a facilities solution that provides the most stability for the school. The current facility has posed a financial challenge, being larger and more costly than the school can afford. The school also has a July 1 deadline to resolve the facility debt issues related to the current building.

The VLA Board of Directors and the Facility Committee spent the past year pursuing two options simultaneously:

- OPTION 1: Refinance the existing bond on the Fairmeadow site.
- OPTION 2: Move the school to another site.

VLA has been unable to refinance the site on Fairmeadow, making Option 1 no longer a solution to our facility challenges. Option 2, finding another site for our school is now the only option available.

The VLA Facility Committee has vetted over 20 available commercial properties in the past 5 months. Each of these sites was evaluated based on affordability, size, program needs, and location. While none of the sites meet our needs in all of these areas, affordability and size were the most essential.

At the May Board of Directors meeting, the Board approved our school administration to pursue a lease for a building off the Eagle exit, at 3006 E. Goldstone Dr. in Meridian.

This building meets several of our needs and the annual lease fits within our current budget. Being centrally located in the valley, it is accessible to a majority of our families. The building is more appropriately sized, allowing us to have 1 classroom per grade level, a cafeteria space, room for electives, space for special education and intervention services, a paved area to make a playground space, and more parking. While the building will have some drawbacks, it will continue to allow VLA to be a safe, small, village oriented, Leader in Me school for our Kindergarten through 8th grade students.

We are excited to be working towards the end of our facility challenges, and set the school up for success in the future. VLA Administration will continue working to finalize the lease agreement and will provide updates before the school year ends.

Sincerely,

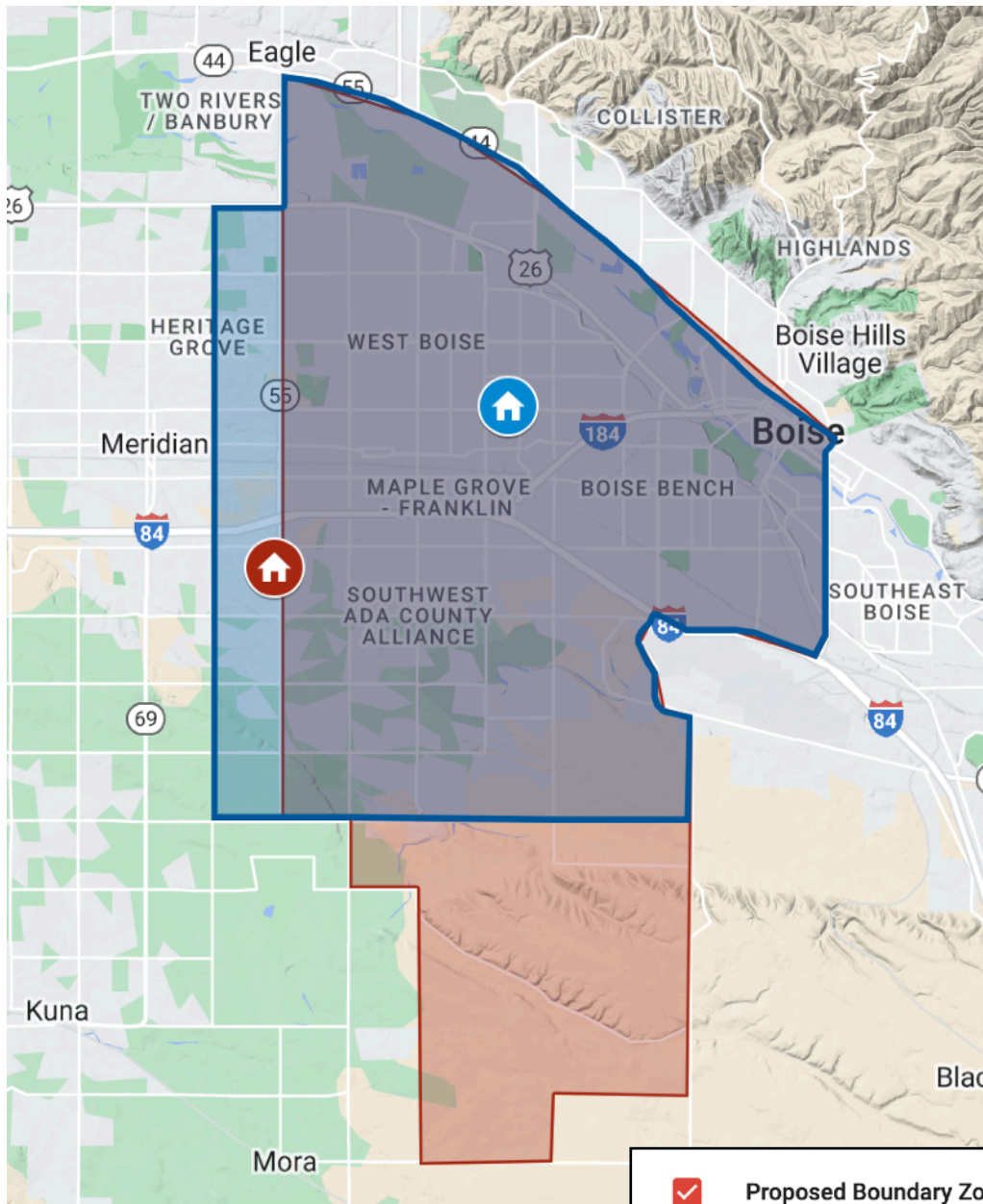


Josh Noteboom

1747 N. Fairmeadow Dr
Boise, Idaho ID 83704
(208) 336-2000
info@thevillagecharterschool.org
villageleadershipacademy.org

Village Leadership Academy

Proposed Boundary Changes



Proposed Boundary Zone



Original Primary Attendance Zone



Proposed Primary Attendance Zone



The Village Leadership Academy



Proposed School Location

**BEFORE THE PUBLIC CHARTER SCHOOL COMMISSION
STATE OF IDAHO**

In the Matter of the Charter Renewal for:

THE VILLAGE LEADERSHIP ACADEMY.

Case No. 22-52517

FINAL ORDER

On February 23, 2023, the Idaho Public Charter School Commission (“Commission”) voted to accept and adopt the consent agreement signed by The Village Leadership Academy (“VLA”) and the Director of the Idaho Public Charter School Commission, thereby approving VLA’s renewal application and renewing VLA’s charter for a five-year operational term, to begin July 1, 2023, with the following conditions:

1. Condition 1: VLA must achieve a Meets Standard rating on the Financial Default measure of the Commission’s performance framework by July 1, 2023.

VLA is currently in default of the terms of its facility loan. The Financial Default measure is defined in the performance framework and shall be incorporated into VLA’s 2023-2028 performance certificate.

To meet this condition, VLA must not be in default of any financial obligations, including, but not limited to, facility debt and payroll obligations. Specifically, VLA must evidence that it is no longer in financial default of the terms of the loan for the facility located at 1747 Fairmeadow Dr, Boise, ID 83704 **and** must evidence that VLA is able to service principal and interest payments on any facility related debt it holds as of July 1, 2023 with an enrollment of 265 students (the school’s average enrollment across the past three school years).

2. Condition 2: VLA must achieve a Meets Standard rating on all financial measures of the Commission's performance framework in fiscal year 2024. Since the corresponding data will be evaluated on or before November 15, 2024, the date by which this condition must be met is November 15, 2024.

This condition is based on the school resolving its current facility debt issues (for which the school has been on a formal notification of fiscal concern for three consecutive years) without otherwise compromising the school's long-term financial viability.

3. Condition 3: VLA must achieve a Meets Standard rating on the math proficiency measure of the Commission's performance framework in fiscal year 2025. Since the corresponding data will be evaluated on or before November 15, 2025, the date by which this condition must be met is November 15, 2025.

VLA did not meet standard on the math proficiency measure in fiscal year 2022. The math proficiency measure is defined in the performance framework and shall be incorporated into VLA's 2023-2028 performance certificate.

4. Condition 4: VLA must achieve a Meets Standard rating on the English language arts proficiency measure of the Commission's performance framework in fiscal year 2025. Since the corresponding data will be evaluated on or before November 15, 2025, the date by which this condition must be met is November 15, 2025.

VLA did not meet standard on the English language arts proficiency measure in fiscal year 2022. The English language arts proficiency measure is defined in the performance framework and shall be incorporated into VLA's 2023-2028 performance certificate.

The Village Leadership Academy shall comply with the conditions set forth above.

IT IS SO ORDERED.

DATED: March 7, 2023.

STATE OF IDAHO
PUBLIC CHARTER SCHOOL COMMISSION

By: *Alan L Reed*
Alan L Reed (Mar 6, 2023 15:57 MST)
ALAN REED
Chairman

APPEAL INFORMATION¹

This is a final order of the agency. Any party may file a motion for reconsideration of this final order within 14 days of the service date of this order. The agency will dispose of the petition for reconsideration within 21 days of its receipt, or the petition will be considered denied by operation of law. *See* Idaho Code § 67-5246(4).

Pursuant to Idaho Code sections 67-5270 and 67-5272, any party aggrieved by this final order or orders previously issued in this case may appeal this final order and all previously issued orders in this case to district court by filing a petition in the district court of the county in which: (a) a hearing was held, (b) the final agency action was taken, (c) the party seeking review of the order resides, or operates its principal place of business in Idaho, or (d) the real property or personal property that was the subject of the agency action is located.

An appeal must be filed within 28 days (a) of the service date of this final order, (b) of an order denying petition for reconsideration, or (c) the failure within 21 days to grant or deny a petition for reconsideration, whichever is later. *See* Idaho Code § 67-5273. The filing of an appeal to district court does not itself stay the effectiveness or enforcement of the order under appeal.

¹ Idaho regulations require this information be provided in all final orders. *See* IDAPA 04.11.01.740.02. However, due to the Consent Agreement signed by both the school and the Director of the Idaho Public Charter School Commission, and the adoption of the Consent Agreement by the Idaho Public Charter School Commission, it is likely not pertinent to this case.

CERTIFICATE OF SERVICE

I HEREBY CERTIFY that on March 7, 2023, I caused to be served a true and correct copy of the foregoing by the following method to:

Adrian Castaneda
Board of Directors Chairperson
Village Charter School, Inc., ABN
Village Leadership Academy
1747 Fairmeadow Dr, Boise, ID 83704
adriancastaneda@thevillagecharterschool.org

- ☐ U.S. Mail
- ☐ Hand Delivery
- ☐ Overnight Mail
- ☐ Facsimile:
- ☒ Email

Josh Noteboom
Principal
Village Charter School, Inc., ABN
Village Leadership Academy
1747 Fairmeadow Dr, Boise, ID 83704
joshnoteboom@thevillagecharterschool.org

- ☐ U.S. Mail
- ☐ Hand Delivery
- ☐ Overnight Mail
- ☐ Facsimile:
- ☒ Email



Sheri Johnson, Administrative Assistant
Idaho Public Charter School Commission

V. NOTIFICATION OF FISCAL CONCERN

A. Monticello Montessori Charter School

APPLICABLE STATUTE, RULE, OR POLICY

I.C. §33-5209C(3)
IPCSC Policy, Section VI.E

BACKGROUND

Pursuant to Idaho Code, if the IPCSC has reason to believe that a public charter school may not remain fiscally stable for the remainder of its performance certificate term, the IPCSC shall issue to the State Department of Education written notification of concern.

DISCUSSION

Monticello Montessori Charter School (MMCS) was provided a notification of fiscal concern in 2021, due to a decrease in enrollment, legal fees from formal hearings and several poor financial practices that resulted in a negative impact to the school's cash flow. The school did not request to have the notification of fiscal concern lifted for 2022-2023.

In 2022, the school business manager identified that the school had failed to submit taxes to the IRS, as well as failed to pay penalties for various quarters from 2014 to present (2023). The business manager and administrator engaged with the IRS, financial advisors and legal counsel to attempt to resolve the fees quickly and accurately. The school provided records to IPCSC staff of the school's accounting of all taxes and penalties; however, the school nor IPCSC staff were provided with a total balance of fees to include penalties from the IRS.

The school has been in continued contact with the IRS, financial advisors and legal counsel to ensure they maintain up to date records. Taxes have been brought up to date and evidence was provided by the school. Fees due to penalties have not been resolved. The school has also submitted a letter to the IRS requesting leniency and that penalties be waived. The IRS has not confirmed approval of waiving accrued penalty fees.

The school has taken steps to reserve funding to provide payment in full to the IRS when the time comes. Without communication of the final balance from the IRS and approval of a waiver of penalty fees, there is no guarantee that the amount being held in reserve is enough to pay the fees in full.

MMCS obtained a new school leader and a new business manager. This team inherited these challenges from previous leadership and have been actively engaged in resolving the operational and financial issues. The school's new business manager is experienced and capable and has been able to implement processes that support

the school getting back to financial stability. Though there is potential for the school to get back on track, the process will be challenging as fees are still being accrued while the school waits on direction from the IRS. At this time, the school still owes an undetermined amount to the IRS fees for penalties accrued.

The school is not requesting to have the notification of fiscal concern lifted.

SPEAKER

Jeanne Johnson, School Administrator

IMPACT

If the IPCSC maintains the notification of fiscal concern the school and the SDE will be notified in writing, and the SDE will proceed with a modified distribution of the school's financial disbursements.

If the IPCSC lifts the notification of fiscal concern the school and the SDE will be notified in writing and the school will receive financial distributions for FY24 on the regular schedule, with 75% of the annual revenue projection issued by Nov. 15th.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends that the IPCSC maintain the notification of fiscal concern.

COMMISSION ACTION

A motion to lift the notification of fiscal concern for Monticello Montessori Charter School as of June 30, 2023;

OR

A motion to maintain the notification of fiscal concern for Monticello Montessori Charter School through fiscal year 2024.

V. NOTIFICATION OF FISCAL CONCERN

B. Village Leadership Academy

APPLICABLE STATUTE, RULE, OR POLICY

I.C. §33-5209C(3)
IPCSC Policy, Section VI.E

BACKGROUND

Pursuant to Idaho Code, if the IPCSC has reason to believe that a public charter school may not remain fiscally stable for the remainder of its performance certificate term, the IPCSC shall issue to the State Department of Education written notification of concern.

DISCUSSION

The IPCSC chose to maintain VLA's (formerly The Village Charter School) notification of fiscal concern in 2020, 2021 and 2022 based on a lack of documentation regarding facility debt and financial good standing with the bond holder and the IPCSC.

In 2023, the school provided IPCSC staff with documentation of initial negotiations for a new facility, revised financial structure and intent to vacate its current facility in alignment with the bond holder's most recent forbearance agreement.

At this time, the school is requesting to have the notification of fiscal concern lifted and provided evidence of the school's revised financial structure to maintain stability for this transition.

SPEAKER

Board Chair, Adrian Casteneda
Principal, Josh Noteboom
Financial Advisor, Adam Holcomb, MAST Financial

IMPACT

If the IPCSC maintains the notification of fiscal concern the school, the SDE will be notified in writing, and the SDE will proceed with a modified distribution of the school's financial disbursements.

If the IPCSC lifts the notification of fiscal concern the school, the SDE will be notified in writing and the school will receive financial distributions for FY24 on the regular schedule, with 75% of the annual revenue projection issued by November 15, 2023.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends that the IPCSC maintain the notification of fiscal concern.

COMMISSION ACTION

A motion to lift the notification of fiscal concern for The Village Leadership Academy as of June 30, 2023;

OR

A motion to maintain the notification of fiscal concern for The Village Leadership Academy through fiscal year 2024.

VI. COMMISSION DISCUSSION

SUBJECT

Charter School Saturation

APPLICABLE STATUTE, RULE, OR POLICY

BACKGROUND

On April 13th, 2023 the IPCSC identified that a discussion around charter school saturation would provide insight into challenges and successes of its own portfolio and school choice options throughout the state.

DISCUSSION

Staff will provide a brief high-level training to support the IPCSC discussion around yield rate and the consideration of yield rate in relationship to future growth of IPCSC portfolio.

Staff will also provide a brief high-level introduction on the Standards of Quality and how student demand is incorporated in to the evaluation of new petitions.

SPEAKER

IPCSC Program Manager, Jared Dawson
IPCSC Finance Manager, Jacob Smith

IMPACT

Information only.

STAFF COMMENTS AND RECOMMENDATIONS

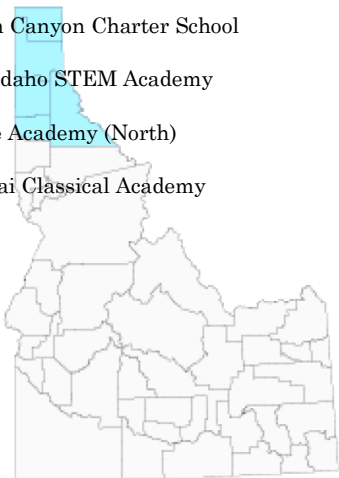
No comments or recommendations.

COMMISSION ACTION

Information item only.

REGION 1

- Coeur d'Alene Charter Academy
- Hayden Canyon Charter School
- North Idaho STEM Academy
- Elevate Academy (North)
- Kootenai Classical Academy



REGION 2

- McCall Community School
- Palouse Prairie Charter School
- Pinecrest Academy of Lewiston



REGION 4

- Gem Prep Twin Falls
- Heritage Academy
- North Valley Academy
- Pinecrest Academy of Idaho
- Syringa Mountain School of Idaho



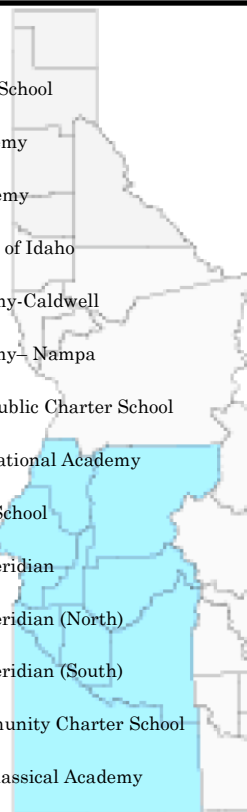
REGION 5

- Chief Tahgee Elementary Academy
- Connor Academy
- Gem Prep | Pocatello



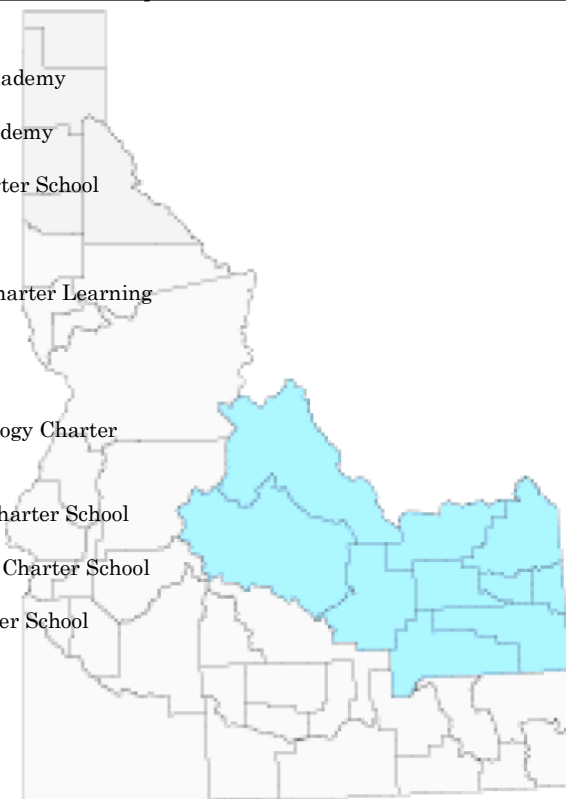
REGION 3

- Anser Charter School
- Cardinal Academy
- Compass Academy
- Doral Academy of Idaho
- Elevate Academy-Caldwell
- Elevate Academy-Nampa
- Falcon Ridge Public Charter School
- FORGE International Academy
- Future Public School
- Gem Prep | Meridian
- Gem Prep | Meridian (North)
- Gem Prep | Meridian (South)
- Heritage Community Charter School
- Idaho Novus Classical Academy
- Legacy Charter School
- Liberty Charter School
- Mater Academy
- Mosaics Public School
- North Star Charter School
- Peace Valley Charter School
- Project Impact STEM Academy
- Richard McKenna Charter High School
- Richard McKenna Montessori
- Rolling Hills Public Charter School
- Sage International School of Boise
- The Village Charter School
- Thomas Jefferson Charter School
- Treasure Valley Classical Academy
- Victory Charter School



REGION 6

- Alturas International Academy
- Alturas Preparatory Academy
- American Heritage Charter School
- Bingham Academy
- Blackfoot Community Charter Learning Center
- Gem Prep Ammon
- Idaho Science & Technology Charter School
- Monticello Montessori Charter School
- Taylor's Crossing Public Charter School
- White Pine Public Charter School





GUIDANCE: NEW CHARTER PETITION

Updated 2/11/2022

Idaho Public Charter School Commission

304 North 8th Street, Room 242

Boise, Idaho 83702

Phone: (208)332-1561

PCSC@osbe.idaho.gov

Alan Reed, Chairman

Jenn Thompson, Director

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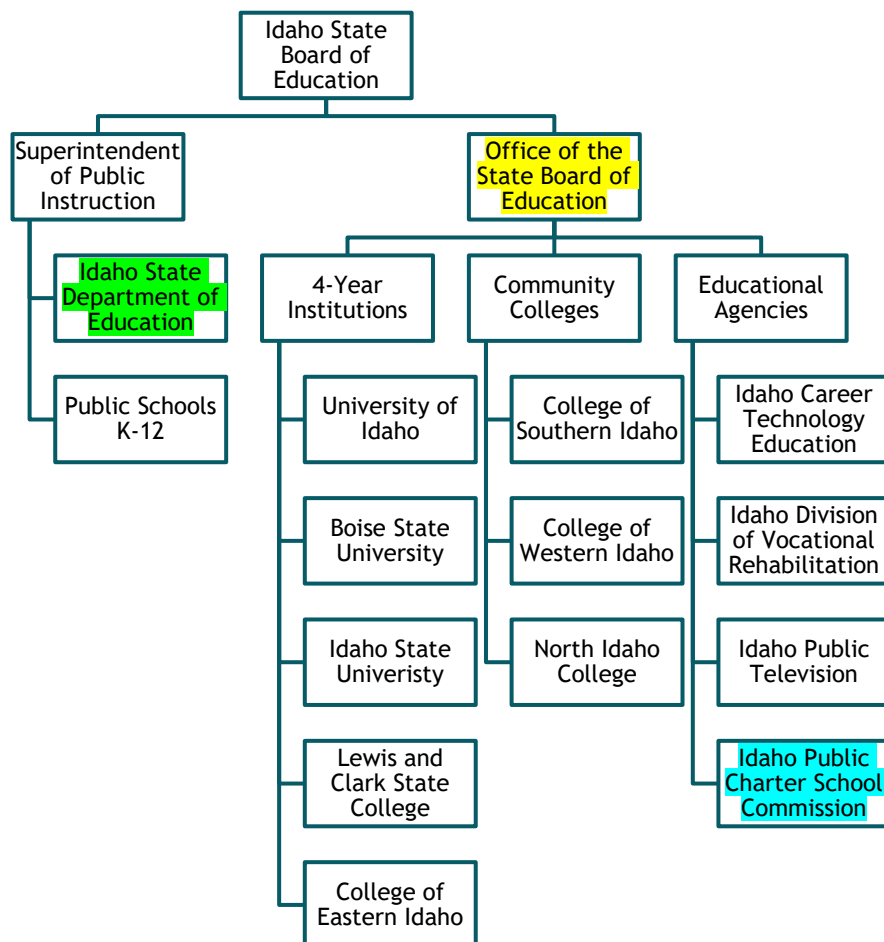
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AUTHORIZING

History

Idaho's original charter school legislation passed in 1998. At that time, only local school district boards could authorize public charter schools. The IPCSC was created in 2004 to offer a statewide option for charter school authorization. The IPCSC currently authorizes the majority of Idaho's public charter schools. In 2021, the IPCSC became an independent agency under the umbrella of the State Board of Education.



Please note that charter schools interact with three educational agencies:

- The State Board of Education, which is the rule-making educational entity;
- The State Department of Education, which provides support, guidance, and training for operational schools; and
- The Charter School Commission, an oversight body that monitors compliance, evaluates risk, and manages operational contracts.

Reach out to the IPCSC staff during the petition process when you have questions about procedures, timelines, or contractual obligations.

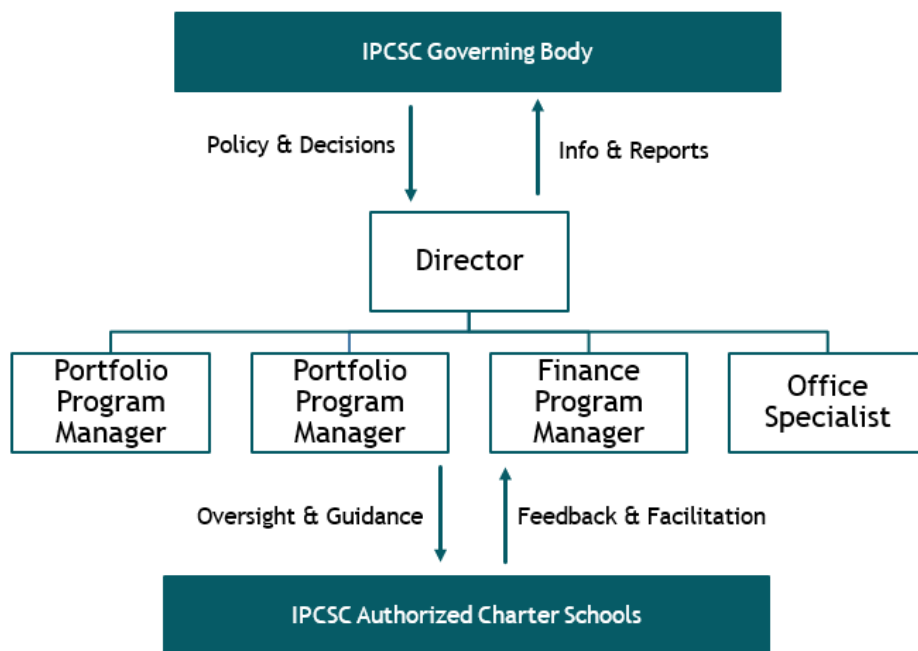
Reach out to the State Department of Education during the petition process when you have questions about specific details, such as funding, curriculum, or certification.

Reach out to the State Board of Education when you have questions about policy or legislation.

Structure

The IPCSC consists of seven Governor-appointed commissioners. Commissioners serve four-year terms and may serve multiple terms. The Commission maintains three standing committees: new petitions, renewals, and finance. This committee structure is used to annually evaluate the efficacy of the tools used to inform Commission decisions. The Commission meets on the second Thursday of even months (e.g., February, April, etc.) and holds special meetings as needed.

A Program Manager will be assigned to guide petitioners through the process. All IPCSC staff will review the petition and collaborate to provide feedback. At the end of the petition process, the Director makes a recommendation to the Commission to approve, conditionally approve, or deny the petition. Each Commissioner conducts an independent review of the petition, takes the Director's recommendation under advisement, and listens to the petitioners' presentation before making the decision to approve, conditionally approve, or deny a petition.



Definitions

Annual Performance Report – Each year, the IPCSC issues a performance report to each school. This report indicates how well the school is performing in relationship to the measures and metrics established in the performance framework. The school's governing board is responsible to ensure that the school meets standard on all measures. If the school does not meet standard on one or more measure at renewal, the Authorizer must consider whether the circumstances warrant a conditional renewal or non-renewal.

Authorizer – Charter schools must receive formal authorization before they are able to draw on public funds to operate. The IPCSC is Idaho's independent charter school authorizer. Charter schools may also be authorized by a local school district or a public institution of higher learning. Authorizers are responsible for reviewing new charter petitions, reviewing contract renewal applications, ensuring schools operate in compliance with all laws, rules, regulations, and policies, and for holding schools accountable to the terms of their operating contract.

Charter – A charter is a grant of authority. In this case, an authorizer reviews a school's petition (narrative and appendices) and if the authorizer determines that the risk to taxpayer dollars and student achievement is acceptable, it can grant a charter.

Governing Board – Before a petition can be submitted a non-profit corporation must be incorporated in the State of Idaho. This non-profit must include a governing board. Once established, the board must adopt bylaws that are compliant with Idaho Code in order for a petition to be eligible for consideration.

Petitioners – A group of people who want to start a charter school comprise a petitioning group. This group is responsible for writing the petition (application), attending required trainings, working with IPCSC staff through the revision process, and presenting the petition to the IPCSC at a public hearing.

Performance Certificate – Once a charter is granted, the terms under which the school can operate are documented in an operational contract called a Performance Certificate. The certificate identifies where a school can operate, how many students and what grade levels it can serve, the instructional model it can deliver, and outlines the performance framework expectations. Performance certificates are only good for 5 years. Every 5 years, schools must submit an application to request another 5-year term.

Performance Framework – Charter schools are granted the autonomy to determine their own curriculum, model, calendar, etc., in exchange for agreeing to meet certain pre-defined outcomes. These outcomes are defined in a rubric that is incorporated into the school's certificate. The IPCSC's framework includes academic, operational, and financial measures.

PETITIONING TIMELINE

Idaho statute describes the process through which the IPCSC may consider new charter petitions. The petitioning process is addressed specifically in Idaho Code.

Administrative rule and IPCSC policy provide additional structure. Petitioners are encouraged to familiarize themselves with Idaho's entire charter school statute, as well as all applicable administrative rules and IPCSC policies.

Deadline	Task	Notes
Prior to Submission	Incorporate	File articles of incorporation with the Idaho Secretary of State. A charter may only be issued to the governing board of a non-profit entity. The board must exist before submitting the petition.
Prior to Submission	Adopt Bylaws	The petition must include an executed copy of bylaws compliant with Idaho law. The board's legal counsel may assist.
Prior to Submission	Draft the petition	The structure of a new charter school petition is defined in Idaho Code. IDAPA provides additional direction. The Petition Narrative section of this document outlines each section and includes the standards of quality by which each section of the petition will be evaluated.
Prior to Submission	Attend "Charter Start Workshop" at the SDE	At least one member of the petitioning team must attend the entirety of this two-day workshop. This is required by Idaho Code in order for the petition to be eligible for consideration. This workshop is designed to help complete the petition. It is most useful to have a draft of the petition prepared.
Prior to Submission	Submit completed petition and letter(s) of intent to local school district superintendents	These letter(s) should notify the school district(s) overlapped by the proposed attendance area that the proposed school is seeking an authorizer. The district(s) cannot deny or delay the petition, but may ask the petitioners to attend a meeting to discuss the matter. Districts have the right to a four-week review process before the petition can be submitted to the IPCSC. If the potentially impacted districts issue notice in writing that they do not want to exercise their right to 4 weeks to review the petition, it may be submitted to the IPCSC sooner.
Prior to Submission	Complete the IPCSC petition assurances survey	When the petition is close to being submitted, complete this survey. If all of the eligibility requirements are met, a link to a secure folder will be sent to upload the completed petition.
4 weeks after letter/petition submitted to district	Submit the petition to the IPCSC office	Submit the petition by uploading: One PDF (narrative and appendices combined) and one excel copy of the budget template to the secure folder provided by IPCSC staff.

No petition submission deadline.		If the petition is received before September 1, the school may be considered for opening the following fall. If the petition is received after September 1, the school may be considered for opening in a future year.
Within 1 week of submission	IPCSC will issue a notice of receipt	Within a week of submitting the petition, a notice of receipt that outlines next steps and important deadlines will be issued by IPCSC staff. If this is not received within 1 week of submission, please contact our office at (208) 332-1561.
30 days after submission	IPCSC will issue a first petition evaluation report	This report is intended to assist petitioners with the revision process, and contains feedback based upon the IPCSC Standards of Quality.
Before revisions are due	Attend governance capacity interview	While petitioners work on revisions, IPCSC staff will conduct an interview with (only) the governing board. Should the petition be approved, the governing board and the IPCSC will be parties to the operational contract. As the board will be the party accountable to meet the terms of the contract, the interview provides the IPCSC insight into the board's capacity to govern an Idaho charter school well. Members of the petitioning group who are not board directors will not participate in the interview. A summary of the interview will be incorporated into the final petition evaluation report.
12 weeks, less 30 days from the date of submission	Final revisions due to the IPCSC	IPCSC staff will conduct a final evaluation of the petition and revise the petition evaluation report accordingly.
12 weeks after submission	IPCSC will issue a final petition evaluation report with Director's recommendation	IPCSC staff will issue the final petition evaluation report which will include the Director's recommendation to approve, conditionally approve, or deny the petition.
No Deadline.	IPCSC hearing	<p>The petition will be heard at the next regularly scheduled meeting after receipt of the Director's recommendation.</p> <p>Petitioners may prepare a 15-minute presentation, which should be led by the governing board.</p> <p>At the hearing, the IPCSC must approve, conditionally approve, or deny the petition.</p>

PETITION REQUIREMENTS

Contents

A completed petition consists of one PDF and one Excel Budget Template. The PDF must include the cover page, executive summary, all narrative sections, and all required appendices. The Budget must be submitted as part of the PDF for the public record, and as an Excel Spreadsheet to facilitate thorough evaluation.

Cover Page. The cover page needs to include the following:

- Name of proposed school
- Name of non-profit that will serve as the charter holder (if different from school)
- Proposed opening year
- General location (city, county, address if known)
- Contact information for the petitioner who will serve as primary contact
- Contact information for the board chair if different.

Table of Contents. Organized by Petition Narrative Section with all Appendices at the end. This is important because the appendices are not incorporated into the contract and will be removed from the petition in the end.

Executive Summary. The executive summary has a maximum length of 1 page. Include a mission statement, identify the instructional model and the intended grades served. Identify the intended location, intended student population, and organizational structure.

A note on mission statements: they are statements, not paragraphs. Narrow the scope to only and exactly what is true for the school every day with every decision.

Six Narrative Sections. There is no page limit for this section. Organize the petition to reflect the following required sections:

1. Educational Program
2. Finance and Facilities Plan
3. Board Capacity and Governance Structure
4. Student Demand and Primary Attendance Area
5. School Leadership and Management, and
6. Virtual and Blended Schools (only required if applicable)

Appendices. Some appendices are required, but the petition may include any additional documentation. This section does not have a page limit. This document includes a list and description of appendices (page 24).

Formatting

- Please use 11 or 12 pt. font and double space throughout
- Ensure the entire document is continuously paginated.
- Verify that all pages are legible (e.g., check for blurry images information that might be cut off in a spreadsheet cell, etc.).
- Verify that the table of contents is present and accurate.
- Proofread everything.

Public Record

Petitions are public record. It is important to be mindful of how the petition is worded. Use a formal tone, write clearly, be accurate, and proofread well.

Hyperlinks. Be sure any links included are supplementary and verify that they work. All required information must be embedded in the petition, not linked. Links can change over time, but the petition stays public record permanently. Do: provide a link to more information about the chosen curriculum. Do Not: provide a Dropbox link to the budget template. Instead, merge the budget template into the final PDF.

Transparency. Because a petition is a request to access millions of dollars of public funds each year it is crucial that the petition is transparent about how those dollars will be spent. If the school will partner with an Educational Services Provider, thoroughly disclose the intended relationship and proposed fees. If the school will partner with a facility developer, provide documentation about the developer. Draft contracts and services agreements are required appendices.

A note - the petition is public record, charter schools are public, and petitions are asking for public dollars. Nothing about the plans can be withheld.

Petition Evaluation

Standards of Quality. All petitions are evaluated against an established set of standards referred to as Standards of Quality. Review the petition to ensure that all of the standards are sufficiently addressed. Any concerns with reference to these standards will be noted in IPCSC staff petition evaluation reports. Each section of the petition narrative has a specific set of standards against which it is evaluated. Additionally, the following standards are applied to all sections of the petition narrative:

- **Thorough and Compliant.** Each section of the petition must present sufficient detail to allow for thorough evaluation. Leaving information out because it's complicated or not yet finalized is insufficient and not likely to lead to an approval.
- **Supported and Credible.** Claims made throughout the petition must be accurate. For example: "This model is high-performing" must be accompanied by data or documentation that can be verified. IPCSC staff must be able to establish the credibility of these claims.

- **Connected and Cohesive .** All the sections of the petition must tell a consistent and unified story. The petition narrative must make sense with the appendices. For example, if a petition narrative states that the school will employ 20 teachers, the budget template must account for sufficient salary and benefits.

Marking Revisions. Petitioners are allowed to revise the petition and submit a final draft after receiving the first petition evaluation report. However, all changes made from the first draft to the final draft must be in the petition as part of the permanent public record. Anything that is deleted must be included in the final petition as strike-through text. Anything added to the final petition must be underlined. Track-Changes in Microsoft Word or legislative formatting may be used for this process. See The Idaho Rule Writer's Manual, section II.4, for instructions in the proper use of legislative format. If the final draft does not show a revision mark-up, it will not be accepted. The petition on file with the Authorizer as of the meeting materials due date for the scheduled hearing is the version that will be presented to Commissioners. Do not forget this step!

PETITION NARRATIVE STANDARDS OF QUALITY

Idaho Code and IDAPA identify the sections and subsections required in a petition. The IPCSC has established standards of quality against which each section is evaluated.

Section I: Educational Program

This section should provide a description of the proposed school's educational program. Consider including descriptions of: curriculum, instruction, and assessment; climate and culture; staffing and continuous improvement plans.

1. General Standards of Quality

- A. Thorough and Compliant – A quality petition provides a thorough explanation of the intended educational program.
- B. Supported and Credible – A quality petition includes references to relevant research and documentation of the success of the proposed model. If evidence of academic success for the proposed educational model is unavailable (i.e., model is less than five years old or relevant evidence is unavailable), a quality petition provides reasoning and research behind the intended approach.
- C. Connected and Cohesive – A quality petition presents an overall educational program that is aligned to the mission, suitable for the targeted population, and cohesive with other sections of the petition.

2. Educational Philosophy

- A. A quality petition presents an educational philosophy that is clearly related to the school's mission and instructional model.
- B. A quality petition presents a clear description of why the petitioners believe the proposed school is necessary.
- C. A quality petition presents research and widely accepted best practices in support of the educational philosophy.

3. Student Academic Achievement Standards

- A. A quality petition includes academic and instructional goals that are logically connected to the school's mission.
- B. A quality petition includes academic and instructional goals that realistically convey and support that the educational program's anticipated achievement outcomes will meet IPCSC Performance Framework minimum standards.
- C. A quality petition presents valid and reliable evidence that the school's goals are achievable.

4. Key Educational Design Elements, Curricula, Tools, & Instructional Methods

- A. A quality petition presents key design elements that thoroughly describe the unique aspects of the proposed model, and for which effective implementation can be verified.
- B. A quality petition presents explanations and examples of instructional practices, types of curricula, and tools that are detailed, realistic, and consistent with the proposed educational program.

5. Strategies for Serving Special Populations

- A. A quality petition presents a student services plan that is complete and addresses the needs of special populations, including, but not limited to: special education, at-risk, gifted, and English language learners.
- B. A quality petition presents a plan to serve special populations that appears feasible within the constraints of the proposed academic program.
- C. A quality petition presents a plan that demonstrates an understanding of the unique needs of special populations with regard to the proposed model.

6. Professional Development Plan

- A. A quality petition presents a professional development plan that addresses new teacher orientation and onboarding.
- B. A quality petition presents a professional development plan that includes training specific to the proposed educational model as well as general training related to the systems and structures for efficient school operations.
- C. A quality petition presents a plan that aligns with the school calendar and provides learning opportunities for both groups and individuals as well as varied delivery formats such as guest professionals, off-site trainings, and professional learning communities.

Section II - Financial and Facilities Plan

This section should provide a description of the proposed school's financial and facilities plans. Consider including descriptions of: how finances will be managed, what informed the fiscal philosophy, or proposed agreements with potential vendors.

1. General Standards of Quality

- A. Thorough and Compliant – A quality petition presents financial and facility plans, evidences a thorough understanding of federal and state funding mechanisms and distributions, and provides reasonable assumptions of the costs associated with school operations. The petition also presents compliance with procurement and purchasing requirements. Revenue estimates include realistic variables and restricted funds are used appropriately.
- B. Supported and Credible – A quality petition includes sufficient documentation, assumptions, and details to demonstrate the validity of revenue and expenditure estimates. If a specific funding is necessary to finance the proposed plan, but is not yet finalized, include letters of support or other documentation that evidence it is likely to be received.
- C. Connected and Cohesive – A quality petition's financial and facilities plan meets the stated needs of the academic program and the intended student body. The financial narrative and the budget template are aligned.

2. Fiscal Philosophy and Spending Priorities

- A. A quality petition presents a fiscal philosophy and spending priorities that align to the mission and vision of the school.
- B. A quality petition presents spending priorities that provide for effective school operations.
- C. A quality petition presents spending priorities that present appropriate use of taxpayer dollars.
- D. A quality petition includes a transportation and food service program to ensure that all students have equitable access to public education.

3. Financial Management and Monitoring Plan

- A. A quality petition presents a financial management and monitoring plan that identifies the board's fiscal governance role.
- B. A quality petition presents an organizational structure that ensures appropriate accounting expertise either by including a business manager in the staffing plan or by contracting out services to an experienced organization.
- C. A quality petition describes a compliant process for procuring services and includes copies of any contracts or MOUs executed to date.
- D. A quality petition presents a plan that evidences an understanding of financial policy including accounting practices, internal controls, and related internal procedures.

4. Facilities Plan

- A. A quality petition presents, as required, two facility options in the narrative and on the facility option template in the appendices.
- B. A quality petition presents facility options that are sufficiently detailed and indicate that the petitioners have engaged in adequate research to justify the estimated costs reflected in the narrative and the budget.
- C. A quality petition presents facility options that are realistic and meet the school's programmatic needs (e.g., square footage, outdoor space, specialty features, etc.).
- D. A quality petition presents a proposed school location(s) that is easily accessible to the intended student population and lies within the primary attendance area.

Section III - Board Capacity and Governance Structure

This section should provide a description of the proposed school's board composition and governance structure. Consider including descriptions of: board roles, planned committees, and, if applicable, descriptions of the board's due diligence in selecting the proposed educational model or necessary vendors.

Please note that the governing board presented in the petition will be the entity to which a charter will be granted if the petition is approved. As the party responsible to uphold the terms of the operational contract, the consistency and credibility of the school's governing board is crucial to the success of the petition and the school.

1. General Standards of Quality

- A. Thorough and Compliant - A quality petition presents articles of incorporation and bylaws that are legally compliant and address all necessary content. The petition demonstrates an understanding of the charter school board's legal responsibilities. The narrative and attachments effectively communicate the board's capacity to govern.
- B. Supported and Credible - A quality petition presents documentation of executed bylaws and filed articles of incorporation.
- C. Connected and Cohesive - A quality petition presents a board structure that matches the needs of the educational program and the oversight of school operations.

2. Governance Structure

- A. A quality petition presents a governance structure that includes detailed descriptions of the roles that officers and board committees will play.
- B. A quality petition presents a division of duties between governance and management that are clear and appropriate.
- C. A quality petition presents a governance structure that grants the board direct oversight over school leadership and the evaluation of school leaders.
- D. A quality petition presents articles of incorporation and bylaws that are consistent with the petition narrative and are compliant with all applicable Idaho law.

3. Board Member Qualifications

- A. A quality petition presents a list of currently serving directors including each director's term of service, qualifications and experience. Resumes are required appendices, but should not include personal phone numbers or address as these will become public record if included.
- B. A quality petition presents a composition of the board directors that reflects diverse experience and skill necessary to manage the school's operational contract (performance certificate).

- C. All board directors are expected to participate in the governance capacity interview and evidence an appropriate level of knowledge of the school model and engagement in the petition process.
- D. A quality petition presents a board of directors that evidences adequate understanding of its role in providing effective operational oversight, specifically with regard to navigating a management relationship with an executive director.
- E. A quality petition presents a board of directors that evidences adequate understanding of its role in providing effective financial oversight, specifically with regard to purchasing, contracting, and stewardship of governmental funds.

4. Transition Plan

- A. A quality petition presents a board transition plan from a founding board to the work of charter school governance that is clear and likely to be effective.
- B. A quality petition presents a list of the current board directors who intend to resign in order to apply for a paid position, if the school is approved. It also evidences that the remaining board of directors is sufficient to provide adequate governance and to maintain compliance with the board bylaws.
- C. A quality petition presents a transition plan that accounts for the consistent stewardship of the school's mission and vision.

5. Board Member Recruitment and Training

- A. A quality petition presents a comprehensive board training plan for sustaining high-quality governance, including a description of the scope of skills the board desires to maintain, strategies for recruitment, and processes for grooming, selecting, and onboarding new directors.
- B. A quality petition presents board training that is detailed, specific, and comprehensive.
- C. A quality petition presents a board training plan that allows for self-reflection and opportunities for stakeholders to provide feedback.
- D. A quality petition presents a requirement that all new board directors (now and in the future) participate in an orientation within the first three months of service, and this requirement is noted in the school's bylaws.

Section IV - Student Demand and Primary Attendance Area

This section should provide a description of the proposed school's student demand and primary attendance area. Consider including descriptions of: community engagement in the proposed school, how the proposed educational model fills a need in the community, or how the services and programs provided by the new school compare to services and programs provided by other local schools.

1. General Standards of Quality

- A. Thorough and Compliant - A quality petition evidences that the petition's proposed educational program reflects the needs and demands of the local community.
- B. Supported and Credible - A quality petition presents a petition that includes evidence of research to document demographics and student demand.
- C. Connected and Cohesive - A quality petition presents the information presented in this section aligns with the structure and intent of the educational program and facility plans.

2. Primary Attendance Area and Community Support

- A. A quality petition presents a primary attendance area that is clearly described and is compact and contiguous.
- B. A quality petition presents the anticipated impact that approval of the proposed school will have on local school districts and charter schools.
- C. A quality petition presents evidence that community partnerships described in the petition are documented and aligned to the mission of the school.

3. Student Demand and Population

- A. A quality petition describes and documents the need for the academic program in the identified area and provides evidence of student interest/demand for the school.
- B. A quality petition clearly defines the intended student population and how the proposed location of the school is appropriate for meeting the needs of the intended population.
- C. A quality petition accurately describes the demographics (documented with credible source data) of the intended neighborhood in which the school will be located.
- D. A quality petition presents a level of community engagement with the proposed model that is appropriate and adequate.
- E. A quality petition presents an estimate of the anticipated number of students the school expects to serve who will require special services. The estimate is supported and credible and the petition proposes appropriate staffing.
- F. A quality petition presents a staffing and educational plan that is likely to support adequate special services, especially for FRL, special needs, and/or ELL students.

4. Enrollment Capacity

- A. A quality petition presents capacity estimates that include both whole school and grade-level numbers.
- B. A quality petition presents a growth plan that is clear and complete from year one through year five or to final expansion.
- C. A quality petition presents enrollment goals for each year and for the school at capacity that are reasonable and supported by credible data.
- D. A quality petition presents a detailed marketing and recruitment plan that allocates adequate staff support and funds to the effort and the plan will likely result in the school meeting its enrollment goals.

5. Enrolling Underserved Families

- A. A quality petition presents well-developed strategies for reaching at-risk, diverse, and underserved families, as well as families that might not be aware of the school.
- B. A quality petition presents strategies for initial recruitment and ongoing family and community engagement that appear reasonable and likely to be successful.

6. Priority Enrollment Groups

- A. The petition includes a clear definition of “founder” (to be incorporated as board policy) for the purpose of complying with enrollment preference categories which allows for children of founders to be included in the first priority enrollment group and to account for up to 10% of the school’s total enrollment at any given time.

Notes on Enrollment Preference Categories

- If so stated in its petition, a new public charter school or replication public charter school may include the children of full-time employees of the public charter school within the first priority group subject to the limitations therein (included in the allowable 10%).
- If so stated in its petition, a public charter school may weight the school’s lottery to preference admission for the following educationally disadvantaged students: students living at or below one hundred eight-five percent (185%) of the federal poverty level, students who are homeless or in foster care, children with disabilities as defined in section 33-2001, Idaho Code, students with limited English proficiency, and students who are at-risk as defined in section 33-1001, Idaho Code.

Section V - School Leadership and Management

This section should provide a description of the proposed school's leadership and management teams. Consider including descriptions of: qualities the board look for in a school leader, leadership structure and reporting duties, any back-office services the board plans to outsource.

1. General Standards of Quality

- A. Thorough and Compliant - A quality petition describes the leadership structure including the division of duties if a co-director structure is proposed. The petition also evidences clear understanding of the Idaho Standards for Effective Principals.
- B. Supported and Credible - A quality petition presents documentation to support the likely success of the proposed leadership and/or management plan.
- C. Connected and Cohesive - A quality petition presents a leadership and management plan that is aligned to other sections of the petition, including the educational program, organizational chart, and budget.

2. Leadership Team

- A. A quality petition describes the responsibilities of and relationships among school leadership, the governing board, instructional leaders, and staff.
- B. A quality petition presents a description of the experience, qualities, and/or management style of the "right" leader for this school.
- C. A quality petition presents the governing board's plan or process for recruitment and evaluation of its school leader, regardless of that individual's title.

3. Educational Services Provider (if applicable)

- A. A quality petition presents whether the school has chosen to work with an ESP to provide leadership and/or management services and, if so, includes the contact information for a representative from the ESP.
- B. A quality petition presents whether the ESP is a vendor eligible to provide services based upon all applicable Idaho law. Please note that for-profit services providers may not operate schools in Idaho.
- C. A quality petition presents historical operational data for the proposed ESP, including other locations where the organization or provider operates, any available achievement, operational, and financial data, and any DBAs of the ESP.
- D. A quality petition thoroughly describes the nature and extent of the entity's participation in the management and operation of the school in the narrative section and through the required draft agreement.
- E. A quality petition presents a proposed draft contract that is compliant with Idaho law, and the board of directors can evidence appropriate use of procurement procedures.
- F. A quality petition describes how the school's board will regularly evaluate the performance of the EMO, CMO, or ESP.

Section VI - Virtual and Blended Programs (If Applicable)

This section should provide a description of the proposed school's virtual and blended programs. Consider including descriptions of: what need the program fills that students do not already have access to, how the educational model differs from existing programs.

1. General Standards of Quality

- A. Thorough and Compliant - A quality petition provides a detailed description of the proposal, and establishes the need for such a program.
- B. Supported and Credible - A quality petition includes documentation to evidence the validity of the chosen Learning Management system (LMS), curriculum, and instructional structure.
- C. Connected and Cohesive - A quality petition presents a design of the program that is aligned to other sections of the petition including, but not limited to, the budget, staffing plan, and mission.

2. Learning Management System

- A. A quality petition presents a description of the chosen LMS that addresses the technology platform, curriculum, and rationale for the structure of the program.
- B. A quality petition presents an LMS that appears to fulfill the mission and meet identified goals.
- C. A quality petition presents that all students can be served via the identified LMS.

3. Educational Program-Virtual and Blended

- A. A quality petition presents that there is a strong rationale for use of a virtual program, rather than a brick-and-mortar program, to fulfill the mission and meet stated goals.
- B. A quality petition presents a plan to ensure that all students have access to the virtual educational program and demonstrates planning of petitioners to market to and address educational needs of all students.
- C. A quality petition presents expectations for online teachers that include required availability and the role that he/she plays in individualizing and providing guidance on course material.
- D. A quality petition presents a student work assessment plan that includes the level of teacher involvement required in evaluating and responding to student performance.
- E. A quality petition presents the described means by which a student will interact with teachers and includes timely and frequent feedback about student progress.
- F. A quality petition presents the opportunities for student-to-student interactions are practical, diverse, and likely to cultivate school community.
- G. A quality petition presents an educational program that offers new opportunities for families.

4. Technology

- A. A quality petition presents a plan for ensuring equal access to all students and includes the provision of necessary hardware, software, and internet connectivity required for participation in online coursework.
- B. A quality petition presents a plan for provision of technical support relevant to the delivery of online courses that is cost-effective, timely, and supported by adequate staff.
- C. A quality petition presents a plan for training students and parents in the use of hardware and software that is practicable.

5. Professional Development

- A. A quality petition presents strategies for professional development specific to education in the virtual environment that address both initial and ongoing training.
- B. A quality petition presents a teacher evaluation plan that includes strategies specific to virtual education.

6. Data Collection/Attendance and Course Credit

- A. A quality petition presents means of verifying student attendance that demonstrate that attendance will focus primarily on coursework and activities correlated to the thoroughness standards.
- B. A quality petition presents proposed means of awarding adequate course credit.
- C. A quality petition presents practicable and affordable strategies for administering standardized testing to all students.

APPENDICES

Series A – Financial Plan – All Required

- Appendix A1 – Financial Summary (template provided)
- Appendix A2 – Pre-Opening Budget (template provided)
- Appendix A3 – Break-Even & Three-Year Operating Budget (template provided)
- Appendix A4 – Cash Flow Projection for Year 1 (template provided)

Series B – Facility Plan – 2 Options Required

- Appendix B1 – Facility Option 1 (template provided)
- Appendix B2 – Facility Option 2 (template provided)

Series C – Governance Documents – All Required

- Appendix C1 – Filed Articles of Incorporation
- Appendix C2 – Adopted Bylaws

Series D – Board of Directors and Petitioning Group – All Required

- Appendix D1 – Resumes for all Currently Serving Board Directors
- Appendix D2 – Board and Petitioning Group Chart/List (no template, should identify all persons/parties significantly involved in the petitioning process and any specific roles)

Series E – Administration and Organization – All Required

- Appendix E1 – School Organization Chart (no template)
- Appendix E2 – Resume(s) for Identified Administrators (no template)

Series F – Education Services Provider (ESP) – If Applicable

- Appendix F1 – ESP Documentation (if applicable) must include:
 - a comprehensive draft contract or services agreement between the school and an ESP,
 - an organizational chart (including how school leaders report to the governing board),
 - a term sheet indicating the fees to be paid,
 - a detailed description of the relationship between the school and ESP, and
 - the two most recently executed comprehensive contracts/services agreements between the ESP and other schools it serves.

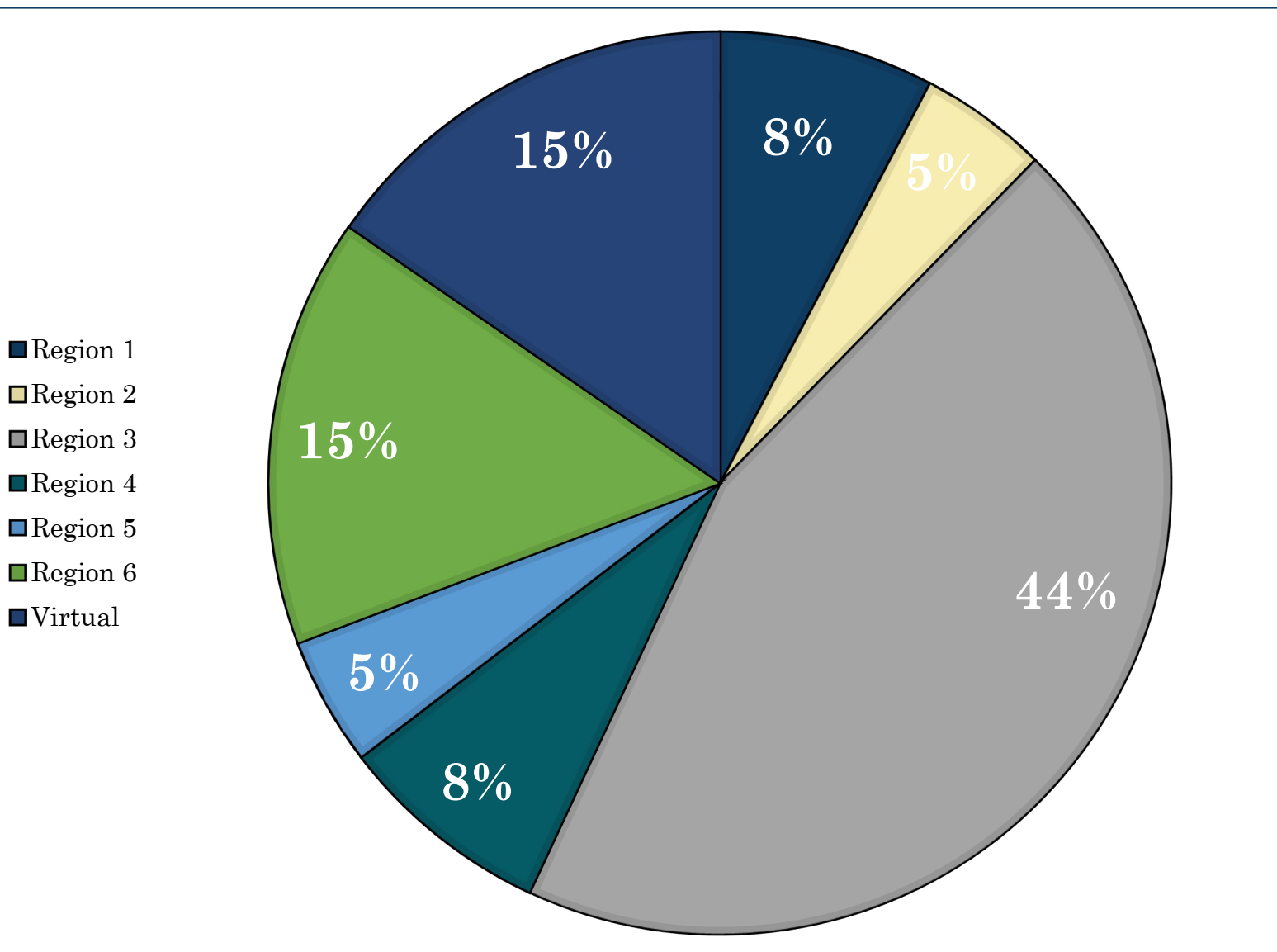
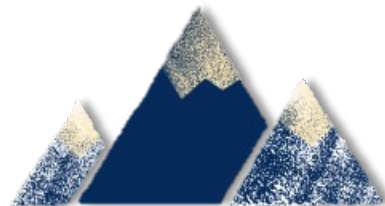
Series G – LEA Notification Letters – Required for all potentially impacted LEAs (including traditional districts and charter schools)

- Appendix G – District Notice of Intent Letters (dated, include responses from districts if submitting early)

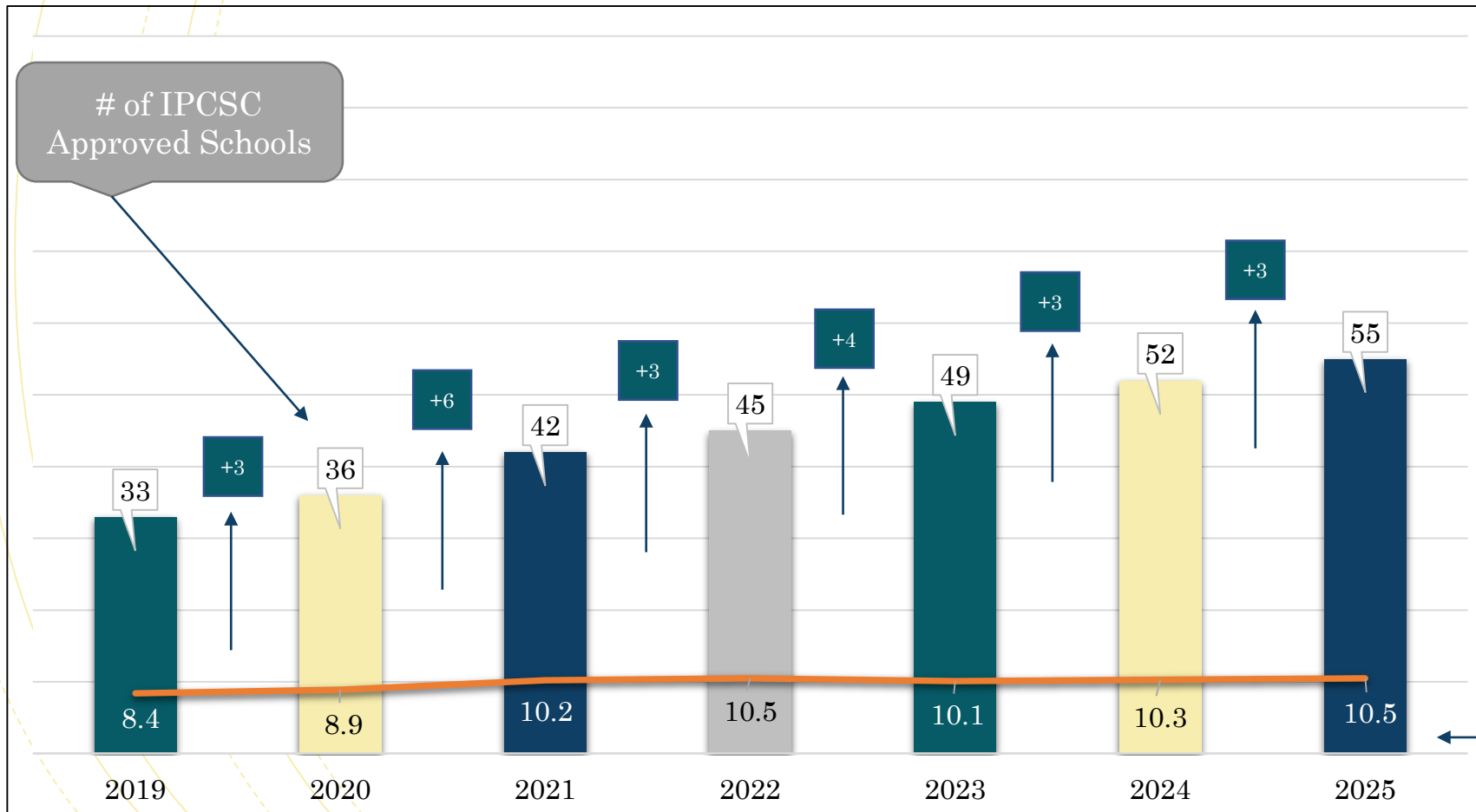
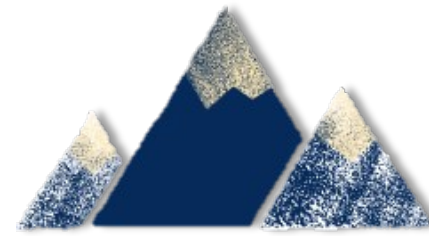
Series H – Additional Appendices - As Needed. Many petitioners choose to include (but are not limited to) the following:

- Academic achievement data from similar models and/or supporting research indicating likelihood of academic success if such does not fit well in the narrative of the petition
- Letters or other documentation evidencing financial support, grants, loans, or partnerships identified in the petition narrative or any of the Series A appendices.
- Evidence of board training

IPCSC Portfolio Schools



IPCSC Brick & Mortar Yield Rate (Virtual Not Included)



Factors to Consider:

- Growth chart does not include virtual schools.
- Outcomes do not include received petitions.
- Not all currently authorized IPCSC schools have reached their maximum enrollment capacity.

VII. ANNUAL REPORT TRAINING & SCHOOL REVIEWS

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code §33-5209C – re. Enforcement

Idaho Code §33-5209A – re. Framework

Idaho Code §33-5209B(7) – re. Renewals

BACKGROUND

Idaho Code §33-5209C tasks authorized chartering entities with continually monitoring the performance and legal compliance of the public charter schools it oversees, including analyzing data to support ongoing evaluation according to the performance certificate.

Idaho Code §33-5209A requires that performance certificates contain frameworks and that frameworks establish the measures and metrics used to evaluate at least the following: student proficiency, growth, and college and career readiness; board performance and stewardship; and school operations, including finance.

Idaho Code §33-5209B(7) requires authorizers to make renewal decisions based on: the school's performance outcomes on the framework; the school's compliance with applicable laws, rules, policies, and regulations and the terms of its performance certificate (operational contract); and the school's annual financial audit.

Idaho Code §33-5209B(4) requires that, as part of the renewal process, authorizers provide opportunity for each school to present additional evidence, beyond the data contained in the performance report, supporting its case for charter renewal and to describe improvements undertaken or planned by the school.

In 2020, Senate Bill 1192 removed the IPCSC's ability to include "mission specific goals" in any school's performance framework.

DISCUSSION

In April 2022, various commissioners expressed interest in better understanding how well the recently revised framework measures are reflecting the performance of individual schools.

In an effort to provide Commissioners opportunity to review the data used to inform the IPCSC's annual performance reports at an individual school level outside of any need to make a renewal decision, staff proposed that this agenda item be considered for a regular feature of IPCSC meetings. The proposed schedule would provide for two reviews of each school during each performance certificate term.

The goal of this agenda item is to provide a platform for a Commission discussion of its own framework and policy in relationship to each school's specific data points to

include: demographics, outcomes, and comparison groups at a data-specific level rather than at an anecdotal or more generalized level.

Staff will provide initial training on the annual report process to provide clarity prior to addressing any specific report. This training opportunity will provide the IPCSC and the public with a background of the entire process from obtaining data sets to evaluation of those data sets; the implementation of the IPCSC framework; the output of draft and final reports; and final closure of the reporting process.

SPEAKER

IPCSC Interim Director, Melissa-Jo Rivera

IMPACT

The opportunity to review individual annual reports may generate interest in inviting some schools (particularly those with unique student populations) to address the Commission at a future meeting as well as providing insight into a school utilizing the annual report in their continuous improvement planning.

The review of annual performance reports would allow the commission opportunity to think deeply about each school individually while applying the its own policy and framework. When necessary, it would also provide opportunity for a separate follow up discussion with the school based on a narrowed scope and with time to prepare.

Informational Only.

STAFF COMMENTS AND RECOMMENDATIONS

Staff has no recommendations or comments.

COMMISSION ACTION

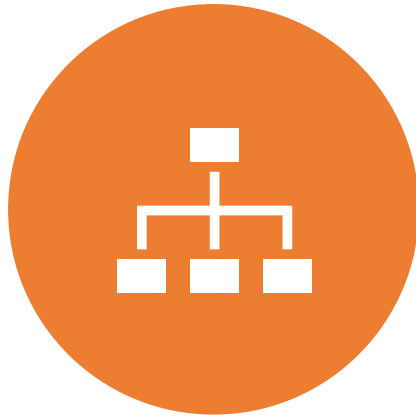
No action



IPCSC Annual Report

2023

IPCSC OBJECTIVE



INTRODUCTION &
AUTHORITY



ACADEMIC,
OPERATIONAL, &
FINANCIAL GUIDANCE



ANNUAL
PERFORMANCE
REPORT REVIEWS

INTRODUCTION & AUTHORITY

LEGISLATION & INTENT

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graph TD; A[LEGISLATION & INTENT] --> B[IPCSC COMMISSIONERS]; B --> C[IPCSC STAFF]; C --> D[POLICY];
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IPCSC COMMISSIONERS

IPCSC STAFF

POLICY

Legislation & Intent

In 2013, the legislature amended statute to provide additional clarity about how authorizers should oversee schools. Idaho statute now requires authorizers to develop a performance certificate and performance framework. (I.C.33-5209A(1))

Clarify the administrative relationship between the authorizer and the charter school, including the rights and duties of each party.

Establish academic and operational performance expectations by which the charter school will be judged.

In 2013 the IPCSC and stakeholders came together to develop a new certificate and framework. These documents have since been updated in August of 2020, to the framework that schools use today

Written report provided annual by the IPCSC containing a comparison of your performance outcomes to the standards within your performance certificate.(I.C.33-209C(2))

Ensure charter school boards have access to clear expectations.

Ensure that charter school boards are provided maximum opportunity to correct any deficiencies prior to their renewal year.

Inform renewal decision making.
(I.C.33-5209B(7)(a))

Serves as a guidepost to help shape your strategic planning as you celebrate your strengths and seek to improve any challenges.

[Idaho Code Title 33, Chapter 52 – Public Charter Schools](#)

[Administrative Rule 08.02.04 – Rules Governing Public Charter Schools](#)

[IPCSC Policy](#)

IPCSC Intent

Mission

To Cultivate Exemplary Public Charter Schools

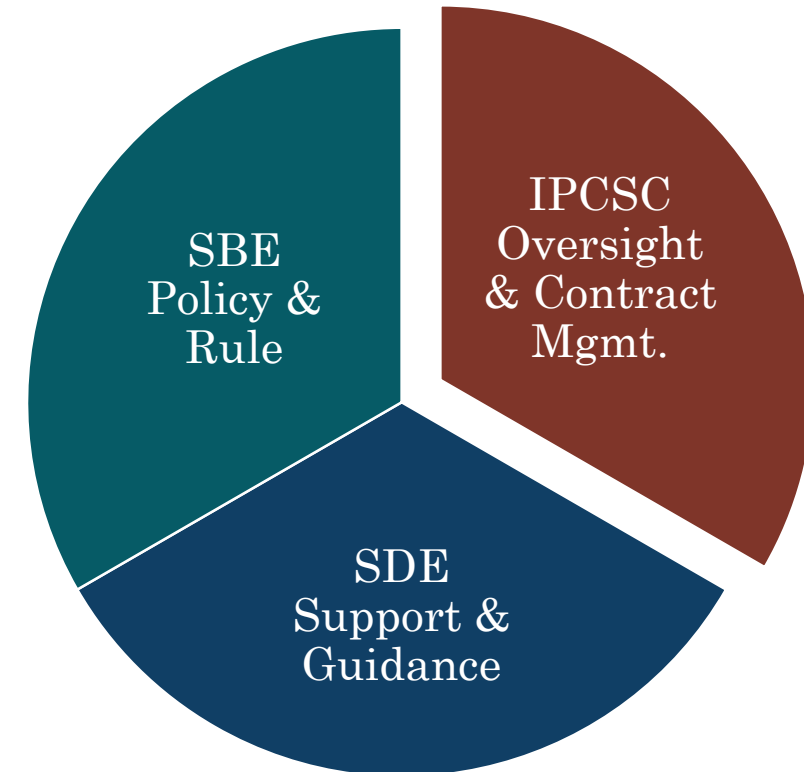
Values

Efficacy, Credibility, Integrity

Key Functions

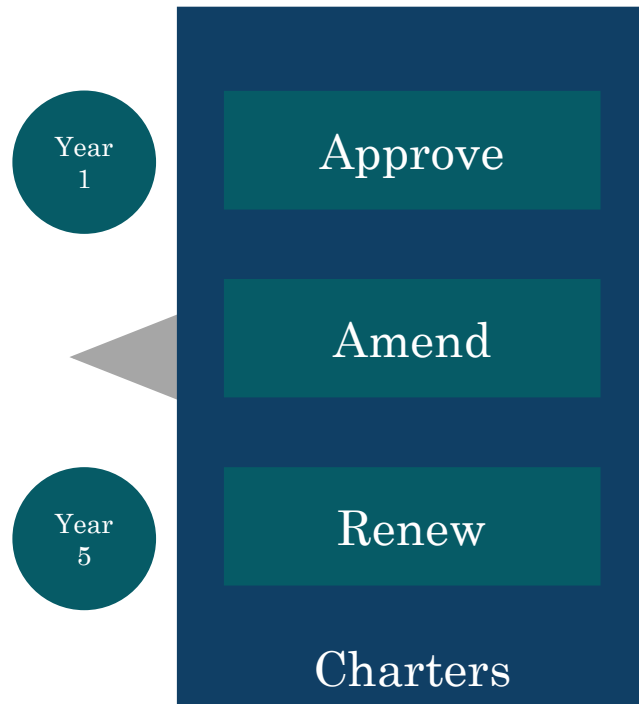
- Provide for **choice** in public education within the boundaries of the law
- Make data-driven decisions that **manage risk**
- Provide **oversight that supports compliance to applicable statute, rule and policy.**

Fitting into the Bigger Picture



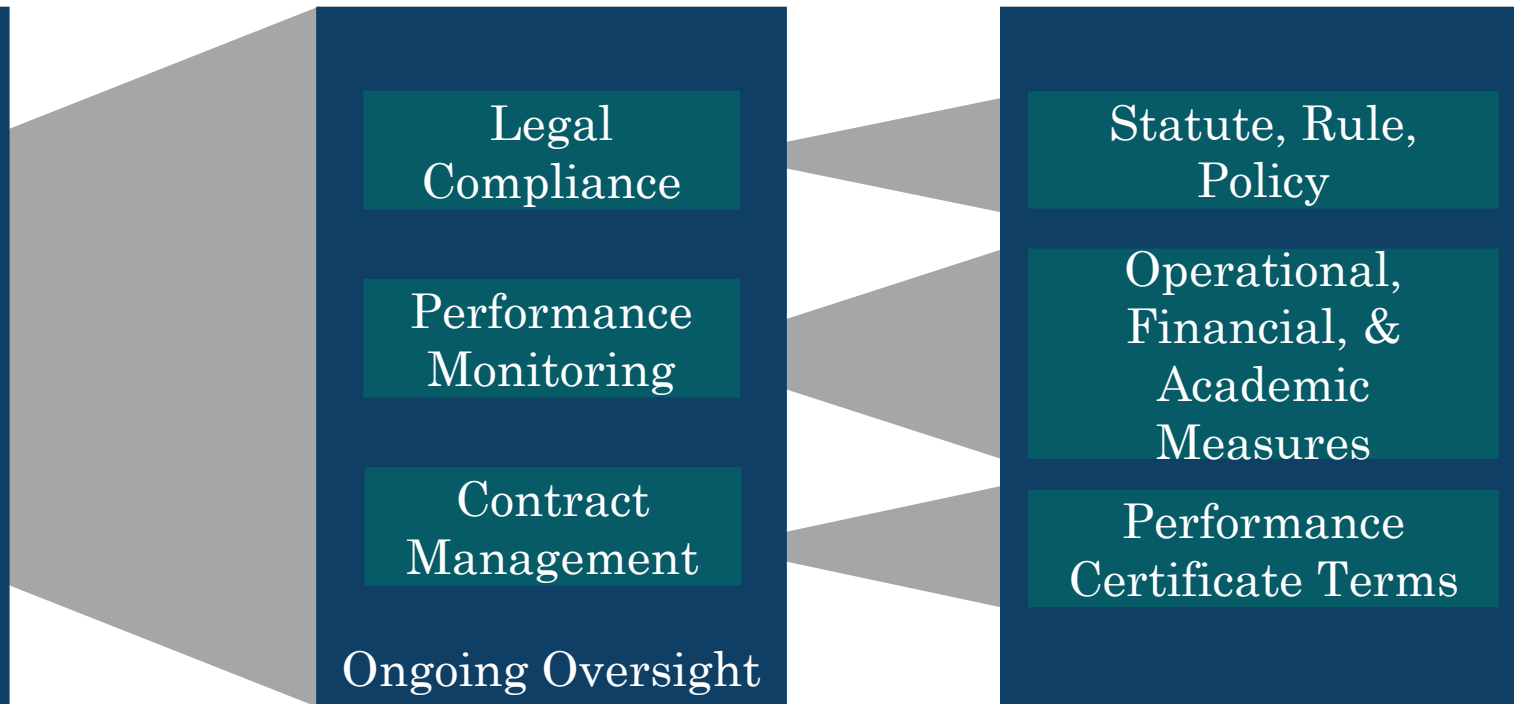
IPCSC Duties

Commission Decisions



Balance: Taxpayer
Interests & Student
Achievement & Choice

Staff Management



Balance: Autonomy & Accountability

IPCSC POLICY

Annual Performance Reports will be prepared by IPCSC staff and shall include the following:

- Section VI(b)(i)
 - The school's status with regard to the terms of its Performance Certificate;
 - The school's performance outcomes as evaluated against its Performance Framework;
 - The school's status with regard to any renewal conditions included in its existing Performance Certificate, if applicable;
 - Historical Performance reflecting the school's performance over the course of the school's current performance certificate term;

IPCSC POLICY

ANNUAL PERFORMANCE REPORT REVIEW PROCESS TIMELINE

July 1-June 30th of the following year

November 15th

December 15th

January 31st

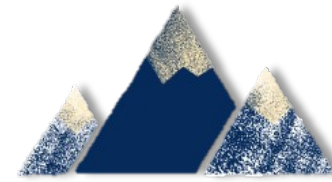
HISTORY

History of the Performance Framework



IPCSC

A BRIEF HISTORY



2014 - Term limited performance certificates were implemented in.
Development of a performance framework.
Execution of a operational contract.

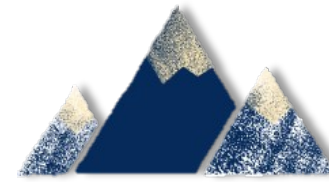
2016-2018 - First round of renewals based on the framework.

2018 – Idaho’s ESSA consolidated plan adopted.

*October 2019 – IPCSC began framework revision.
Surveys, regional meetings, webinars, listening sessions,
many revisions.

*October 2020 – IPCSC adopted framework revisions.

WHAT CHANGED?



Flexibility

- Alternative Programs – additional alternative measures in the academic section.
- Demographically Unique – can request to consider a custom comparison group (default is the local district).
- Context – greater opportunity for context to be considered.

Consistency

- Single rating system with clear connections to “renewal conditions”.
- Aligned to the Idaho’s ESSA methodologies where possible.

Transparency

- Report focused on data and providing data sources rather than an arbitrary number of points earned.

Academic, Operational & Financial Guidance



Idaho statute provides an accountability structure for public charter schools and authorizers. At the heart of this structure is a [performance framework](#) that includes the indicators, measures, and metrics used to evaluate each school's performance outcomes.

Compliance Oversight

08.02.04.300.01

“In addition, the governing board of a public charter school shall be responsible for ensuring that the school complies with all applicable federal and state education standards, as well as all applicable state and federal laws, rules and regulations, and policies.”

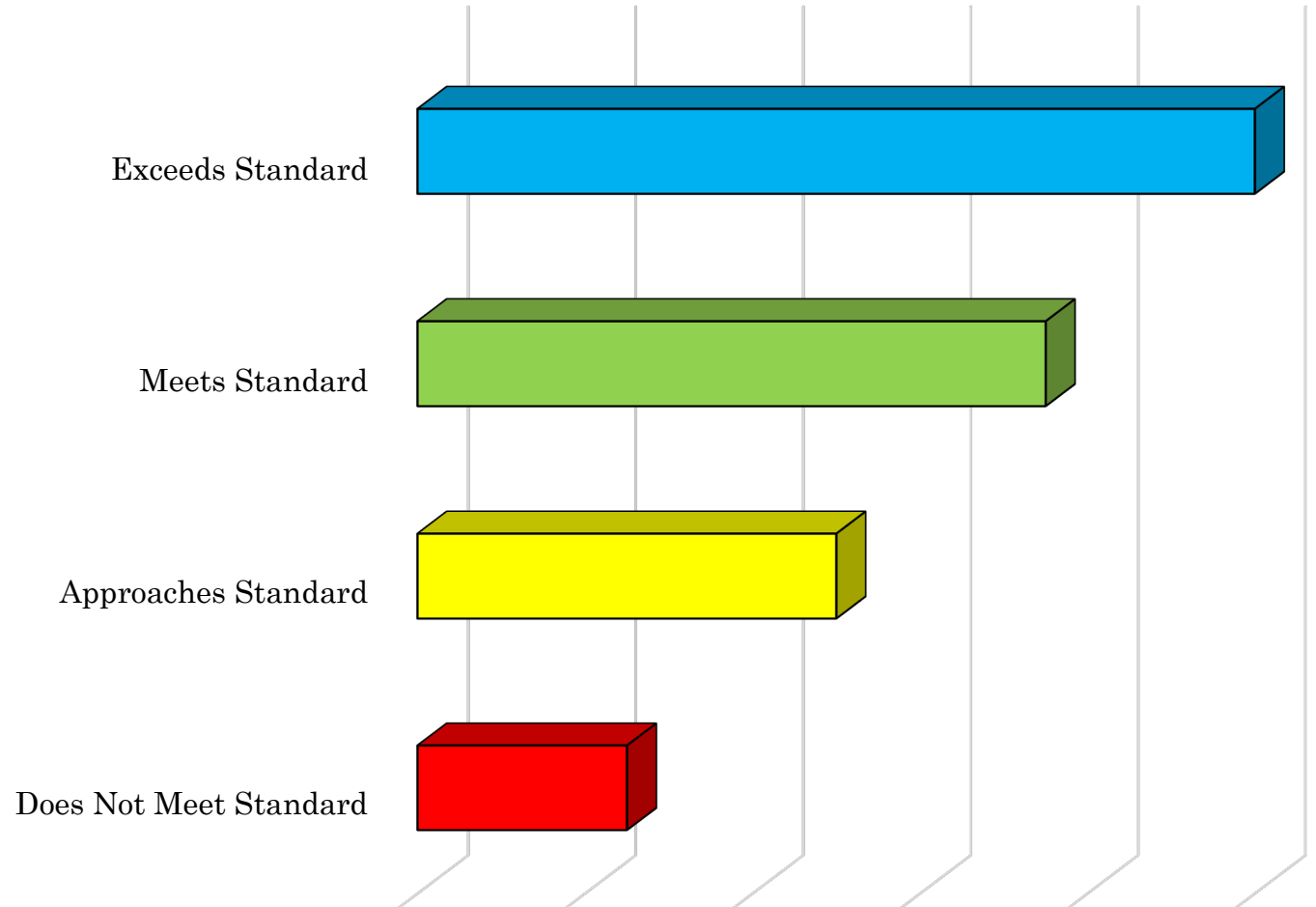
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“The governing board of a public charter school shall be responsible for ensuring that the school follows the terms and conditions of the performance certificate. . . .”

Performance Framework Rating

There are three sections rated in the annual report: Academic, Operational, and Financial. The three sections contain measures by which they are provided a rating of Exceeds Standard, Meets Standard, Approaches Standard and Does Not Meet Standard.

As the measures in your certificate and framework do not normally change, this data allows for the evaluation of trends as well as the schools current status.



Performance Framework |

Identified Comparison Group Options:

1. All schools in the traditional district in which the school is located as reported on the Idaho Report Card

OR

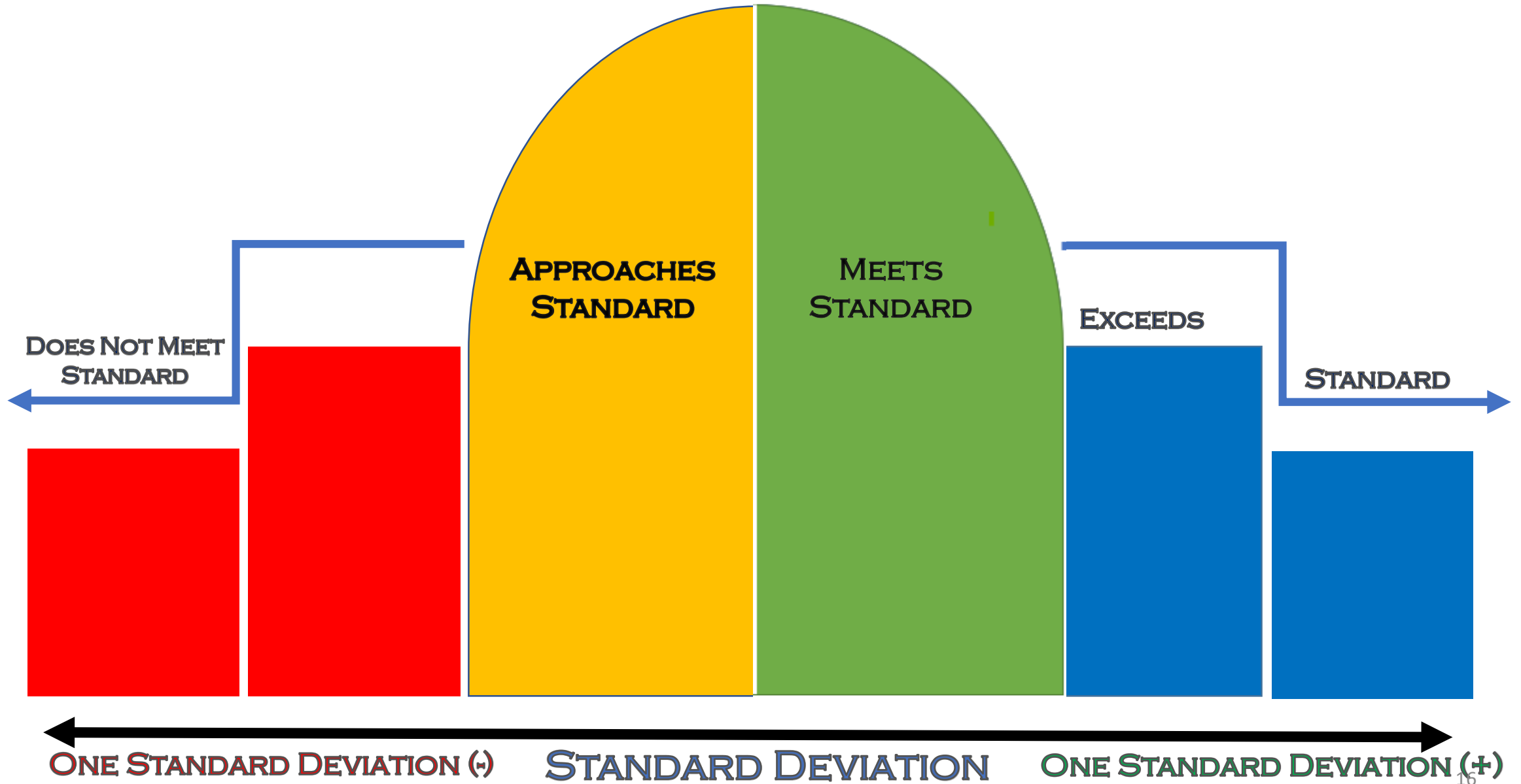
2. A Custom group of individual schools from across Idaho that have similar demographic attributes to the charter school.

OR

3. All virtual/alternative schools in Idaho.

MEAN OF THE IDENTIFIED COMPARISON GROUP

**(THE AVERAGE PROFICIENCY RATE OF THE COMPARISON GROUP)*



Example Rated Measure

Indicator	Measure	Metric	Target	Rating
"Student Achievement"	"Student proficiency on a standardized test"	"The % of students that Achieve proficiency on The standardized test"	"70% proficiency on The standardized test"	"Meets Standard"



Annual Report Structure



Layout | New Look



Annual Snapshot



Data | Measures + Ratings
(as applicable)

In 2019, the IPCSC voted to approve a revision to the performance framework. This update to policy also allowed for the rebrand and redesign of the annual performance report. For charter schools currently abiding by the historical framework until the end of their performance certificate term, the report will remain the same. Charter schools that have transitioned to the new framework will receive the current report that provides more transparency into a school's annual performance.

School Overview:

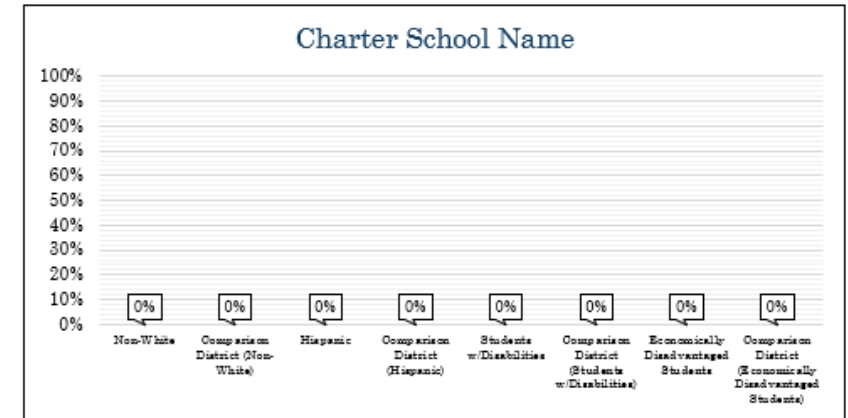
- The charter schools' model, capacity, grades served as provided within the school's performance certificate.
- The charter school's demographic results according to what the school submitted to the State Department of Education.

School Overview

Model:	
Enrollment Capacity:	
Grades Served:	

Key Design Elements:

2022 DEMOGRAPHIC SUMMARY:



School Year Annual Snapshot

- B.L.U.F on a charter school's overall performance ratings.
- *Charter schools identified as alternative will have additional measures reported in this snapshot.

2021-2022 ANNUAL SNAPSHOT

Schools are encouraged to use this information for strategic planning and to ensure that any identified weaknesses are addressed in advance of renewal consideration.

RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
------------------	---------------------------	------------------------	-------------------	---------------------	------------------------------

ACADEMIC OUTCOMES:		
Math Proficiency		Choose an item.
Math Growth		Choose an item.
ELA Proficiency		Choose an item.
ELA Growth		Choose an item.
Literacy Proficiency	Fall IRI: Spring IRI:	Choose an item.
College & Career Readiness		Choose an item.

OPERATIONAL OUTCOMES: BOARD STEWARDSHIP	
Governance Structure	Choose an item.
Governance Oversight	Choose an item.
Governance Compliance	Choose an item.

OPERATIONAL OUTCOMES: MANAGEMENT	
Student Services	Choose an item.
Data Security/ Transparency	Choose an item.
Facility & Services	Choose an item.
Operational Compliance	Choose an item.

FINANCIAL OUTCOMES: NEAR TERM MEASURES	
Current Ratio	Choose an item.
Unrestricted Days Cash	Choose an item.
Default	Choose an item.
Enrollment Variance	Choose an item.

FINANCIAL OUTCOMES: SUSTAINABILITY MEASURES	
Total Margin 3 Yr. Agg. Margin	Choose an item.
Cash Flow Multi-Year Cash Flow	Choose an item.
Debt Service Coverage Ratio	Choose an item.
Debt Asset Ratio	Choose an item.
Financial Compliance	Choose an item.

Academic Measures Guidance



Math, ELA, and Literacy Proficiency Outcomes Report

Academic Outcomes

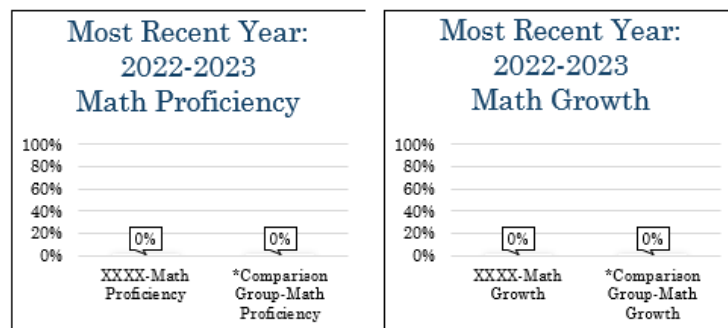
MATH PROFICIENCY & MATH GROWTH

Why This Matters:

The IPCSC must determine whether the academic performance at the school represents a favorable return on the investment of public dollars. For context, the IPCSC considers the school's performance in relation to other educational choices available to families. A school that performs as well or better than the average of its comparison group on the statewide mathematics assessment (ISAT) meets the IPCSC standard on both the math proficiency and math growth measures.

If this standard is not yet met, the school should focus its strategic planning on improving mathematics achievement outcomes to ensure the school will earn a next operational term. If the standard is met, strategic planning may focus on whatever data points will best establish and sustain an exemplary school of the specific model for which the school is chartered.

Comparison Group: District Name



RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
---------------	------------------------	---------------------	----------------	------------------	---------------------------

*Please see the [Performance Framework Rubrics](#) for details regarding how each measure is rated.

MEASURE	PROFICIENCY RATING	APPLICABLE RUBRIC DESCRIPTION
MATH PROFICIENCY	Choose an item.	Choose an item.

MEASURE	GROWTH RATING	APPLICABLE RUBRIC DESCRIPTION
MATH GROWTH	Choose an item.	Choose an item.

Academic Outcomes

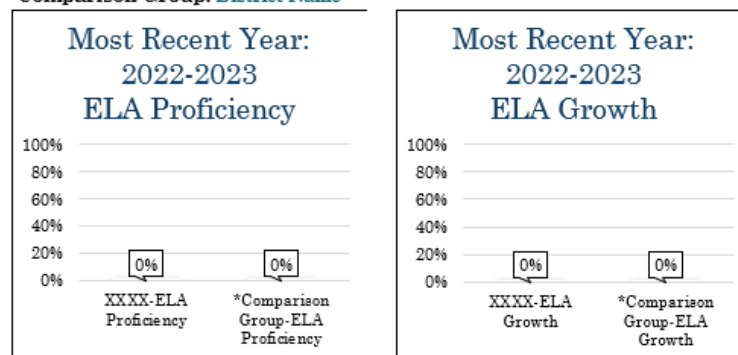
ELA PROFICIENCY & ELA GROWTH

Why This Matters:

The IPCSC must determine whether the academic performance at the school represents a favorable return on the investment of public dollars. For context, the IPCSC considers the school's performance in relation to other educational choices available to families. A school that performs as well or better than the average of its comparison group on the statewide ELA assessment (ISAT) meets the IPCSC standard on both the ELA proficiency and ELA growth measures.

If this standard is not yet met, the school should focus its strategic planning on improving these outcomes to ensure the school will earn a next operational term. If the standard is met, strategic planning may focus on whatever data points will best establish and sustain an exemplary school of the specific model for which the school is chartered.

Comparison Group: District Name



RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
---------------	------------------------	---------------------	----------------	------------------	---------------------------

*Please see the [Performance Framework Rubrics](#) for details regarding how each measure is rated.

MEASURE	PROFICIENCY RATING	APPLICABLE RUBRIC DESCRIPTION
ELA PROFICIENCY	Choose an item.	Choose an item.

MEASURE	GROWTH RATING	APPLICABLE RUBRIC DESCRIPTION
ELA GROWTH	Choose an item.	Choose an item.

Academic Outcomes

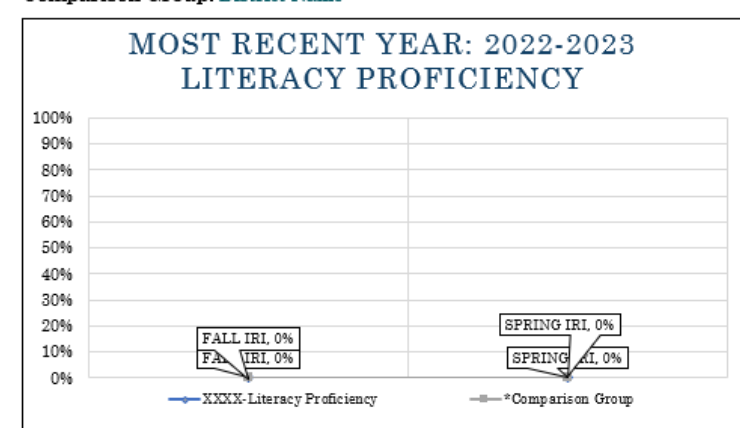
LITERACY PROFICIENCY

Why This Matters:

The IPCSC must determine whether the academic performance at the school represents a favorable return on the investment of public dollars. For context, the IPCSC considers the school's performance in relation to other educational choices available to families. A school that performs as well or better than the average of its comparison group on the spring statewide literacy assessment (IRI) meets the IPCSC standard. Alternatively, a school that did not perform as well or better than its comparison group on the spring assessment, but that did improve its outcome by at least 10% from fall to spring, also meets standard.

If this standard is not yet met, the school should focus its strategic planning on improving these outcomes to ensure the school will earn a next operational term. If the standard is met, strategic planning may focus on whatever data points will best establish and sustain an exemplary school of the specific model for which the school is chartered.

Comparison Group: District Name



RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
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*Please see the [Performance Framework Rubrics](#) for details regarding how each measure is rated.

MEASURE	PROFICIENCY RATING	APPLICABLE RUBRIC DESCRIPTION
LITERACY PROFICIENCY	Choose an item.	Choose an item.

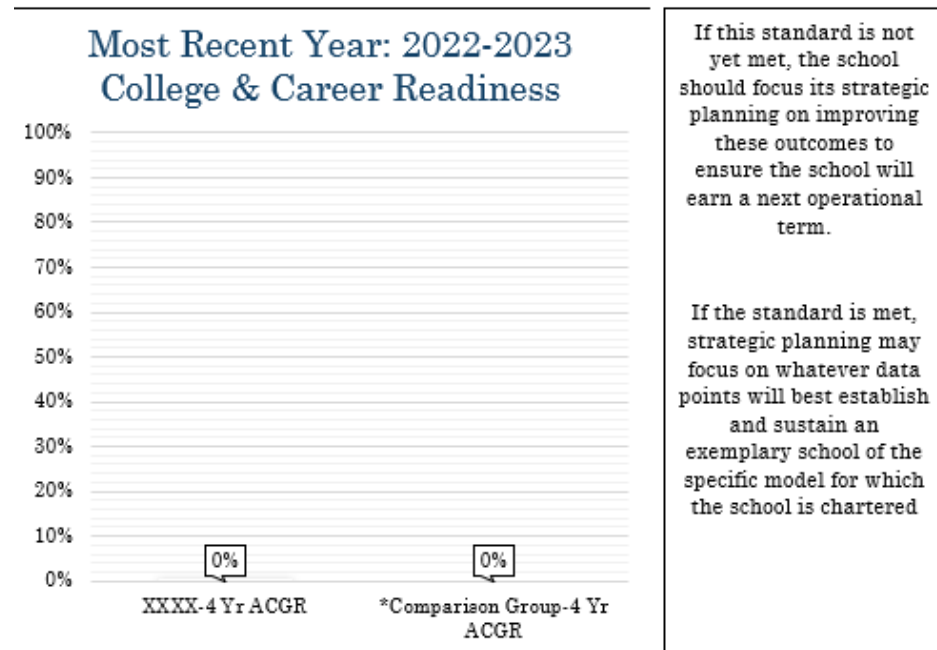
College & Career Readiness Outcomes Report

Academic Outcomes COLLEGE & CAREER READINESS

Why This Matters:

The IPCSC must determine whether the academic performance at the school represents a favorable return on the investment of public dollars. For context, the IPCSC considers the school's performance in relation to other educational choices available to families. A school with a 4-year graduation rate equal to or greater than the average of its comparison group meets the IPCSC standard.

Comparison Group: [District Name](#)



RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
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*Please see the [Performance Framework Rubric](#) for details regarding how each measure is rated.

MEASURE	COLLEGE & CAREER RATING	APPLICABLE RUBRIC DESCRIPTION
College & Career Readiness	Choose an item.	Choose an item.

Alternative Academic Measures

If a school is identified as an alternative campus, additional measures are included.

Content Mastery

**9th-12th Progress Towards
Graduation**

College & Career Readiness

Additional Graduates

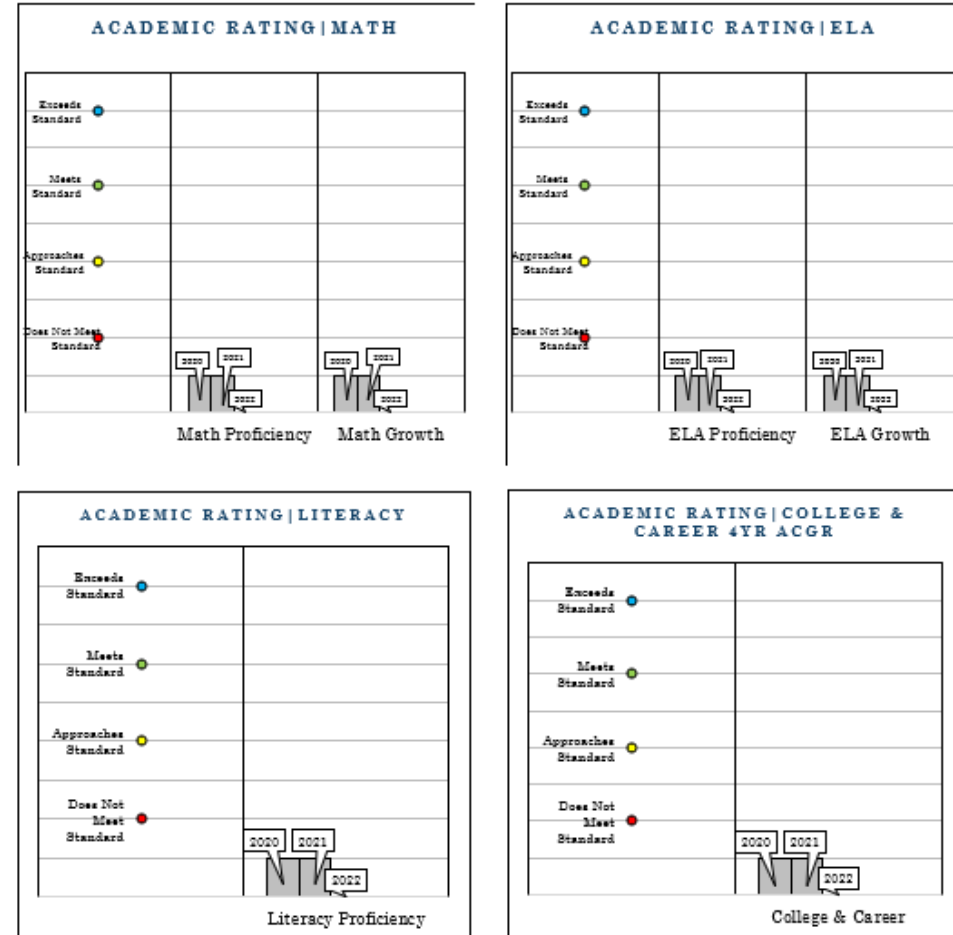
Historical Academic Ratings

Historical Performance: Academics

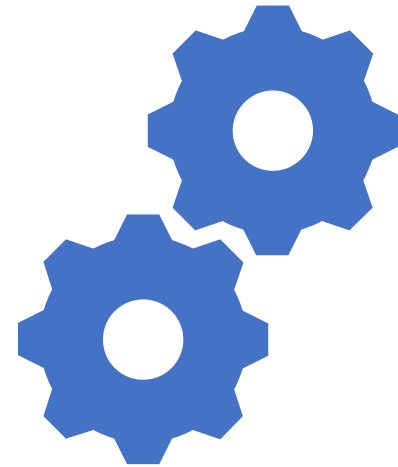
The charts below provide an overview of a school's performance throughout their current (5) year certificate term. Schools are encouraged to consider how this data might be used to drive strategic planning as the school approaches its next renewal decision.

*During the 2019-2020 & 2020-2021 school years academic ratings were waived by the IPCSC due to the pandemic's impact on academic data. In the charts below, you will find these years have a grayed-out rating bar.

*Growth data and ratings were unavailable for the 2021-2022 school year and grayed out in the chart below.



Operational Measures Guidance



Board Stewardship

- Governance Structure
 - Bylaws, articles of incorporation, investigations, open meeting law
- Governance Oversight
 - Academic & Financial reviews, policy, strategic planning, evaluation
- Governance Compliance
 - Courtesy letters, investigations

Operational Management

- Student Services
 - ELL, Special Education, College & Career
- Data Information & Security Transparency
 - Website, security, public records
- Facility & Services
 - Certificates, inspections, transportation, nutrition
- Operational Compliance
 - Reporting, enrollment, teachers, corrective action plans

Operational Outcomes Report

Operational Outcomes BOARD STEWARDSHIP

Why This Matters:

At the highest level, the success of a charter school is driven by the ability of its governing board to govern effectively. The measures in this section help identify the strengths and challenges faced by the school's board. As success on these measures was not unduly influenced by the pandemic, ratings are applied for the 2020-2021 school year. *Please see the [Performance Framework Rubric](#) for details regarding how each measure is rated.

STANDARD RATING: EXCEEDS STANDARD	
Governance Structure Measure	Data/Evidence Source
Choose an item.	Bylaws xx/xx/xx. *Please provide an updated copy if any amendments have been made as of 7/1/21.
Choose an item.	Articles of Incorporation initially filed on xx/xx/xx. Most recently updated on xx/xx/xx.
Choose an item.	*No instances of non-compliance documented.
Choose an item.	*No instances of non-compliance documented.
Choose an item.	*No instances of non-compliance documented.
Comments/ Context:	

STANDARD RATING: MEETS STANDARD	
Governance Oversight Measure	Data/Evidence Source
The IPCSC did not evaluate the boards review of academic data in a timely and thorough manner due to pandemic for 2020-2021.	*No instances of non-compliance documented.
Choose an item.	*No instances of non-compliance documented.
Choose an item.	*No instances of non-compliance documented.
Choose an item.	*No instances of non-compliance documented.
Choose an item.	*No instances of non-compliance documented.
Comments/ Context:	

STANDARD RATING: EXCEEDS STANDARD	
Governance Compliance Measure	Data/Evidence Source
Choose an item.	*No instances of non-compliance documented.
Choose an item.	*No instances of non-compliance documented.
Comments/ Context:	

Operational Outcomes MANAGEMENT

Why This Matters:

The systems and structures that support school operations are an important part of the school's overall success. The measures in this section help identify the strengths and challenges that impact the school's day-to-day operations. As success on these measures was not unduly influenced by the pandemic, ratings are applied for the 2020-2021 school year.

STANDARD RATING: EXCEEDS STANDARD	
Student Services	Data/Evidence Source
Choose an item.	*No instances of non-compliance documented.
Choose an item.	*No instances of non-compliance documented.
Choose an item.	Continuous Improvement Plan 2020-2021
Comments/ Context:	

STANDARD RATING: EXCEEDS STANDARD	
Data Security and Information Transparency	Data/Evidence Source
Choose an item.	*No instances of non-compliance documented.
Choose an item.	*No instances of non-compliance documented.
Choose an item.	*No instances of non-compliance documented.
Comments/ Context:	

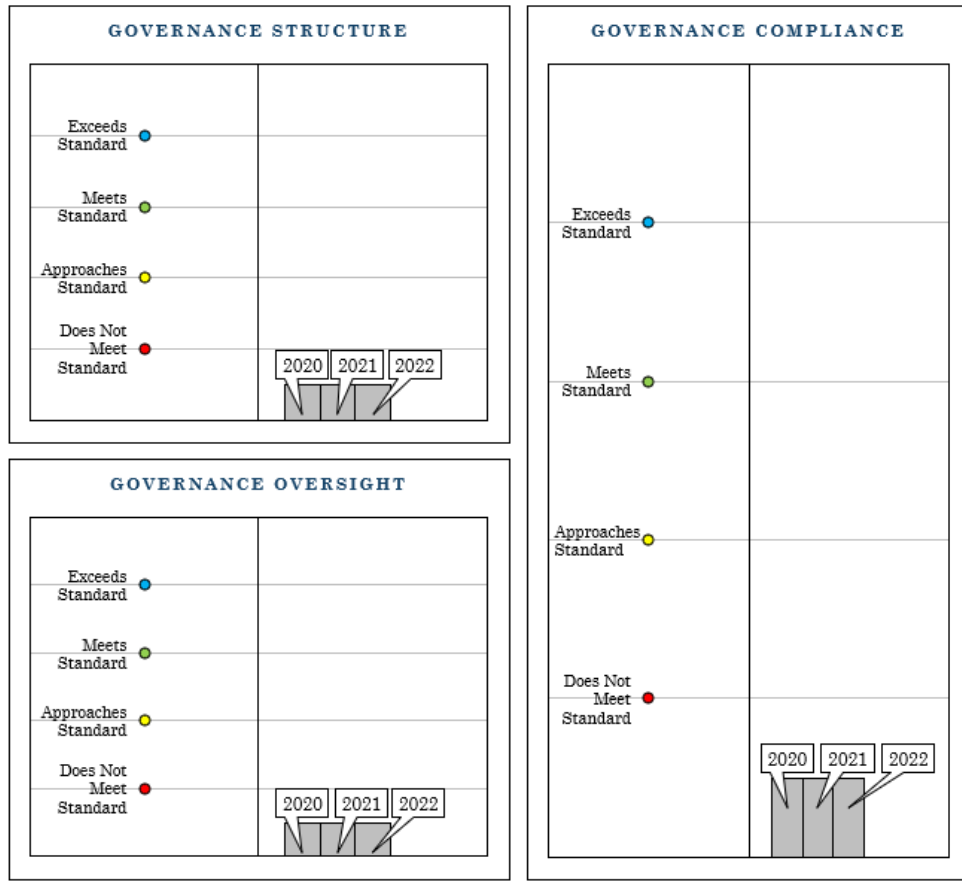
STANDARD RATING: EXCEEDS STANDARD	
Facility and Services	Data/Evidence Source
Choose an item.	*No instances of non-compliance documented.
Choose an item.	*Most Recent: No instances of non-compliance documented.
The IPCSC did not evaluate school transportation for students due to measure being waived for 2020-2021.	*No instances of non-compliance documented.
The IPCSC did not evaluate school nutrition for students due to measure being waived for 2020-2021.	*No instances of non-compliance documented.
Comments/ Context:	

STANDARD RATING: APPROACHES STANDARD	
Operational Compliance	Data/Evidence Source
Choose an item.	*No instances of non-compliance documented.
Choose an item.	*No instances of non-compliance documented.
Choose an item.	*No instances of non-compliance documented.
Choose an item.	*No instances of non-compliance documented.
Comments/ Context:	

Historical Operational Ratings

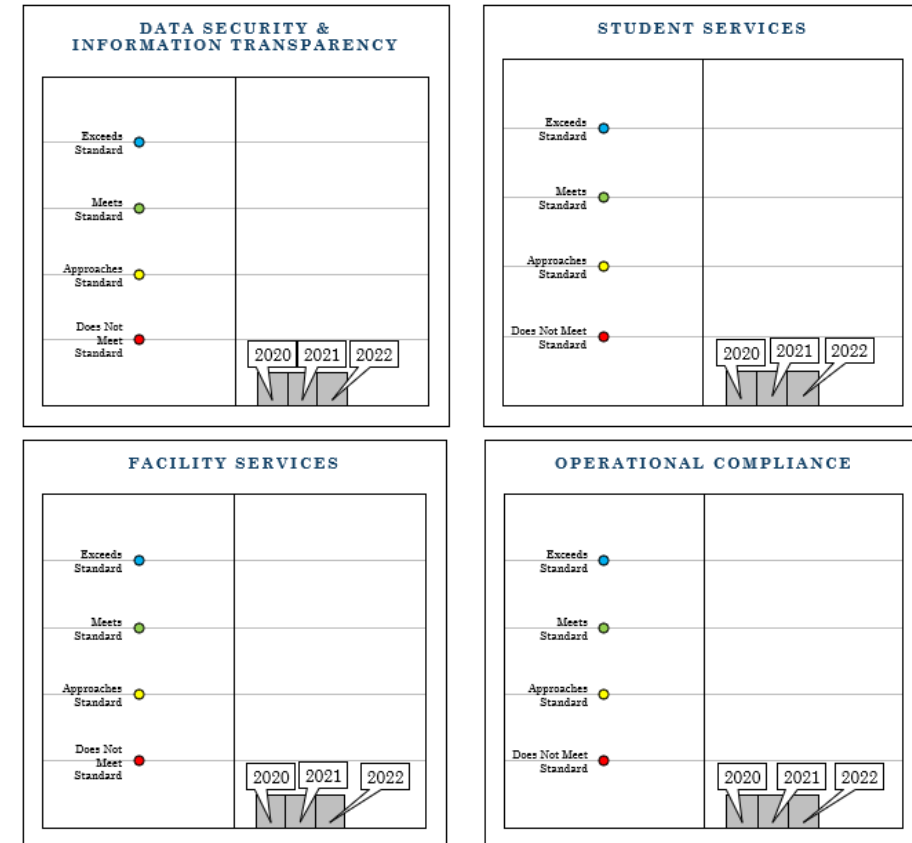
Historical Performance: Board Stewardship Measures

The charts below provide an overview of a school's performance throughout their current (5) year certificate term. Schools are encouraged to consider how this data might be used to drive strategic planning as the school approaches its next renewal decision.



Historical Performance: Management Measures

The charts below provide an overview of a school's performance throughout their current (5) year certificate term. Schools are encouraged to consider how this data might be used to drive strategic planning as the school approaches its next renewal decision.



Financial Measures Guidance



Near Term Health

- Current Ratio
- Unrestricted Days Cash
- Default
- Enrollment Variance



Sustainable Health

- Total Margin & 3Yr Aggregated Margin
- Cash Flow
- Default Service Coverage Ratio
- Debt Asset Ratio
- Financial Compliance



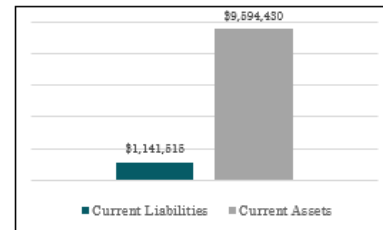
Financial Outcomes Report

Financial Outcomes NEAR TERM MEASURES

These measures evaluate whether a school is likely to meet its financial obligations in the next year.
*Please see the [Performance Framework Rubric](#) for details regarding how each measure is rated.

Current Ratio

The school has a current ratio of more than 1.5.	Current Ratio [N.N]	Ratings Not Applicable for 2020-2021
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Why This Matters:

Current Ratio is a comparison of a school's financial obligations due within one year (current liabilities) to the cash and investments held by the school (current assets).

A school with more assets than liabilities (a Current Ratio greater than 1.0) would be able to meet its financial obligations for the

next year without relying on future revenue.

A school with more liabilities than assets (a Current Ratio of less than 1.0) is dependent on revenue it has not yet received to meet existing financial obligations.

Unrestricted Days Cash

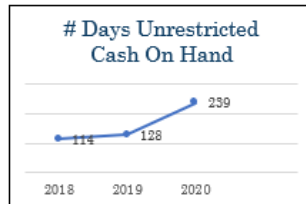
The school has more than 60 days cash on hand	[NNN] Days	Ratings Not Applicable for 2020-2021
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*This school has been notified of (potential or imminent) closure.

Why this Matters:

This measure estimates a school's average daily cost of operations and considers the number of days a school could operate using only its available cash and investments.

A school with at least 60 days cash on hand would be able to meet its immediate financial obligations with available cash, buying the time it might take to access other current assets. Occasionally, a planned purchase may decrease this number temporarily. In those cases, 30-60 days cash on hand with an upward trend is acceptable. A school with less than 15 days cash on hand is in financial distress and is at risk of automatic closure.



Default

The school is not in default of any financial obligations and did not experience any instances of default during the fiscal year.	Ratings Not Applicable for 2020-2021
---	--------------------------------------

Why this Matters:

This measure identifies whether a school has defaulted on any of its financial obligations. Default can mean many things. Examples of default include: paying bills late, failing to make payroll, or inaccurately filing reports required for funding. Default can also include a failure to meet any additional requirements of long-term debt as established by the lender (such as meeting a specific enrollment target or maintaining a greater amount of cash on hand than the PCSC requires).

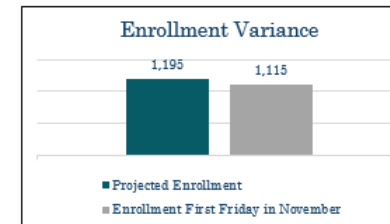
Any act of default can result in disruption of services, loans being called due, or funding that is inaccurate or withheld.

Comments/Context:

Courtesy letters and/or notification of default would be included here, if applicable.

Enrollment Variance

Enrollment variance was between 90% and 95%.	Enrollment Variance 93.3%	Ratings Not Applicable for 2020-2021
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Why this Matters:

The Enrollment Variance measure considers what percentage of a school's projected enrollment was achieved. As the majority of a public school's funding is generated by student enrollment, this measure reflects a school's ability to execute its budget to plan.

A school that achieves at least 95% of its projected enrollment will likely experience few bumps and may make minor adjustments. A school that achieves less than 95% of projected enrollment is likely to face budget challenges requiring more significant budget amendments and may be in financial distress.

Financial Outcomes Report Cont.

Debt to Asset Ratio

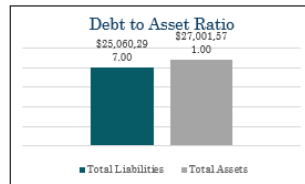
The school's Debt to Asset Ratio is between 0.9 and 1.0	Debt/Asset Ratio .93	Ratings Not Applicable for 2020-2021
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Why This Matters:

The Debt to Asset Ratio compares a school's total liabilities to its total assets. This helps determine whether a school would be able to meet both its short and long-term financial obligations.

A school whose total liabilities are 90% or less of its Total Assets is likely to be able to repay all short-term debts and still manage to set its long-term affairs in order in a worst-case scenario. A school with more liabilities than assets would not be able to meet all its financial obligations in a worst-case scenario.

Note: for the purposes of this measure, pension liability is excluded from the school's total liabilities.



Financial Compliance

STANDARD RATING: MEETS STANDARD	
Financial Operations	Data and/or Evidence Source
Choose an item.	Financial Audit (Date)
Choose an item.	School's Expenditure Page (Date)
Choose an item.	NA or Notification of Fiscal Concern (Date)
Choose an item.	NA or Notification of Possible or Imminent Closure (Date)
Comments/Context	

Financial Outcomes SUSTAINABILITY MEASURES

These measures help determine whether a school is likely to remain financially stable into the future.

Total Margin

The school's most recent year total margin is less than -10%. (DNM)

CY Total Margin [NN.NN%]

3-Year Aggregated [NN.NN%]

Ratings Not Applicable for 2020-2021

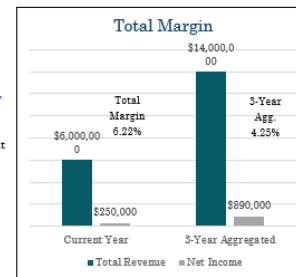
Why this Matters:

The Total Margin compares a school's total revenue to its net income. Specifically, this measure identifies what percentage of a school's total revenue is spent on operating expenses. A school whose total revenue is less than its net income is living within its means and can plan for future purchases and investments.

An occasional negative total margin may indicate that a planned or necessary purchase has taken place. This is not necessarily a negative indicator.

However, if the Total Margin is chronically negative or severe decreases appear, the school may be in financial distress. Aggregating this margin over three years helps to identify these long-term trends.

Note: for the purposes of this calculation, pension liability is excluded from the school's net income.



Cash Flow

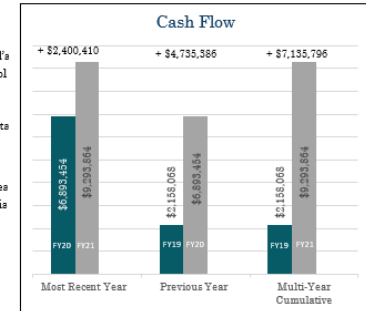
The school's multi-year cumulative cash flow is negative. (DNM)	Most Recent Year \$2,400,410 Previous Year \$4,735,386 Multi-Year \$7,135,796	Ratings Not Applicable for 2020-2021
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Why this Matters:

The Cash Flow measure considers the change in a school's cash balance over time. A school with a positive cash flow is increasing its reserves and is likely able to fund future projects and purchases.

A school with a negative cash flow is using its existing reserves to fund general operations and is not likely to have the financial flexibility to fund future plans.

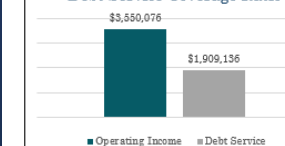
A multi-year cumulative cash flow helps to identify long-term trends.



Debt Service Coverage Ratio

Choose an item.	Debt Service Coverage Ratio 1.86	Ratings Not Applicable for 2020-2021
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Debt Service Coverage Ratio



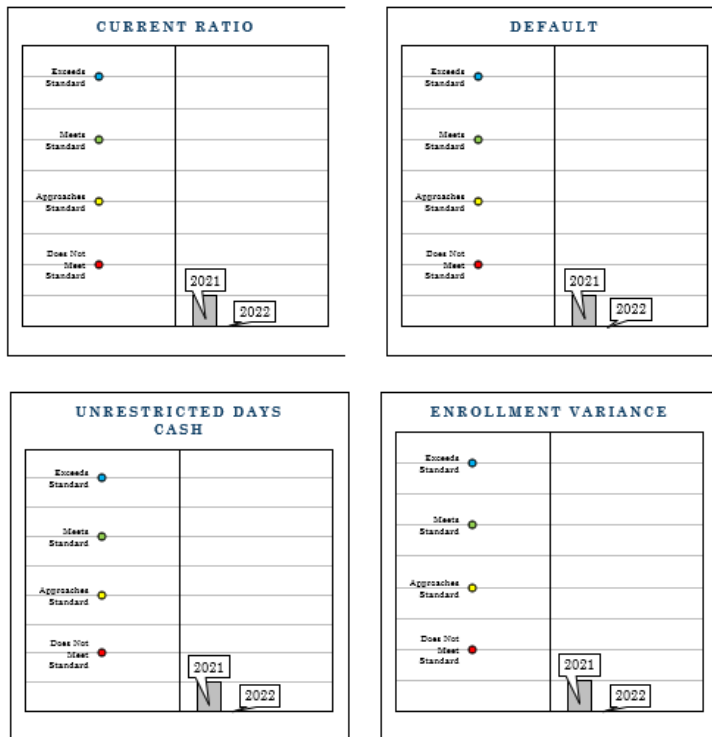
A school with more Operating Income than Debt Service (a Debt Service Coverage Ratio greater than 1) can meet the financial obligations of their debt. A school with more Debt Service than Operating Income (a ratio of less than 1) is reliant on either reserves or revenues anticipated in future years to meet its debt obligations.

Historical Financial Ratings

Longitudinal Financial Ratings | 20xx-20xx

Longitudinal data provides a snapshot of a school's ratings over time. This page reflects the school's outcomes on the current framework. Longitudinal data based on the historical framework can be found in Appendix A, at the end of this report. Schools are encouraged to consider how this data might be used to drive strategic planning as the school approaches its next renewal decision.

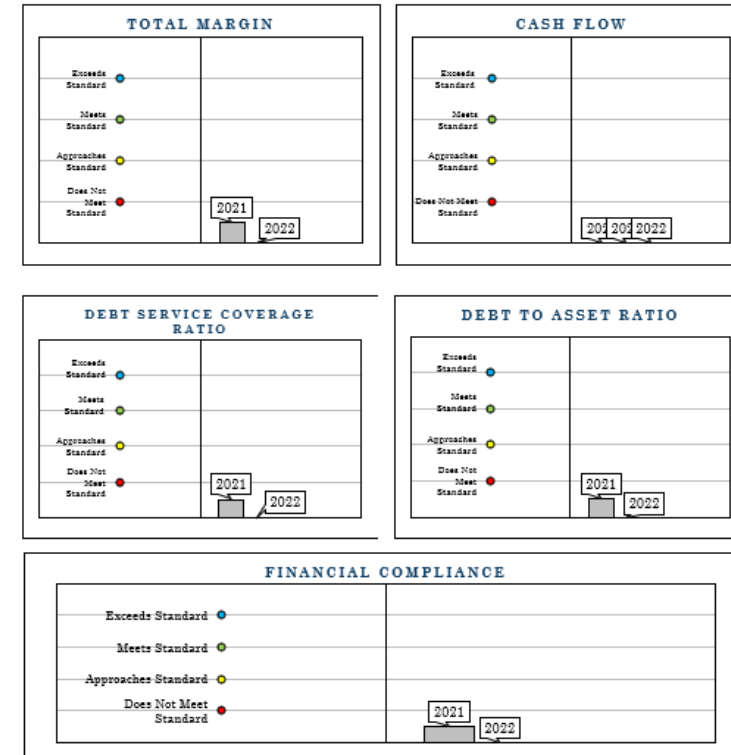
**During the 2020-2021 school year academic ratings were waived by the IPCSC due to the pandemic's impact on academic data. In the charts below, you will find these years have a graved-out rating bar.*



Longitudinal Financial Ratings | 20xx-20xx

Longitudinal data provides a snapshot of a school's ratings over time. This page reflects the school's outcomes on the current framework. Longitudinal data based on the historical framework can be found in Appendix A, at the end of this report. Schools are encouraged to consider how this data might be used to drive strategic planning as the school approaches its next renewal decision.

**During the 2020-2021 school year academic ratings were waived by the IPCSC due to the pandemic's impact on academic data. In the charts below, you will find these years have a graved-out rating bar.*



QUESTIONS?





IPCSC Staff

Renewal School Annual Report Reviews
June 8th, 2023

Please Note:

- Annual Reports are for the FY2021-2022 School Year
- ALL schools will transition to the Commissions revised framework(2020) by amendment or renewal.
- Academic ratings were waived FY20 and FY21 due to pandemic.
 - Graduation rate data was not available in FY20, FY21 or FY22 at the time annual performance reports were evaluated.
 - Growth data was not available in FY20, FY21 or FY22 at the time annual performance reports were evaluated.
- Operational ratings were evaluated and rated throughout the pandemic.
- Financial ratings were waived in FY21.



Portfolio Charter School: Annual Report Review

Sage International School of Boise



- Comparison Group: Boise School District
- Location: Boise
- Approved for Grades K-12



SAGE
INTERNATIONAL SCHOOL
OF BOISE

Sage International School of Boise | Performance FY 22 Annual Report Snapshot

SCORECARD

SAGE INTERNATIONAL SCHOOL OF BOISE

ACADEMIC YEAR 2021-2022

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 Alt.	Points Earned Alt.
State Proficiency Comparison	1a	50	0	50	0	50	50		
	1b	50	0	50	0	50	50		
District Proficiency Comparison	2a	50	0	50	0	50	41	50	0
	2b	50	0	50	0	50	44	50	0
Criterion-Referenced Growth	3a	100	0			0	NA*		
	3b	100	0			0	NA*		
Norm-Referenced Growth	4a			100	0	0	NA*	50	0
	4b			100	0	0	NA*	50	0
Post-Secondary Readiness	5a			125	0	0**	0	100	0
Total Academic Points		400	0	525	0	200	185	300	0
% of Academic Points			0%		0%		93%		0%
*Growth measures will not be rated for FY22 due to a lack of assessment data in FY20.									
**FY22 graduation data will be added in when the data set is published.									
OPERATIONAL	Measure	Points Possible	Points Earned	FINANCIAL		Measure	Points Possible	Points Earned	
Educational Program	1a	25	25	Near-Term		1a	50	50	
	1b	25	25			1b	50	50	
	1c	25	15			1c	50	50	
	1d	25	25			1d	50	50	
Financial Management & Oversight	2a	25	25	Sustainability		2a	50	50	
	2b	25	25			2b	50	50	
	2c	25	25			2c	50	50	
Governance & Reporting	3a	25	25			2d	50	50	
	3b	25	25	Total Financial Points			400	400	
	3c	25	25	% of Financial Points				100%	
	3d	25	25						
	3e	25	25						
	3f	25	25						
School Environment	4a	0	0						
	4b	25	25						
Additional Obligations	5a	25	25						
Total Operational Points		375	365						
% of Operational Points			97%						
ACCOUNTABILITY DESIGNATION	Range (% of Points Possible)	Academic Gen Ed Outcome		Range	Operational Outcome	Range	Financial Outcome		
Honor	75% - 100%			90% - 100%		85% - 100%			
Good Standing	55% - 74%	93%		80% - 89%		65% - 84%	100%		
Remediation	31% - 54%			61% - 79%	97%	46% - 64%			
Critical	0% - 30%			0% - 60%		0% - 45%			

- The school is currently on the historical framework.
- The school will transition to the revised framework (2020) if the school is renewed for a new performance certificate.
- *Reminder: ALL schools will transition to the IPCSC revised framework (2020) through amendment or renewal.*

Sage International School of Boise | Current Performance Certificate Term

Historical Performance

ACCOUNTABILITY DESIGNATION	2019-20	2020-21	2021-22
Academic	N/A	N/A	HONOR
Operational	HONOR	HONOR	HONOR
Financial	HONOR	N/A	HONOR

Taylor's Crossing Public Charter School



- Comparison Group:
 - Bonneville School District;
 - Idaho Falls School District;
 - Jefferson School District
 - Shelly School District
- Location: Idaho Falls
- Approved for Grades K-12
- Framework: Historical



Taylor's Crossing Public Charter School | Performance FY 22 Annual Report Snapshot

SCORECARD

TAYLORS CROSSING PUBLIC CHARTER SCHOOL

ACADEMIC YEAR 2021-2022

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 Alt.	Points Earned Alt.
State Proficiency Comparison	1a	50	0	50	0	50	50		
	1b	50	0	50	0	50	50		
District Proficiency Comparison	2a	50	0	50	0	50	45	50	0
	2b	50	0	50	0	50	50	50	0
Criterion-Referenced Growth	3a	100	0			0	NA*		
	3b	100	0			0	NA*		
Norm-Referenced Growth	4a			100	0	0	NA*	50	0
	4b			100	0	0	NA*	50	0
Post-Secondary Readiness	5a			125	0	0**	0	100	0
Total Academic Points		400	0	525	0	200	195	300	0
% of Academic Points			0%		0		98%		0%
*Growth measures will not be rated for FY22 due to a lack of assessment data in FY20.									
**FY22 graduation data will be added in when the data set is published.									
OPERATIONAL	Measure	Points Possible	Points Earned	FINANCIAL		Measure	Points Possible	Points Earned	
Educational Program	1a	25	25	Near-Term		1a	50	50	
	1b	25	25			1b	50	50	
	1c	25	25			1c	50	50	
	1d	25	25			1d	50	50	
Financial Management & Oversight	2a	25	25	Sustainability		2a	50	50	
	2b	25	25			2b	50	50	
	2c	25	25			2c	50	50	
Governance & Reporting	3a	25	25			2d	50	50	
	3b	25	25	Total Financial Points			400	400	
	3c	25	25	% of Financial Points				100%	
	3d	25	25						
	3e	25	25						
	3f	25	25						
School Environment	4a	25	25						
	4b	25	25						
Additional Obligations	5a	25	25						
Total Operational Points		400	400						
% of Operational Points			100%						
ACCOUNTABILITY DESIGNATION	Range (% of Points Possible)	Academic Gen Ed Outcome			Range	Operational Outcome	Range	Financial Outcome	
Honor	75% - 100%				90% - 100%		85% - 100%		
Good Standing	55% - 74%	98%			80% - 89%	100%	65% - 84%	100%	
Remediation	31% - 54%				61% - 79%		46% - 64%		
Critical	0% - 30%				0% - 60%		0% - 45%		

- The school is currently on the historical framework.
- The school will transition to the revised framework (2020) if the school is renewed for a new performance certificate.
- *Reminder: ALL schools will transition to the IPCSC revised framework (2020) through amendment or renewal.*

Taylor’s Crossing Public Charter School | Current Performance Certificate Term

Historical Performance

ACCOUNTABILITY DESIGNATION	2019-20	2020-21	2021-22
Academic	N/A	N/A	HONOR
Operational	HONOR	HONOR	HONOR
Financial	HONOR	N/A	HONOR

Treasure Valley Classical Academy



- Comparison Group:
 - New Plymouth School District
 - Payette School District
 - Fruitland School District
- Location: Fruitland
- Approved for Grades K-12
- Framework: Historical



TREASURE VALLEY

CLASSICAL ACADEMY

Treasure Valley Classical Academy

Performance FY 22 Annual Report Snapshot

ACADEMIC OUTCOMES:		
Math Proficiency	46%	Meets Standard
Math Growth	Data Unavailable for 2021-2022	Not Rated for 2021-2022 school year
ELA Proficiency	51%	Meets Standard
ELA Growth	Data Unavailable for 2021-2022	Not Rated for 2021-2022 school year
Literacy Proficiency	Fall IRI: 61% Spring IRI: 67%	Meets Standard
College & Career Readiness	RATING PENDING DATA RELEASE	Choose an item.

OPERATIONAL OUTCOMES: BOARD STEWARDSHIP	
Governance Structure	Exceeds Standard
Governance Oversight	Exceeds Standard
Governance Compliance	Exceeds Standard

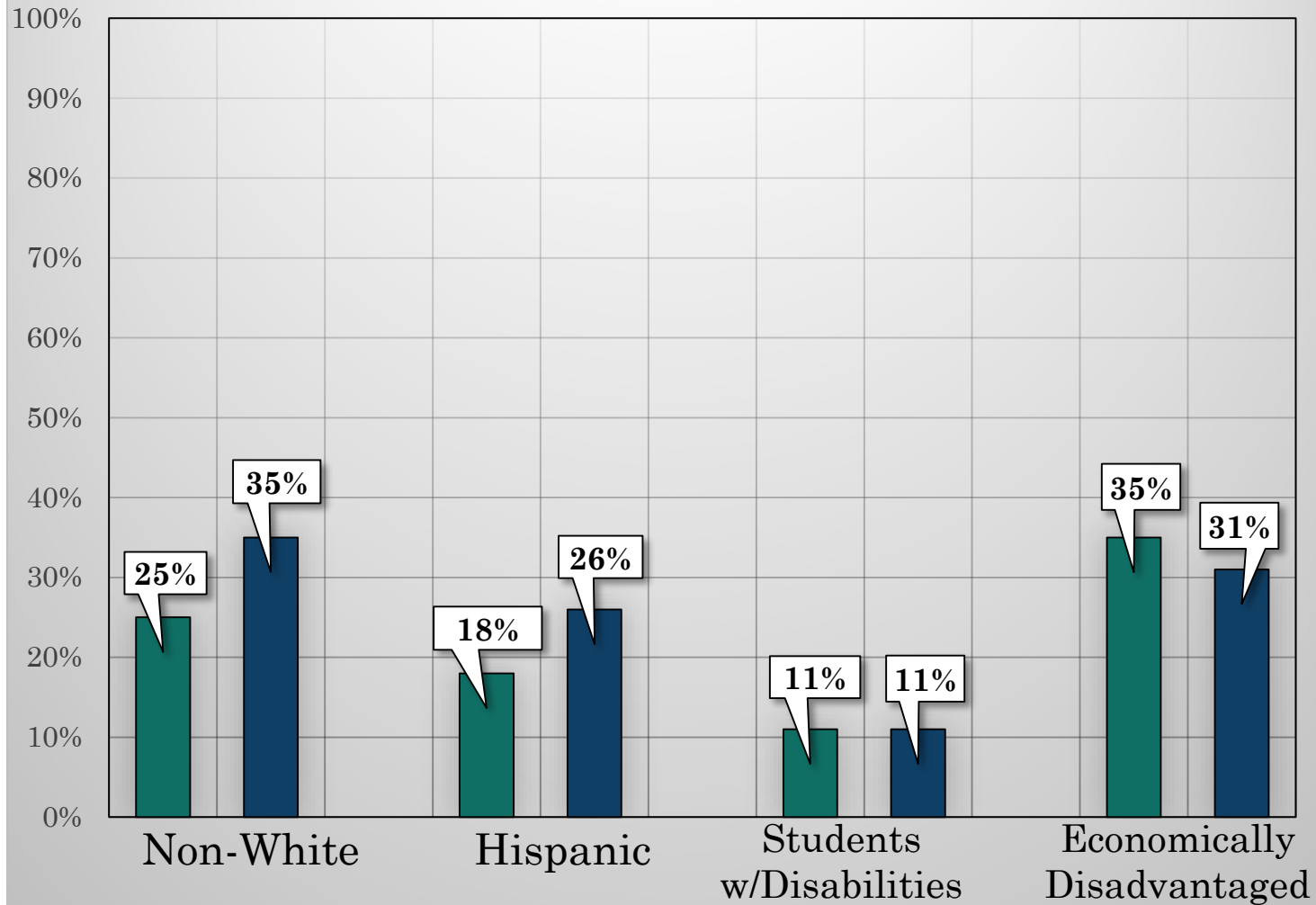
FINANCIAL OUTCOMES: NEAR TERM MEASURES		
Current Ratio	1.74	Exceeds Standard
Unrestricted Days Cash	70	Exceeds Standard
Default	None	Exceeds Standard
Enrollment Variance	100.1%	Meets Standard

OPERATIONAL OUTCOMES: MANAGEMENT	
Student Services	Approaches Standard
Data Security/ Transparency	Exceeds Standard
Facility & Services	Exceeds Standard
Operational Compliance	Exceeds Standard

FINANCIAL OUTCOMES: SUSTAINABILITY MEASURES		
Total Margin	1.36%	Exceeds Standard
3 Yr. Agg. Margin	6.42%	Exceeds Standard
Cash Flow	\$384,663	Exceeds Standard
Multi-Year Cash Flow	\$501,582	Exceeds Standard
Debt Service Coverage Ratio	1.21	Meets Standard
Debt Asset Ratio	0.99	Approaches Standard
Financial Compliance	No compliance issues	Exceeds Standard

RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
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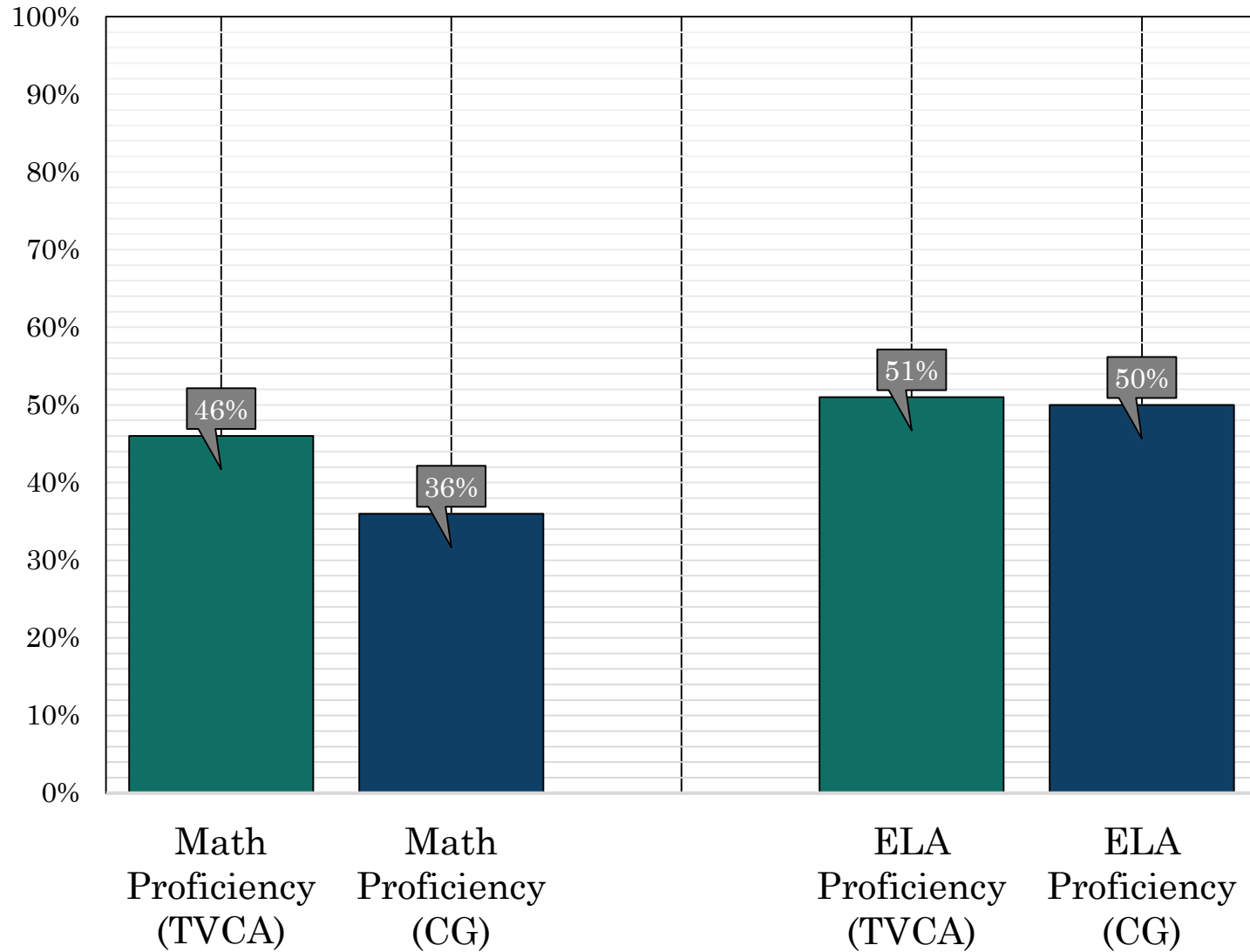
Treasure Valley Classical Academy & Comparison Group Demographic Comparison FY22



COMPARISON GROUP (CG):

- FRUITLAND DISTRICT/PAYETTE JOINT DISTRICT/NEW PLYMOUTH DISTRICT
- Demographic data is pulled from SDE Reporting
- The school's ability to meet standard is evaluated against their comparison group outcomes.
- KEY:
 - TVCA
 - Comparison Group

TREASURE VALLEY CLASSICAL ACADEMY FY22 ACADEMIC OUTCOMES COMPARISON



COMPARISON GROUP (CG):

- FRUITLAND DISTRICT/PAYETTE JOINT DISTRICT/NEW PLYMOUTH DISTRICT

- Math & ELA Growth data not available for 2021-2022

KEY

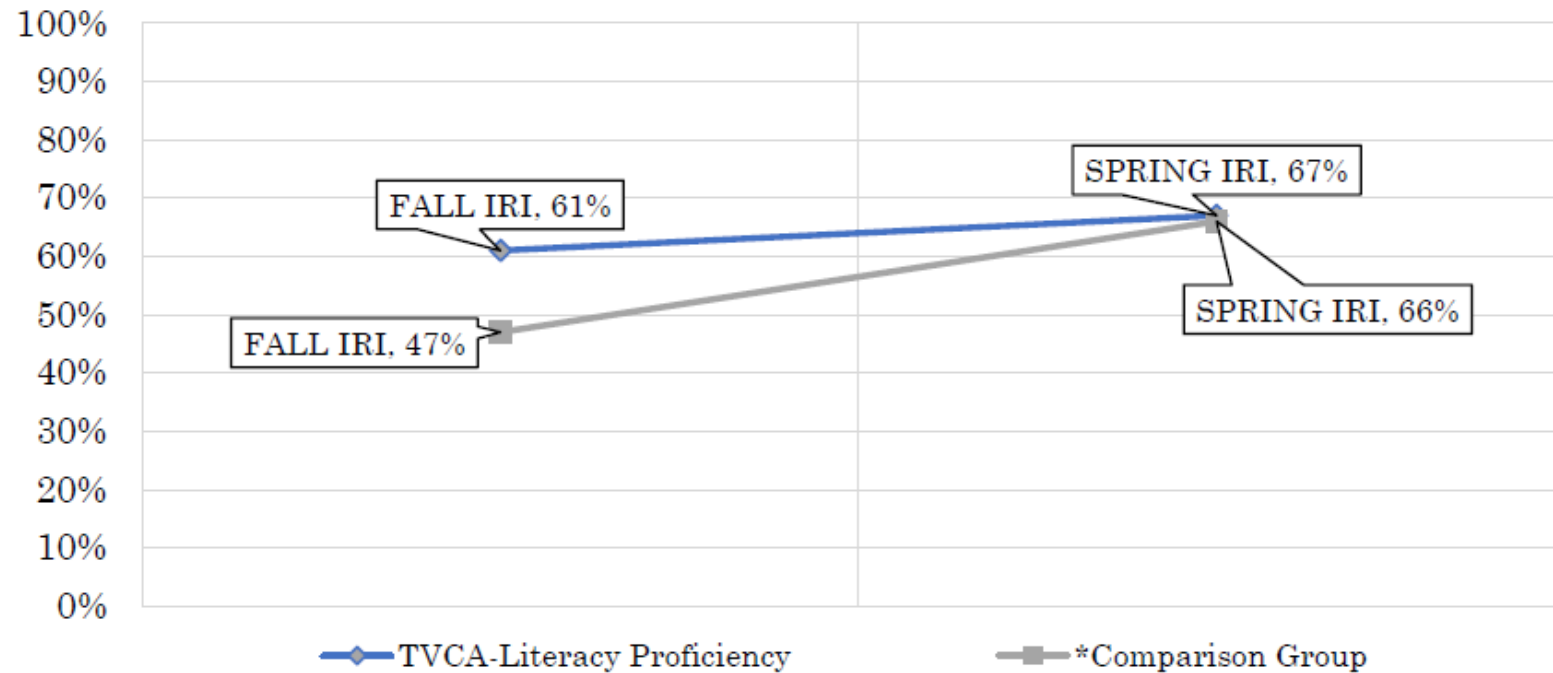
TVCA

CG = Comparison Group

COMPARISON GROUP (CG):

- FRUITLAND DISTRICT/PAYETTE JOINT DISTRICT/NEW PLYMOUTH DISTRICT

MOST RECENT YEAR: 2021-2022 LITERACY PROFICIENCY



RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
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Treasure Valley Classical Academy

Current Performance Certificate Term

RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
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Longitudinal Outcomes | Academic

YEAR	Math Proficiency	Math Growth	ELA Proficiency	ELA Growth	College & Career Readiness
2019-2020	Not rated for 2020-2021	Not rated for 2020-2021	Not rated for 2020-2021	Not rated for 2020-2021	Not rated for 2020-2021
2020-2021	Not rated for 2020-2021	Not rated for 2020-2021	Not rated for 2020-2021	Not rated for 2020-2021	Not rated for 2020-2021
2021-2022	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD	DATA NOT AVAILABLE	DATA NOT AVAILABLE

Longitudinal Outcomes | Operations

YEAR	Governance Structure	Governance Oversight	Governance Compliance	Student Services	Facility & Services	Data Security Informational Transparency	Operational Compliance
2019-2020	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD
2020-2021	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD
2021-2022	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	APPROACHES STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD

Longitudinal Outcomes | Financial

YEAR	Current Ratio	Unrestricted Days Cash	Default	Enrollment Variance	Total Margin	Cash Flow	Debt to Service Coverage Ratio	Debt to Asset Ratio	Financial Compliance
2019-2020	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD	APPROACHES STANDARD	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD
2020-2021	Not rated for 2020- 2021	Not rated for 2020-2021	Not rated for 2020- 2021	Not rated for 2020- 2021	Not rated for 2020-2021	Not rated for 2020-2021	Not rated for 2020- 2021	Not rated for 2020- 2021	Not rated for 2020- 2021
2021-2022	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	MEETS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	MEETS STANDARD	APPROACHES STANDARD	EXCEEDS STANDARD

Vision Charter School



Vision Charter School

Performance FY 22 Annual Report Snapshot

ACADEMIC OUTCOMES:		
Math Proficiency	56%	Exceeds Standard
Math Growth	Data Unavailable for 2021-2022	Not Rated for 2021-2022 school year
ELA Proficiency	73%	Exceeds Standard
ELA Growth	Data Unavailable for 2021-2022	Not Rated for 2021-2022 school year
Literacy Proficiency	Fall IRI: 58% Spring IRI: 83%	Exceeds Standard
College & Career Readiness	RATING PENDING DATA RELEASE	Choose an item.

OPERATIONAL OUTCOMES: BOARD STEWARDSHIP	
Governance Structure	Exceeds Standard
Governance Oversight	Exceeds Standard
Governance Compliance	Exceeds Standard

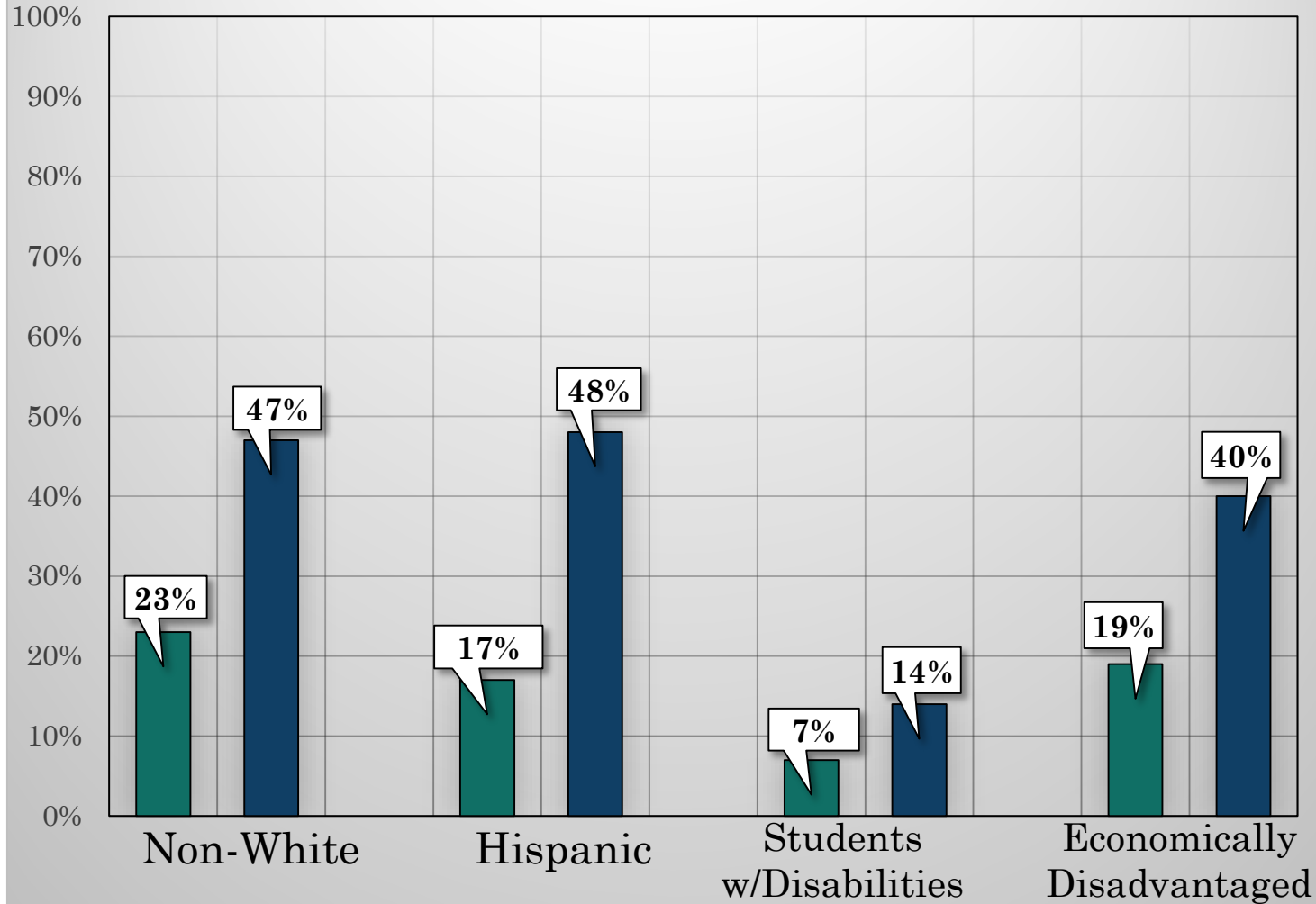
OPERATIONAL OUTCOMES: MANAGEMENT	
Student Services	Exceeds Standard
Data Security/ Transparency	Exceeds Standard
Facility & Services	Exceeds Standard
Operational Compliance	Exceeds Standard

FINANCIAL OUTCOMES: NEAR TERM MEASURES		
Current Ratio	3.55	Exceeds Standard
Unrestricted Days Cash	177	Exceeds Standard
Default	None	Exceeds Standard
Enrollment Variance	101%	Exceeds Standard

FINANCIAL OUTCOMES: SUSTAINABILITY MEASURES		
Total Margin	-1.23%	Meets Standard
3 Yr. Agg. Margin	6.67%	Meets Standard
Cash Flow	\$765,938	Exceeds Standard
Multi-Year Cash Flow	\$970,178	Exceeds Standard
Debt Service Coverage Ratio	0.11	Meets Standard
Debt Asset Ratio	0.6	Exceeds Standard
Financial Compliance	No compliance issues	Exceeds Standard

RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
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Vision Charter School & Comparison Group Demographic Comparison FY22

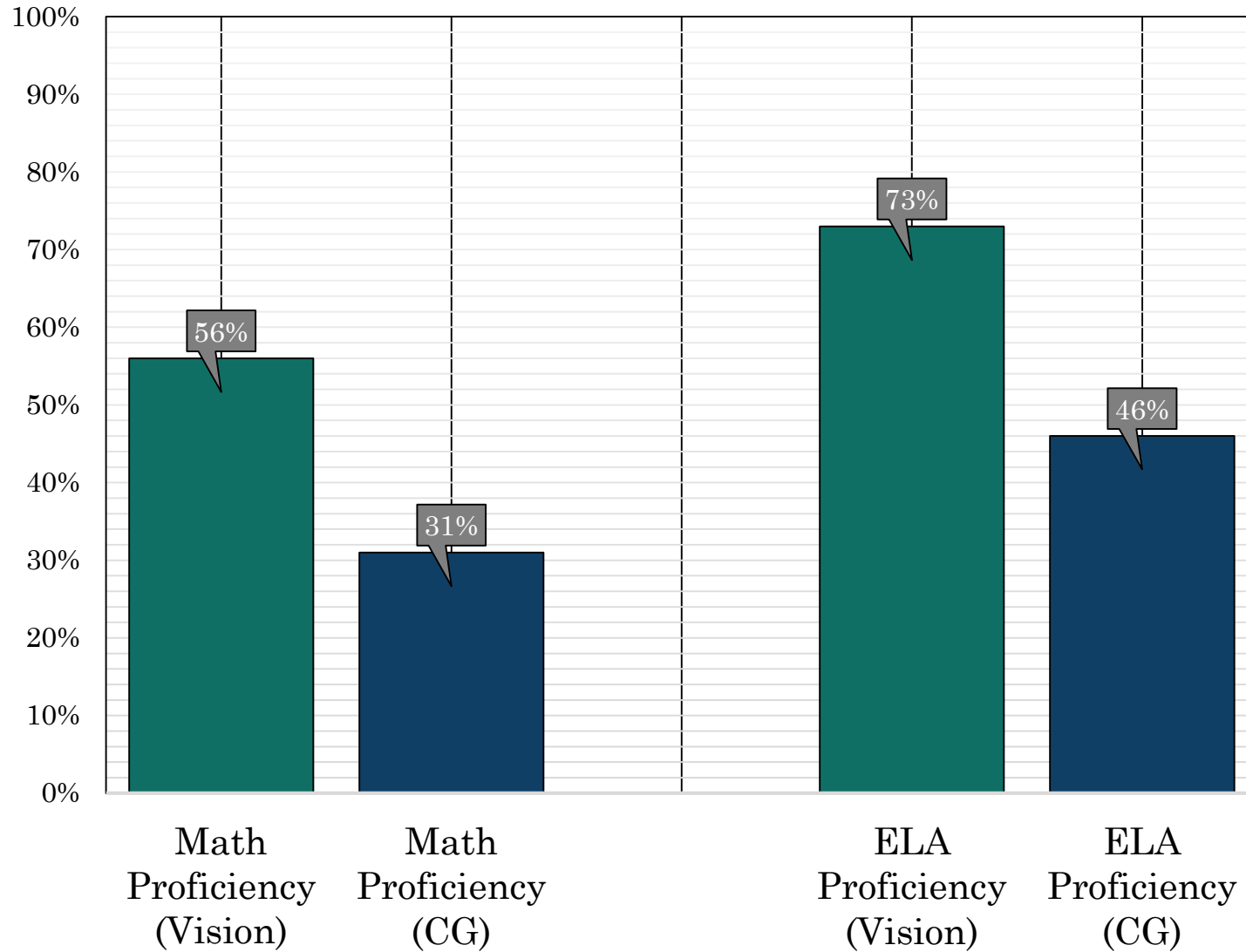


COMPARISON GROUP (CG):

- VALLIVUE DISTRICT & CALDWELL DISTRICT

- Demographic data is pulled from SDE Reporting
- The school's ability to meet standard is evaluated against their comparison group outcomes.
- KEY:
 - Vision
 - Comparison Group

VISION CHARTER SCHOOL FY22 ACADEMIC OUTCOMES COMPARISON



COMPARISON GROUP (CG):

- VALLIVUE DISTRICT & CALDWELL DISTRICT

- Math & ELA Growth data not available for 2021-2022

KEY

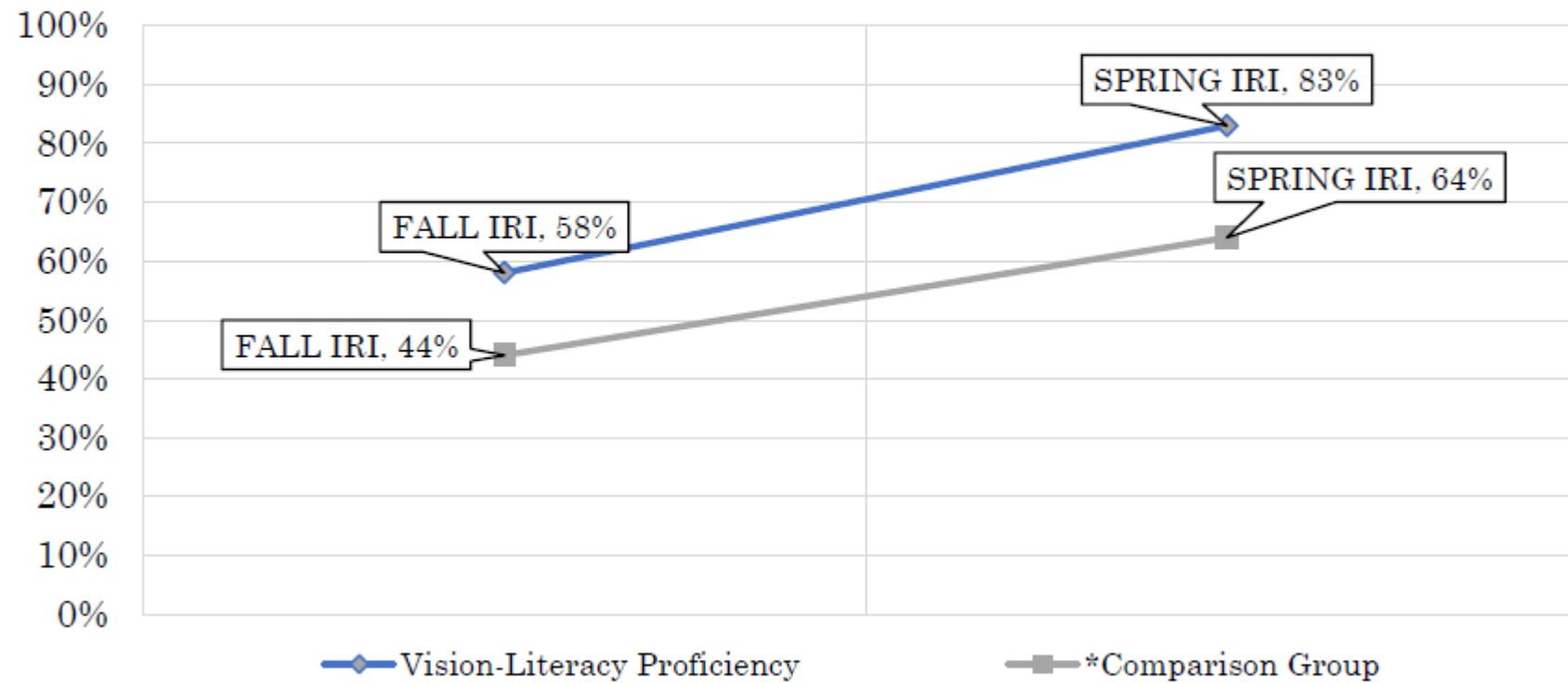
Vision

CG = Comparison Group

COMPARISON GROUP (CG):

- VALLIVUE DISTRICT & CALDWELL DISTRICT

MOST RECENT YEAR: 2021-2022 LITERACY PROFICIENCY



RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
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Vision Charter School

Current Performance Certificate Term

RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
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Longitudinal Outcomes | Academic

YEAR	Math Proficiency	Math Growth	ELA Proficiency	ELA Growth	College & Career Readiness
2019-2020	Not rated for 2020-2021	Not rated for 2020-2021	Not rated for 2020-2021	Not rated for 2020-2021	Not rated for 2020-2021
2020-2021	Not rated for 2020-2021	Not rated for 2020-2021	Not rated for 2020-2021	Not rated for 2020-2021	Not rated for 2020-2021
2021-2022	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	DATA NOT AVAILABLE	DATA NOT AVAILABLE

Longitudinal Outcomes | Operations

YEAR	Governance Structure	Governance Oversight	Governance Compliance	Student Services	Facility & Services	Data Security Informational Transparency	Operational Compliance
2019-2020	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD
2020-2021	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD
2021-2022	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD

Longitudinal Outcomes | Financial

YEAR	Current Ratio	Unrestricted Days Cash	Default	Enrollment Variance	Total Margin	Cash Flow	Debt to Service Coverage Ratio	Debt to Asset Ratio	Financial Compliance
2019-2020	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD
2020-2021	Not rated for 2020- 2021	Not rated for 2020-2021	Not rated for 2020- 2021	Not rated for 2020- 2021	Not rated for 2020-2021	Not rated for 2020-2021	Not rated for 2020- 2021	Not rated for 2020- 2021	Not rated for 2020- 2021
2021-2022	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD	MEETS STANDARD	EXCEEDS STANDARD	MEETS STANDARD	EXCEEDS STANDARD	EXCEEDS STANDARD

Xavier Charter School



- Comparison Group: Twin Falls School District
- Location: Twin Falls
- Approved for Grades: K-12
- Framework: Historical



Xavier Charter School | Performance FY 22 Annual Report Snapshot

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 Alt.	Points Earned Alt.
State Proficiency Comparison	1a	50	0	50	0	50	44		
	1b	50	0	50	0	50	35		
District Proficiency Comparison	2a	50	0	50	0	50	50	50	0
	2b	50	0	50	0	50	39	50	0
Criterion-Referenced Growth	3a	100	0			0	NA*		
	3b	100	0			0	NA*		
Norm-Referenced Growth	4a			100	0	0	NA*	50	0
	4b			100	0	0	NA*	50	0
Post-Secondary Readiness	5a			125	0	0**	0	100	0
Total Academic Points		400	0	525	0	200	168	300	0
% of Academic Points			0%		0%		84%		0%
*Growth measures will not be rated for FY22 due to a lack of assessment data in FY20.									
**FY22 graduation data will be added in when the data set is published.									
OPERATIONAL	Measure	Points Possible	Points Earned	FINANCIAL		Measure	Points Possible	Points Earned	
Educational Program	1a	25	25	Near-Term		1a	50	50	
	1b	25	25			1b	50	50	
	1c	25	15			1c	50	50	
	1d	25	25			1d	50	50	
Financial Management & Oversight	2a	25	25	Sustainability		2a	50	50	
	2b	25	25			2b	50	50	
	2c	25	25			2c	50	50	
Governance & Reporting	3a	25	25			2d	50	50	
	3b	25	25	Total Financial Points			400	400	
	3c	25	25	% of Financial Points				100%	
	3d	25	25						
	3e	25	25						
	3f	25	25						
School Environment	4a	25	25						
	4b	25	25						
Additional Obligations	5a	25	25						
Total Operational Points		400	390						
% of Operational Points			98%						
ACCOUNTABILITY DESIGNATION	Range (% of Points Possible)	Academic Gen Ed Outcome		Range	Operational Outcome	Range	Financial Outcome		
Honor	75% - 100%			90% - 100%		85% - 100%			
Good Standing	55% - 74%	84%		80% - 89%	98%	65% - 84%	100%		
Remediation	31% - 54%			61% - 79%		46% - 64%			
Critical	0% - 30%			0% - 60%		0% - 45%			

- The school is currently on the historical framework.
- The school will transition to the revised framework (2020) if the school is renewed for a new performance certificate.
- **Reminder: ALL schools will transition to the IPCSC revised framework (2020) through amendment or renewal.*

Xavier Charter School | Current Performance Certificate Term

Historical Performance

ACCOUNTABILITY DESIGNATION	2019-20	2020-21	2021-22
Academic	N/A	N/A	HONOR
Operational	HONOR	HONOR	HONOR
Financial	HONOR	N/A	HONOR

Sage International School of Boise

2021-2022 ANNUAL PERFORMANCE REPORT

INTRODUCTION

Each year, Idaho's Public Charter School Commission (IPCSC) 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 IPCSC'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 IPCSC 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 IPCSC office.

PERFORMANCE FRAMEWORK STRUCTURE

The academic section comprises the primary indicators on which most renewal or non-renewal decisions are based. The 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 IPCSC's commitments to considering schools' performance in the context of their communities and student populations. Although some results may not be made publicly available in certain cases, in order to protect individually identifiable student information, the IPCSC may still use this information for purposes of making authorizing decisions.
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 IPCSC 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	Sage International School engages students within an inclusive IB learning community, challenging all members to take risks and contribute locally and globally through open-minded inquiry.		
Key Design Elements	<p>The International Baccalaureate Academic K-12 Curriculum K aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. IB Schools focus on a challenging international education, rigorous assessment and college readiness.</p> <p>□ The International Baccalaureate Attributes profile, highlights desirable attributes that the IB hopes to develop while participating in the IB programs. The attributes are: Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-Minded, Caring, and Risk-Taker.</p> <p>□ Sage has a 4 day (M-Th) student instructional week. This allows for a full uninterrupted day of professional development for all staff. Fridays consist of professional learning communities, training, collaboration, data analysis and research. This intensive PD is critical for constantly improving on our instructional practices, student achievement and professional culture.</p>		
School Location	1513 Tyrell st. 110, Boise, ID 83706	School Phone	208-343-7243
Surrounding District	Boise School District		
Opening Year	2010		
Current Term	July 1,2019-June 30, 2024		
Grades Served	K-12		
Enrollment (Approved)	1500	Enrollment (Actual)	977
SCHOOL LEADERSHIP			
Mike Lawrence			Board Chair
Michelle Watts			Treasurer
Dani Zwolfer			Board Clerk
Andy Johnson			Executive Director
STUDENT DEMOGRAPHICS			
	School	Surrounding	Neighboring
Non-White	22%	28%	N/A
Limited English Proficiency	6%	14%	N/A
Special Needs	8%	13%	N/A
Free and Reduced Lunch	34%	18%	N/A

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 Alt.	Points Earned Alt.
State Proficiency Comparison	1a	50	0	50	0	50	50		
	1b	50	0	50	0	50	50		
District Proficiency Comparison	2a	50	0	50	0	50	41	50	0
	2b	50	0	50	0	50	44	50	0
Criterion-Referenced Growth	3a	100	0			0	NA*		
	3b	100	0			0	NA*		
Norm-Referenced Growth	4a			100	0	0	NA*	50	0
	4b			100	0	0	NA*	50	0
Post-Secondary Readiness	5a	400	0	125	0	0**	0	100	0
Total Academic Points				525	0	200	185	300	0
% of Academic Points			0%		0%		93%		0%

*Growth measures will not be rated for FY22 due to a lack of assessment data in FY20.

**FY22 graduation data will be added in when the data set is published.

OPERATIONAL	Measure	Points Possible	Points Earned	FINANCIAL	Measure	Points Possible	Points Earned
Educational Program	1a	25	25	Near-Term	1a	50	50
	1b	25	25		1b	50	50
	1c	25	15		1c	50	50
	1d	25	25		1d	50	50
Financial Management & Oversight	2a	25	25	Sustainability	2a	50	50
	2b	25	25		2b	50	50
	2c	25	25		2c	50	50
Governance & Reporting	3a	25	25	Total Financial Points % of Financial Points	2d	50	50
	3b	25	25		400	400	
	3c	25	25			100%	
	3d	25	25				
	3e	25	25				
	3f	25	25				
School Environment	4a	0	0				
	4b	25	25				
Additional Obligations	5a	25	25				
Total Operational Points		375	365				
% of Operational Points			97%				

ACCOUNTABILITY DESIGNATION	Range (% of Points Possible)	Academic Gen Ed Outcome	Range	Operational Outcome	Range	Financial Outcome
Honor	75% - 100%	93%	90% - 100%	97%	85% - 100%	100%
Good Standing	55% - 74%		80% - 89%		65% - 84%	
Remediation	31% - 54%		61% - 79%		46% - 64%	
Critical	0% - 30%		0% - 60%		0% - 45%	

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 1a	Do math proficiency rates meet or exceed the state average?	Result	Points Possible	Points Earned
Math Proficiency Rate				
Comparison to State	Exceeds Standard: The school's proficiency rate in math exceeds the state average by 16 percentage points or more.	58	50	50
	Meets Standard: The school's proficiency rate in math is equal to the state average, or exceeds it by 1 - 15 percentage points.		30 - 45	0
	Does Not Meet Standard: The school's proficiency rate in math is 1 - 15 percentage points lower than the state average.		15 - 29	0
	Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the state average.		0 - 14	0
			<hr/> 50	
Notes	The state average will be determined using the same grade set as is served by the public charter school.			
Measure 1b	Do English Language Arts proficiency rates meet or exceed the state average?	Result	Points Possible	Points Earned
ELA Proficiency Rate				
Comparison to State	Exceeds Standard: The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.	72	50	50
	Meets Standard: The school's proficiency rate in ELA is equal to the state average, or exceeds it by 1 - 15 percentage points.		30 - 45	0
	Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 15 percentage points lower than the state average.		15 - 29	0
	Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the state average.		0 - 14	0
			<hr/> 50	
Notes	The state average will be determined using the same grade set as is served by the public charter school.			

INDICATOR 2: DISTRICT PROFICIENCY COMPARISON				
Measure 2a	Do math (or similar subject area) proficiency rates meet or exceed the district average?	Result	Points Possible	Points Earned
Math Proficiency Rate Comparison to District	Exceeds Standard: The school's proficiency rate in math either exceeds the district average by 16 percentage points or more, or is at least 80%.		50	0
	Meets Standard: The school's proficiency rate in math is equal to the district average, or exceeds it by 1 - 15 percentage points.	58	30 - 45	41
	Does Not Meet Standard: The school's proficiency rate in math is 1 - 15 percentage points lower than the district average.		15 - 29	0
	Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the district average.		0 - 14	0
				41
Notes	The district average will be determined using the same grade set as is served by the public charter school. for purposes of this measure. Boise School District will be used for comparison purposes.			
Measure 2b	Do ELA (or similar subject area) proficiency rates meet or exceed the district average?	Result	Points Possible	Points Earned
ELA Proficiency Rate Comparison to District	Exceeds Standard: The school's proficiency rate in ELA either exceeds the district average by 16 percentage points or more, or is at least 80%.		50	0
	Meets Standard: The school's proficiency rate in ELA is equal to the district average, or exceeds it by 1 - 15 percentage points.	72	30 - 45	44
	Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 15 percentage points lower than the district average.		15 - 29	0
	Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the district average.		0 - 14	0
				44
Notes	The district average will be determined using the same grade set as is served by the public charter school. for purposes of this measure. Boise School District will be used for comparison purposes.			

INDICATOR 5: COLLEGE & CAREER READINESS (GRADES 9-12)		
Measure 5a	Are students graduating from high school on time?	Result
Four-Year Adjusted Cohort Graduation Rate	<p>Exceeds Standard: The school's four-year ACGR was at least 90%.</p> <p>Meets Standard: The school either:</p> <p>a) had a four-year ACGR of 80% - 89% OR</p> <p>b) had a four-year ACGR of at least 66% AND met its progress goal.</p> <p>Does Not Meet Standard: The school met its progress goal but had a four-year ACGR below 66%.</p> <p>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>	Points Possible
		Points Earned
		125
		100
		75
		0-65
		0
		0
Notes		

INDICATOR 1: EDUCATIONAL PROGRAM				
Measure 1a		Result	Points Possible	Points Earned
Implementation of Educational Program				
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.		No instances of non-compliance documented	25	25
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.			15	
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.			0	
Notes				25
Measure 1b		Result	Points Possible	Points Earned
Educational Requirements				
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.		No instances of non-compliance documented	25	25
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.			15	
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.			0	
Notes				25

Measure 1c	Is the school protecting the rights of students with disabilities?	Result	Points Possible	Points Earned
Students with Disabilities				
	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral, appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provisions of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to school's facility and programs; appropriate use of all available applicable funding.</p>		25	
	<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>	See note	15	15
	<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>		0	
Notes				15
Measure 1d	Is the school protecting the rights of English Language Learner (ELL) students?	Result	Points Possible	Points Earned
English Language Learners				
	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations , and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting students from ELL services; and ongoing monitoring of exited students.</p>	No instances of non-compliance documented	25	25
	<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>		15	
	<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>		0	
Notes				25

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT			
Measure 2a	Is the school meeting financial reporting and compliance requirements?	Result	Points Possible Points Earned
Financial Reporting and Compliance	<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 IPCSC, 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>	No instances of non-compliance documented	25 25
			15
			0
			25
Notes			
Measure 2b	Is the school following General Accepted Accounting Principles (GAAP)	Result	Points Possible Points Earned
GAAP	<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>	No instances of non-compliance documented	25 25
			15
			0
			25
Notes			
Measure 2c	Is the school successfully enrolling the projected number of students?	Result	Points Possible Points Earned
Enrollment Variance	<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>	100.71%	25 25
			15
			0
			25
Notes	Enrollment variance is calculated by dividing actual mid-term enrollment by the enrollment projection in the school's board-approved budget, as submitted to the SDE at the beginning of the fiscal year.		

INDICATOR 3: GOVERNANCE AND REPORTING				
Measure 3a	Is the school complying with governance requirements?	Result	Points Possible	Points Earned
Governance Requirements	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.	No instances of non-compliance documented	25	25
	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.		15	
	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.		0	
	Notes			25
Measure 3b	Is the board fulfilling its oversight obligations?	Result	Points Possible	Points Earned
Board Oversight	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.	No instances of non-compliance documented	25	25
	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.		15	
	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.		0	
	Notes			25

OPERATIONAL

Measure 3c	Is the school complying with reporting requirements?	Result	Points Possible	Points Earned
Reporting Requirements	<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 IPCSC, 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 IPCSC, 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 IPCSC, 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>	No instances of non-compliance documented	25	25
			15	
			0	
				25
Notes				
Measure 3d	Is the school complying with public transparency requirements?	Result	Points Possible	Points Earned
Public Transparency	<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>	No instances of non-compliance documented	25	25
			15	
			0	
				25
Notes				
Measure 3e	Is the school meeting employee credentialing and background check requirements?	Result	Points Possible	Points Earned
Credentialing & Background Checks	<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>	No instances of non-compliance documented	25	25
			15	
			0	
				25
Notes				

Measure 3f	Is the school handling information appropriately?	Result	Points Possible	Points Earned
Information Handling				
	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of student records under the Family Educational Rights and Privacy Act and other applicable authorities; storing and transferring student and personnel records; and securely maintaining testing materials.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25
			15	
			0	
				25
Notes				
INDICATOR 4: SCHOOL ENVIRONMENT				
Measure 4a	Is the school complying with transportation requirements?	Result	Points Possible	Points Earned
Transportation				
	<p>Meets Standard: The school provides student transportation within its primary attendance area and materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to transportation.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to transportation; and/or provides an incomplete form of transportation services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board; and/or the school does not provide transportation.</p>	No instances of non-compliance documented	25	25
			15	
			0	
				25
Notes				
Measure 4b	Is the school complying with facilities requirements?	Result	Points Possible	Points Earned
Facilities				
	<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>	No instances of non-compliance documented	25	25
			15	
			0	
				25
Notes				

INDICATOR 5: ADDITIONAL OBLIGATIONS		
Measure 5a	Is the school complying with all other obligations?	<div>ResultPoints PossiblePoints Earned</div>
Additional Obligations		
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.		<div>No instances of non-compliance documented2525</div>
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.		<div>15</div>
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.		<div>0</div>
Notes		<div>25</div>

INDICATOR 1: NEAR-TERM			
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>	Result	Points Possible Points Earned
Notes		7.8	50 50
			10
			0
			50
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>	Result	Points Possible Points Earned
Notes		7.55	50 50
			10
			0
			50
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>	Result	Points Possible Points Earned
Notes		134	50 50
			10
			0
			50
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 judgements, loan covenants, and/or tax obligations.</p> <p>Does Not Meet: School is in default of financial obligations.</p>	Result	Points Possible Points Earned
Notes		None	50 50
			0
			50

INDICATOR 2: SUSTAINABILITY				
Measure 2a	Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues. 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 cumulative Total Margin must be positive.</i> Does Not Meet: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard". 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.	Result	Points Possible	Points Earned
Total Margin and Aggregated				
3-Year Total Margin		2.96%	50	50
			30	
			0	50
Notes	Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.			
Measure 2b	Debt to Asset Ratio: Total Liabilities divided by Total Assets Meets Standard: Debt to Asset Ratio is less than 0.9. Does Not Meet: Debt to Asset Ratio is between 0.9. and 1.0 Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0	Result	Points Possible	Points Earned
Debt to Asset Ratio				
		0.84	50	50
			30	
			0	50
Notes	Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.			
Measure 2c	Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One -Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash 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. Note: Schools in their fist or second year of operation must have positive cash flow. Does Not Meet: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard" Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative.	Result	Points Possible	Points Earned
Cash Flow				
		\$308,077	50	50
			30	
			0	50
Notes				
Measure 2d	Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments) Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1 Does Not Meet: Debt Service Coverage Ratio is less than 1.1	Result	Points Possible	Points Earned
Debt Service Coverage Ratio				
		1.55	50	50
			0	
				50
Notes	Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.			

Taylor's Crossing Public Charter School 2021-2022 ANNUAL PERFORMANCE REPORT

INTRODUCTION

Each year, Idaho's Public Charter School Commission (IPCSC) 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 IPCSC'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 IPCSC 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 IPCSC office.

PERFORMANCE FRAMEWORK STRUCTURE

The academic section comprises the primary indicators on which most renewal or non-renewal decisions are based. The 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 IPCSC's commitments to considering schools' performance in the context of their communities and student populations. Although some results may not be made publicly available in certain cases, in order to protect individually identifiable student information, the IPCSC may still use this information for purposes of making authorizing decisions.
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 IPCSC 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	By giving our students a firm foundation built on a core curriculum of mathematics, science, reading, writing and social studies, with an enhanced emphasis on American History and the Constitution, Taylor's Crossing Public Charter School will guide our students across the bridge from childhood into adulthood. The students will be prepared to accept challenges with the confidence, courage, and skills needed to achieve success. In a highly challenging academic environment, which nurtures respect and care for all, our students will become people of integrity, vision and virtue.		
Key Design Elements	School environment of kindness, respect, and responsibility. <input type="checkbox"/> School environment that provides physical, emotional, and academic safety. <input type="checkbox"/> Social studies program emphasizing and revering the constitution and our founding fathers. <input type="checkbox"/> Highly challenging academics, focused on reading, English, mathematics, and writing. <input type="checkbox"/> Emphasis on character development. <input type="checkbox"/> Emphasis on citizenship. <input type="checkbox"/> Emphasis on service to others. <input type="checkbox"/> Use of a positive reward system which encourages positive behavior.		
School Location	1445 N Wood River Rd., Idaho Falls, ID 83401	School Phone	208-552-0397
Surrounding District	Bonneville School District #93; Idaho Falls School District #91; Jefferson School District #251; Shelly School District #60		
Opening Year	2006		
Current Term	July 1,2019-June 30,2024		
Grades Served	K-12		
Enrollment (Approved)	440	Enrollment (Actual)	365
SCHOOL LEADERSHIP			
Kimber Tower		Board Chair	
Jennifer Sewell		Secretary	
Greg Pugh		Treasurer	
Seth Boyle		Administrator	

STUDENT DEMOGRAPHICS			
	School	Surrounding	Neighboring
Non-White	11%	19%	N/A
Limited English Proficiency	5%	16%	N/A
Special Needs	7%	11%	N/A
Free and Reduced Lunch	35%	27%	N/A

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 Alt.	Points Earned Alt.
State Proficiency Comparison	1a	50	0	50	0	50	50		
	1b	50	0	50	0	50	50		
District Proficiency Comparison	2a	50	0	50	0	50	45	50	0
	2b	50	0	50	0	50	50	50	0
Criterion-Referenced Growth	3a	100	0			0	NA*		
	3b	100	0			0	NA*		
Norm-Referenced Growth	4a			100	0	0	NA*	50	0
	4b			100	0	0	NA*	50	0
Post-Secondary Readiness	5a			125	0	0**	0	100	0
Total Academic Points		400	0	525	0	200	195	300	0
% of Academic Points			0%		0		98%		0%

*Growth measures will not be rated for FY22 due to a lack of assessment data in FY20.

**FY22 graduation data will be added in when the data set is published.

OPERATIONAL	Measure	Points Possible	Points Earned	FINANCIAL	Measure	Points Possible	Points Earned
Educational Program	1a	25	25	Near-Term	1a	50	50
	1b	25	25		1b	50	50
	1c	25	25		1c	50	50
	1d	25	25		1d	50	50
Financial Management & Oversight	2a	25	25	Sustainability	2a	50	50
	2b	25	25		2b	50	50
	2c	25	25		2c	50	50
Governance & Reporting	3a	25	25		2d	50	50
	3b	25	25	Total Financial Points		400	400
	3c	25	25	% of Financial Points			100%
	3d	25	25				
	3e	25	25				
	3f	25	25				
School Environment	4a	25	25				
	4b	25	25				
Additional Obligations	5a	25	25				
Total Operational Points		400	400				
% of Operational Points			100%				

ACCOUNTABILITY DESIGNATION	Range (% of Points Possible)	Academic Gen Ed Outcome	Range	Operational Outcome	Range	Financial Outcome
Honor	75% - 100%		90% - 100%		85% - 100%	
Good Standing	55% - 74%	98%	80% - 89%	100%	65% - 84%	100%
Remediation	31% - 54%		61% - 79%		46% - 64%	
Critical	0% - 30%		0% - 60%		0% - 45%	

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 1a	Do math proficiency rates meet or exceed the state average?	Result	Points Possible	Points Earned
Math Proficiency Rate				
Comparison to State	Exceeds Standard: The school's proficiency rate in math exceeds the state average by 16 percentage points or more.	58	50	50
	Meets Standard: The school's proficiency rate in math is equal to the state average, or exceeds it by 1 - 15 percentage points.		30 - 45	0
	Does Not Meet Standard: The school's proficiency rate in math is 1 - 15 percentage points lower than the state average.		15 - 29	0
	Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the state average.		0 - 14	0
			<hr/> 50	
Notes	The state average will be determined using the same grade set as is served by the public charter school.			
Measure 1b	Do English Language Arts proficiency rates meet or exceed the state average?	Result	Points Possible	Points Earned
ELA Proficiency Rate				
Comparison to State	Exceeds Standard: The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.	74	50	50
	Meets Standard: The school's proficiency rate in ELA is equal to the state average, or exceeds it by 1 - 15 percentage points.		30 - 45	0
	Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 15 percentage points lower than the state average.		15 - 29	0
	Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the state average.		0 - 14	0
			<hr/> 50	
Notes	The state average will be determined using the same grade set as is served by the public charter school.			

INDICATOR 2: DISTRICT PROFICIENCY COMPARISON			
Measure 2a	Do math (or similar subject area) proficiency rates meet or exceed the district average?	Result	Points Possible Points Earned
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 - 15 percentage points lower than the district average.</p> <p>Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the district average.</p>	58	50 30 - 45 15 - 29 0 - 14 <hr/> 45
Notes	The district average will be determined using the same grade set as is served by the public charter school. Because ACVS 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.		
Measure 2b	Do ELA (or similar subject area) proficiency rates meet or exceed the district average?	Result	Points Possible Points Earned
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 - 15 percentage points lower than the district average.</p> <p>Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the district average.</p>	74	50 30 - 45 15 - 29 0 - 14 <hr/> 50
Notes	The district average will be determined using the same grade set as is served by the public charter school. Because ACVS 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.		

INDICATOR 5: COLLEGE & CAREER READINESS (GRADES 9-12)																	
Measure 5a	Are students graduating from high school on time?	Result Points Possible Points Earned															
Four-Year Adjusted Cohort Graduation Rate	<p>Exceeds Standard: The school's four-year ACGR was at least 90%.</p> <p>Meets Standard: The school either:</p> <p>a) had a four-year ACGR of 80% - 89% OR</p> <p>b) had a four-year ACGR of at least 66% AND met its progress goal.</p> <p>Does Not Meet Standard: The school met its progress goal but had a four-year ACGR below 66%.</p> <p>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>Notes</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>	<table> <tr> <td></td><td>125</td><td></td></tr> <tr> <td></td><td>100</td><td></td></tr> <tr> <td></td><td>75</td><td></td></tr> <tr> <td></td><td>0-65</td><td>0</td></tr> <tr> <td></td><td></td><td>0</td></tr> </table>		125			100			75			0-65	0			0
	125																
	100																
	75																
	0-65	0															
		0															

INDICATOR 1: EDUCATIONAL PROGRAM				
Measure 1a		Result	Points Possible	Points Earned
Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?				
Implementation of Educational Program				
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.				
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.				
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.		25	25	25
			15	
			0	
				25
Notes				
Measure 1b		Result	Points Possible	Points Earned
Is the school complying with applicable educational requirements?				
Educational Requirements				
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.				
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.				
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.		25	25	25
			15	
			0	
				25
Notes				

Measure 1c	Is the school protecting the rights of students with disabilities?	Result	Points Possible	Points Earned
Students with Disabilities				
	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral, appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provisions of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to school's facility and programs; appropriate use of all available applicable funding.</p>	25	25	25
	<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>		15	
	<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>		0	
Notes				25
Measure 1d	Is the school protecting the rights of English Language Learner (ELL) students?	Result	Points Possible	Points Earned
English Language Learners				
	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations , and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting students from ELL services; and ongoing monitoring of exited students.</p>	25	25	25
	<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>		15	
	<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>		0	
Notes				25

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT				
Measure 2a	Is the school meeting financial reporting and compliance requirements?	Result	Points Possible	Points Earned
Financial Reporting and Compliance	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 IPCSC, 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.	25	25	25
	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.		15	
	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.		0	
Notes				25
Measure 2b	Is the school following General Accepted Accounting Principles (GAAP)	Result	Points Possible	Points Earned
GAAP	Meets Standard: The school materially complies with applicable laws, rules, regulations , and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit option, an audit devoid of significant findings and conditions, material weakness, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.	25	25	25
	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.		15	
	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.		0	
Notes				25
Measure 2c	Is the school successfully enrolling the projected number of students?	Result	Points Possible	Points Earned
Enrollment Variance	Meets Standard: Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year.	100.83%	25	25
	Partially Meets Standard: Enrollment variance was between 90 and 95 percent in the most recent fiscal year.		15	
	Does Not Meet Standard: Enrollment variance was less than 90 percent in the most recent fiscal year.		0	
Notes	Enrollment variance is calculated by dividing actual mid-term enrollment by the enrollment projection in the school's board-approved budget, as submitted to the SDE at the beginning of the fiscal year.			25

INDICATOR 3: GOVERNANCE AND REPORTING			
Measure 3a	Is the school complying with governance requirements?	Result	Points Possible
Governance Requirements			Points Earned
	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.	25	25
	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.		15
	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.		0
Notes			25
Measure 3b	Is the board fulfilling its oversight obligations?	Result	Points Possible
Board Oversight			Points Earned
	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.	25	25
	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.		15
	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.		0
Notes			25

OPERATIONAL

Measure 3c	Is the school complying with reporting requirements?	Result	Points Possible	Points Earned
Reporting Requirements	Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the IPCSC, 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.	25	25	25
	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 IPCSC, the SDE, the SBOE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	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 IPCSC, the SDE, the SBOE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				25
Notes				
Measure 3d	Is the school complying with public transparency requirements?	Result	Points Possible	Points Earned
Public Transparency	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.	25	25	25
	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.		15	
	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.		0	
				25
Notes				
Measure 3e	Is the school meeting employee credentialing and background check requirements?	Result	Points Possible	Points Earned
Credentialing & Background Checks	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.	25	25	25
	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.		15	
	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.		0	
				25
Notes				

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

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

FINANCIAL

INDICATOR 1: NEAR-TERM				
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>	Result	Points Possible	Points Earned
Notes		4.91	50	50
			10	
			0	50

INDICATOR 2: SUSTAINABILITY			
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 cumulative Total Margin must be positive.</i></p> <p>Does Not Meet: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard".</p> <p>Falls Far Below Standard: Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR the most recent year Total Margin is less than -10 percent.</p>	<p>Result</p> <p>11.63%</p>	<p>Points Possible</p> <p>50</p> <p>30</p> <p>0</p> <hr/> <p>50</p>
Notes	Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.		
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>Result</p> <p>0.49</p>	<p>Points Possible</p> <p>50</p> <p>30</p> <p>0</p> <hr/> <p>50</p>
Notes	Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.		
Measure 2c Cash Flow	<p>Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One -Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash</p> <p>Meets Standard: Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. Note: Schools in their first or second year of operation must have positive cash flow.</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>Result</p> <p>\$752,168</p>	<p>Points Possible</p> <p>50</p> <p>30</p> <p>0</p> <hr/> <p>50</p>
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>Result</p> <p>1.88</p>	<p>Points Possible</p> <p>50</p> <p>0</p> <hr/> <p>50</p>
Notes	Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.		



Annual Performance Report 2022

TREASURE VALLEY CLASSICAL ACADEMY

Mission Statement: The mission of Treasure Valley Classical Academy is to train the minds and improve the hearts of students through a classical, content-rich curriculum that emphasizes virtuous living, traditional learning, and civic responsibility.

School Information	Annual Report FY2021-2022	Current: FY 2022-2023
Board Chair/President	Marvin Lasnick	Marvin Lasnick
Treasurer	Anne Frei	Stacy Saylor
Secretary	Julie Taylor	Travis Evenden
Executive Director		Steve Lambert
Administrator	Steve Lambert	Clint Condra
Business Manager	Marc Carignan	Teirette Kapoor
School Location/Phone	500 SW 3 rd St, Fruitland, ID 83619	208-779-4088

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Introduction

COMPLIANCE/AUTHORITY:

Charter schools in Idaho operate on 5-year terms as defined in a Performance Certificate executed between the school's board and its authorizer. In addition, [I.C. §33-5209A](#) and [I.C. §33-5209C](#) require that every certificate include a framework describing the expectations the school must meet in order to earn a next operational term. It also requires that charter school authorizer's complete performance reports for the schools they oversee each year. The annual performance report serves the following purposes:

1. To provide transparent information about charter school quality to the public;
2. To ensure charter school boards have access to clear expectations and;
3. To inform mid-term authorizing decisions.

RENEWAL (I.C. §33-5209B)

At the end of each 5-year operating term, each school's performance certificate is considered for renewal. As this school's operating contract expires on June 30th, 2024, this report directly impacts the school's renewal recommendation. The authorizer is required to consider the following when making renewal decisions: all annual performance reports issued during the current performance certificate term, the school's current financial status, and any application materials submitted by the school. Renewal decisions must be made prior to March 15th, 2024. Please see the [Renewal Guidance](#) document for more information on the renewal process.

• PERFORMANCE REPORT APPLICATION:

- Each measure included in the IPCSC's framework has a meets standard benchmark. If this school meets standard on all measures of the framework as reflected in the most recent years Annual Performance Report the school is guaranteed an unconditional renewal. If the school does not meet standard on one or more measures of the school's operating contract, it may be conditionally renewed or non-renewed.

*****Outcomes on this report inform high-stakes decisions, schools are encouraged to use this information to support their strategic planning efforts each year. *****

IPCSC RESOURCES

[IPCSC Performance Framework](#)

[IPCSC Renewal Guidance](#)

[IPCSC Schools](#)

SCHOOL RESOURCES

[TVCA Performance Certificate](#)

[TVCA Annual Report Page](#)

Current Certificate Term: 2018-2024

School Overview

Model:	Classical
Enrollment Capacity:	702
Grades Served:	K-12

Key Design Elements:

Academics:

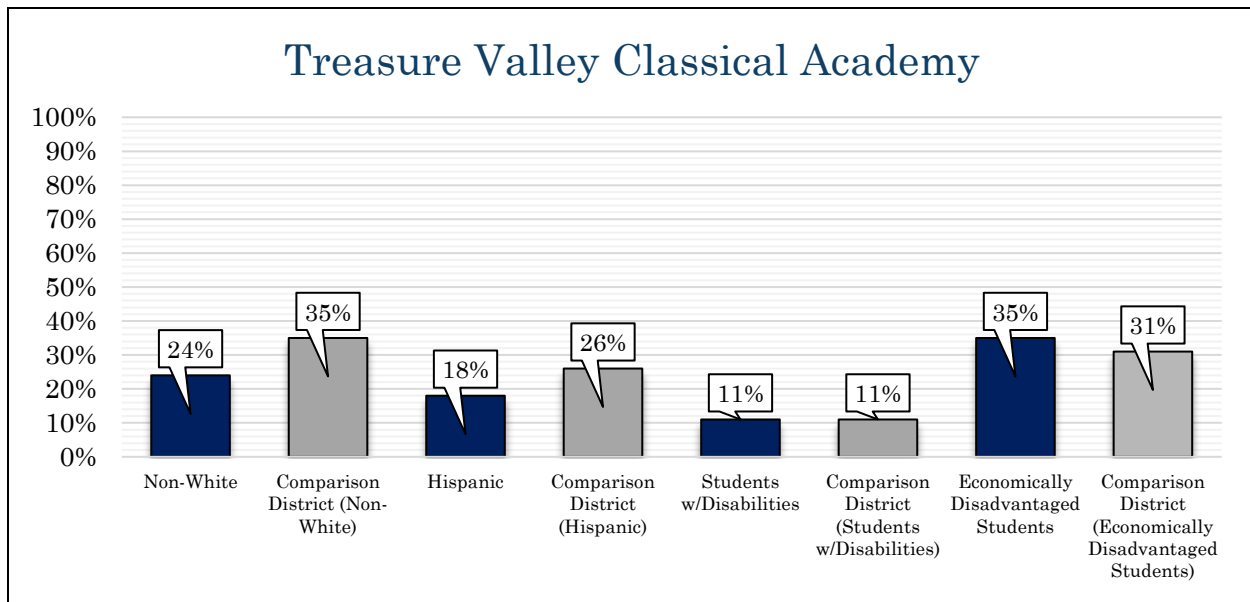
- A K-12 curriculum that is content-rich, balanced, and rigorous across the four core disciplines of mathematics, science, literature, and history.
- The centrality of the Western Tradition in the study of history, literature, philosophy, and the fine arts.
- A rich examination of American moral, philosophical, literary, political, and historical traditions. Explicit phonics instruction in conjunction with strong elementary grammar teaching aimed at English language excellence.
- The study of Spanish in grades K-6, of Latin and Greek roots in grades 4-6, and of Latin in grades 7-9 (plus).

Culture and Ethos:

- The acknowledgement of objective standards of truth, logic, weightiness, and beauty.
- A school culture that fosters virtue, decorum, respect, discipline, and studiousness among faculty and students.
- A school ethos in which well-educated and articulate subject matter experts (teachers) convey real knowledge to students using traditional, teacher-centered methods.
- A school that uses technology effectively but without diminishing the faculty leadership crucial to academic achievement.

A school with a plan to serve students in grades K-12, opening at grades K-6 and organically building a grade level each year.

2022 DEMOGRAPHIC SUMMARY:



2021-2022 ANNUAL SNAPSHOT

Schools are encouraged to use this information for strategic planning and to ensure that any identified weaknesses are addressed in advance of renewal consideration.

RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
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ACADEMIC OUTCOMES:		
Math Proficiency	46%	Meets Standard
Math Growth	Data Unavailable for 2021-2022	Not Rated for 2021-2022 school year
ELA Proficiency	51%	Meets Standard
ELA Growth	Data Unavailable for 2021-2022	Not Rated for 2021-2022 school year
Literacy Proficiency	Fall IRI: 61% Spring IRI: 67%	Meets Standard
College & Career Readiness	RATING PENDING DATA RELEASE	Choose an item.

OPERATIONAL OUTCOMES: BOARD STEWARDSHIP	
Governance Structure	Exceeds Standard
Governance Oversight	Exceeds Standard
Governance Compliance	Exceeds Standard

OPERATIONAL OUTCOMES: MANAGEMENT	
Student Services	Approaches Standard
Data Security/ Transparency	Exceeds Standard
Facility & Services	Exceeds Standard
Operational Compliance	Exceeds Standard

FINANCIAL OUTCOMES: NEAR TERM MEASURES		
Current Ratio	1.74	Exceeds Standard
Unrestricted Days Cash	70	Exceeds Standard
Default	None	Exceeds Standard
Enrollment Variance	100.1%	Meets Standard

FINANCIAL OUTCOMES: SUSTAINABILITY MEASURES		
Total Margin 3 Yr. Agg. Margin	1.36% 6.42%	Exceeds Standard
Cash Flow Multi-Year Cash Flow	\$384,663 \$501,582	Exceeds Standard
Debt Service Coverage Ratio	1.21	Meets Standard
Debt Asset Ratio	0.99	Approaches Standard
Financial Compliance	No compliance issues	Exceeds Standard

Academic Outcomes

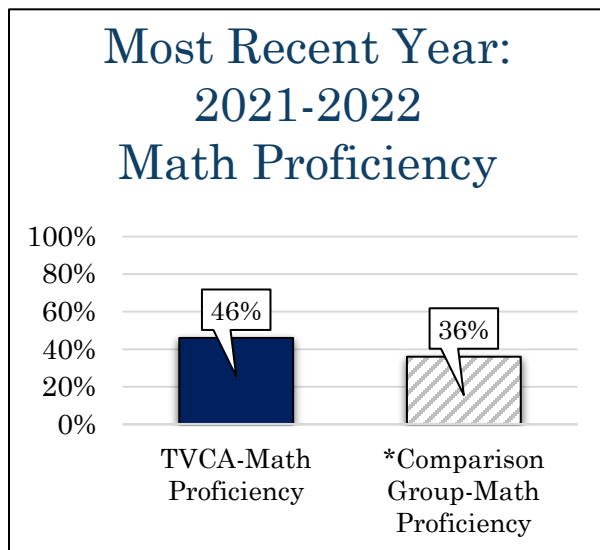
MATH PROFICIENCY & MATH GROWTH

Why This Matters:

The IPCSC must determine whether the academic performance at the school represents a favorable return on the investment of public dollars. For context, the IPCSC considers the school's performance in relation to other educational choices available to families. A school that performs as well or better than the average of its comparison group on the statewide mathematics assessment (ISAT) meets the IPCSC standard on both the math proficiency and math growth measures.

If this standard is not yet met, the school should focus its strategic planning on improving mathematics achievement outcomes to ensure the school will earn a next operational term. If the standard is met, strategic planning may focus on whatever data points will best establish and sustain an exemplary school of the specific model for which the school is chartered.

Comparison Group: Fruitland District (373); Payette Joint District (371); New Plymouth District (372)



Math Growth
Data & Ratings
are unavailable
for the 2021-2022
School Year.

RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
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*Please see the [Performance Framework Rubrics](#) for details regarding how each measure is rated.

MEASURE	PROFICIENCY RATING	APPLICABLE RUBRIC DESCRIPTION
MATH PROFICIENCY	Meets Standard	The school's proficiency rate falls between the mean and one standard deviation above the mean of the identified comparison group.
MEASURE	GROWTH RATING	APPLICABLE RUBRIC DESCRIPTION
MATH GROWTH	Not Rated for 2021-2022	Data not available for the 2021-2022 school year.

Academic Outcomes

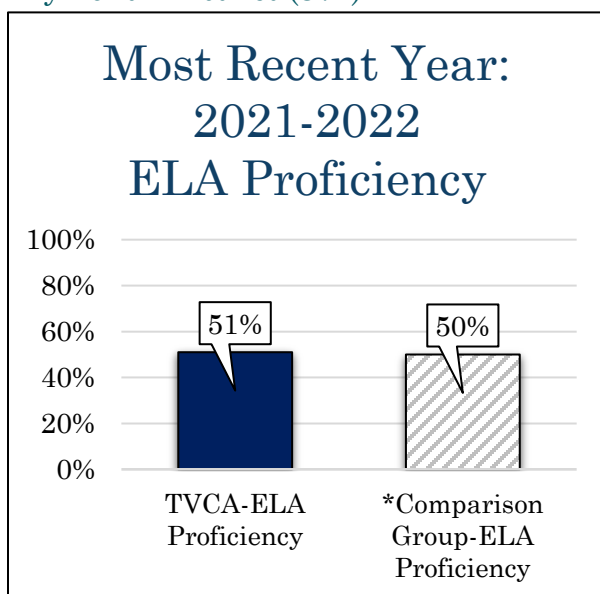
ELA PROFICIENCY & ELA GROWTH

Why This Matters:

The IPCSC must determine whether the academic performance at the school represents a favorable return on the investment of public dollars. For context, the IPCSC considers the school's performance in relation to other educational choices available to families. A school that performs as well or better than the average of its comparison group on the statewide ELA assessment (ISAT) meets the IPCSC standard on both the ELA proficiency and ELA growth measures.

If this standard is not yet met, the school should focus its strategic planning on improving these outcomes to ensure the school will earn a next operational term. If the standard is met, strategic planning may focus on whatever data points will best establish and sustain an exemplary school of the specific model for which the school is chartered.

Comparison Group: Fruitland District (373); Payette Joint District (371); New Plymouth District (372)



**ELA Growth Data
& Ratings are
unavailable for
the 2021-2022
School Year.**

RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
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*Please see the [Performance Framework Rubrics](#) for details regarding how each measure is rated.

MEASURE	PROFICIENCY RATING	APPLICABLE RUBRIC DESCRIPTION
ELA PROFICIENCY	Meets Standard	The school's proficiency rate is equal to the mean or falls between the mean and one standard deviation above the mean of the identified comparison group.

MEASURE	GROWTH RATING	APPLICABLE RUBRIC DESCRIPTION
ELA GROWTH	Not Rated for 2021-2022	Data not available for the 2021-2022 school year.

Academic Outcomes

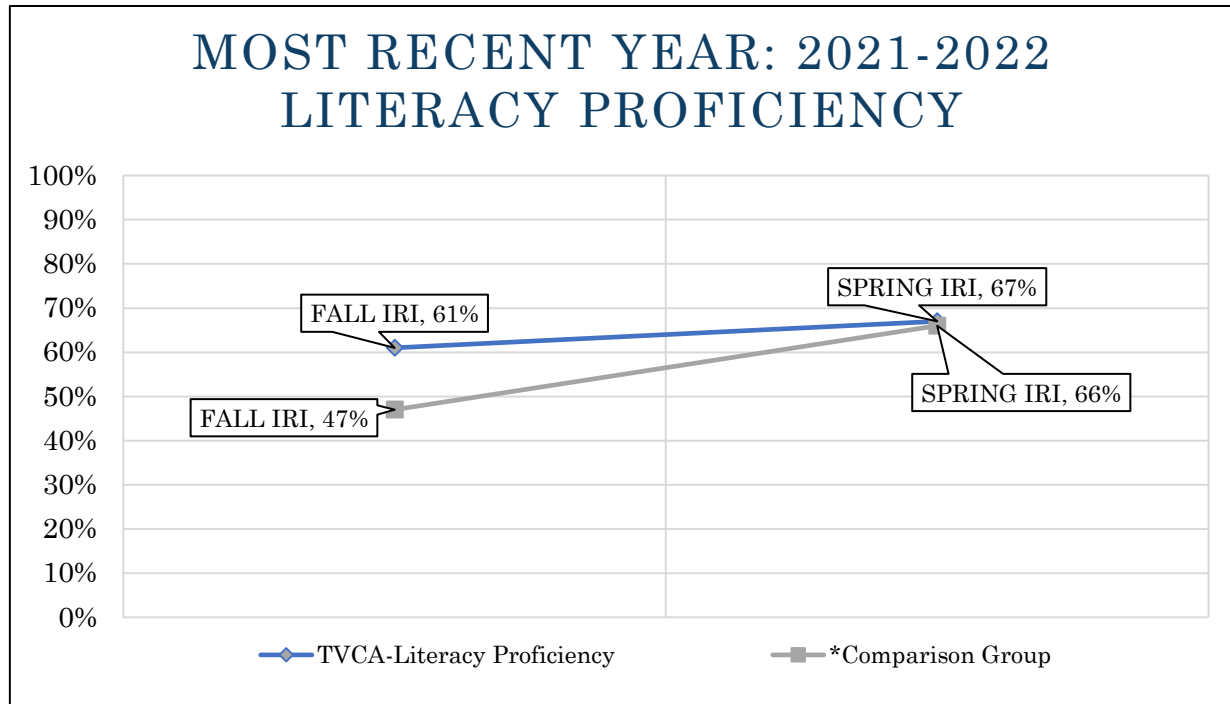
LITERACY PROFICIENCY

Why This Matters:

The IPCSC must determine whether the academic performance at the school represents a favorable return on the investment of public dollars. For context, the IPCSC considers the school's performance in relation to other educational choices available to families. A school that performs as well or better than the average of its comparison group on the spring statewide literacy assessment (IRI) meets the IPCSC standard. Alternatively, a school that did not perform as well or better than its comparison group on the spring assessment, but that did improve its outcome by at least 10% from fall to spring, also meets standard.

If this standard is not yet met, the school should focus its strategic planning on improving these outcomes to ensure the school will earn a next operational term. If the standard is met, strategic planning may focus on whatever data points will best establish and sustain an exemplary school of the specific model for which the school is chartered.

Comparison Group: Fruitland District (373); Payette Joint District (371); New Plymouth District (372)



RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
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*Please see the [Performance Framework Rubrics](#) for details regarding how each measure is rated.

MEASURE	PROFICIENCY RATING	APPLICABLE RUBRIC DESCRIPTION
LITERACY PROFICIENCY	Meets Standard	The school's proficiency on the SPRING administration of the statewide literacy assessment is equal to the mean or within one standard deviation above the mean of the identified comparison group.

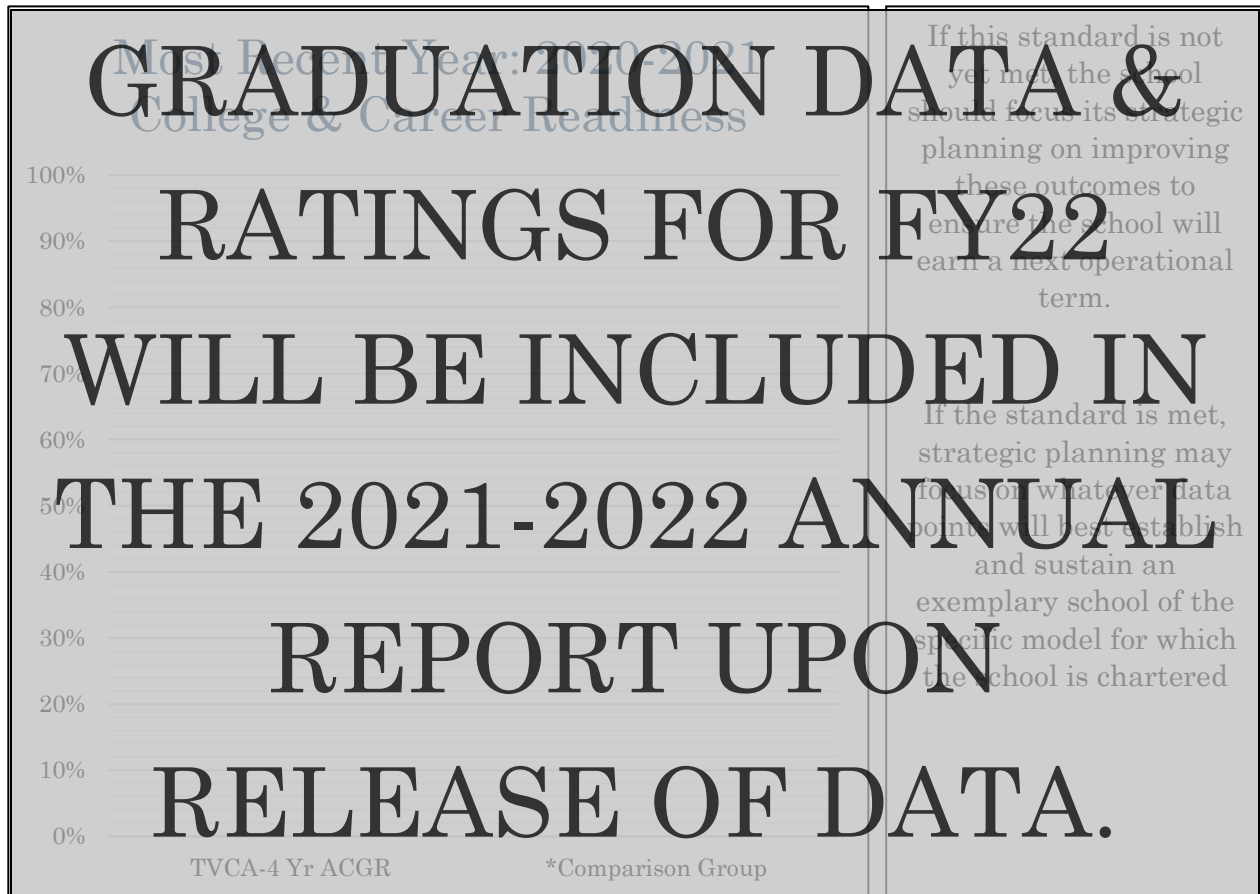
Academic Outcomes

COLLEGE & CAREER READINESS

Why This Matters:

The IPCSC must determine whether the academic performance at the school represents a favorable return on the investment of public dollars. For context, the IPCSC considers the school's performance in relation to other educational choices available to families. A school with a 4-year graduation rate equal to or greater than the average of its comparison group meets the IPCSC standard.

Comparison Group: Fruitland District (373); Payette Joint District (371); New Plymouth District (372)



RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
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*Please see the [Performance Framework Rubrics](#) for details regarding how each measure is rated.

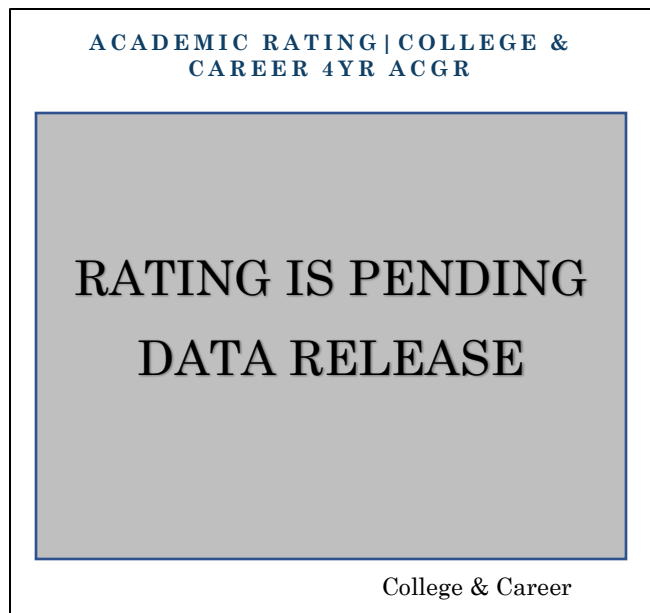
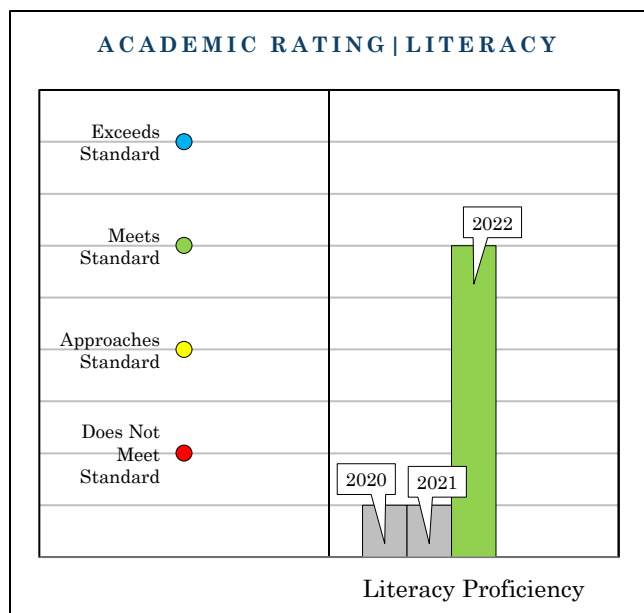
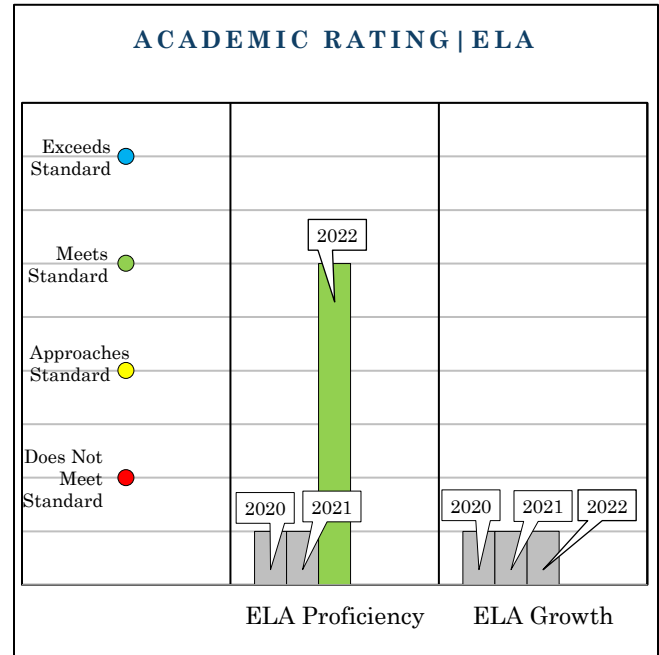
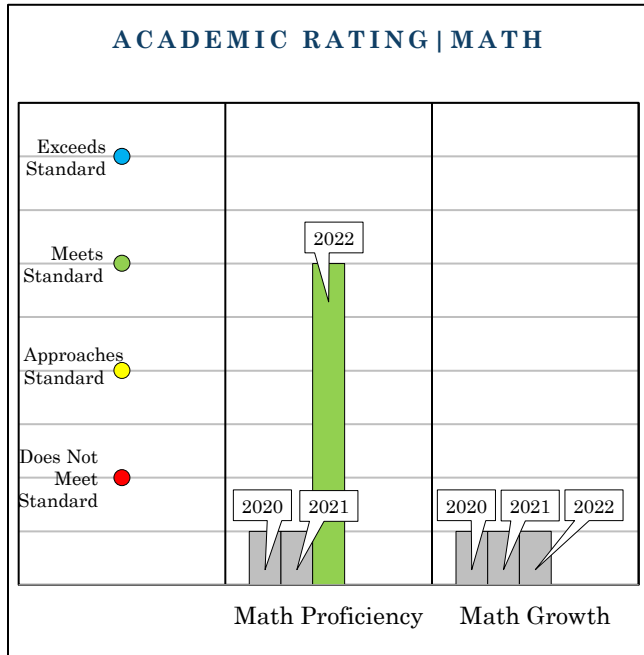
MEASURE	COLLEGE & CAREER RATING	APPLICABLE RUBRIC DESCRIPTION
College & Career Readiness	RATING IS PENDING DATA RELEASE	

Historical Performance: Academics

The charts below provide an overview of a school's performance throughout their current (5) year certificate term. Schools are encouraged to consider how this data might be used to drive strategic planning as the school approaches its next renewal decision.

*During the 2019-2020 & 2020-2021 school years academic ratings were waived by the IPCSC due to the pandemic's impact on academic data. In the charts below, you will find these years have a grayed-out rating bar.

*Growth data and ratings are unavailable for the 2021-2022 school year and grayed out in the chart below.



Operational Outcomes

BOARD STEWARDSHIP

Why This Matters:

At the highest level, the success of a charter school is driven by the ability of its governing board to govern effectively. The measures in this section help identify the strengths and challenges faced by the school's board. *Please see the [Performance Framework Rubrics](#) for details regarding how each measure is rated.

RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
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Standard Rating: Exceeds Standard	
Governance Structure Measure	Data/Evidence Source
The board bylaws are compliant with ID law.	Most recently reviewed Bylaws 5/10/22. *Please provide an updated to copy to IPCSC staff if any amendments have been made since this review date.
The school's articles of incorporation are current.	Most recently updated on 9/7/2021.
The board does operate in compliance with its bylaws.	*No instances of non-compliance documented.
Investigations were not conducted into ethical behavior or conflict of interest regarding any board director this year.	*No instances of non-compliance documented.
The board did not experience Open Meeting Law violations that needed to be cured this year.	*No instances of non-compliance documented.
Comments/ Context:	

Standard Rating: Exceeds Standard	
Governance Oversight Measure	Data/Evidence Source
The board did review academic data in a timely and thorough manner.	*No instances of non-compliance documented.
The board did review financial reports in a timely and thorough manner.	*No instances of non-compliance documented.
The board did maintain compliant policies.	*No instances of non-compliance documented.
The board did engage in strategic planning.	*No instances of non-compliance documented.
The board did conduct a compliant evaluation of their school leader or management organization.	*No instances of non-compliance documented.
Comments/ Context:	

Standard Rating: Exceeds Standard	
Governance Compliance Measure	Data/Evidence Source
The IPCSC did not issue courtesy letters to the school noting compliance concerns this year.	*No instances of non-compliance documented.
Another investigative body was not notified of concerns at this school this year.	*No instances of non-compliance documented.
Comments/ Context:	

Operational Outcomes

MANAGEMENT

Why This Matters:

The systems and structures that support school operations are an important part of the school's overall success. The measures in this section help identify the strengths and challenges that impact the school's day-to-day operations.

RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
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Standard Rating: Approaches Standard	
Student Services	Data/Evidence Source
The school's English Language Learners program is in good standing.	*No instances of non-compliance documented.
The school's Special Education program is not in good standing.	*See comment
The school's college and career readiness program is in good standing.	Reviewed on: 10/21/21 Continuous Improvement Plan 2021-2022
The school's Federal Programs is in good standing	*No instances of non-compliance documented.
Comments/ Context: The school was identified for intervention by SDE for SPED:D-21-09-20a. 4/20/22 Complaint C-21-05-03a. Documentation was provided by SDE that issue had been resolved.	

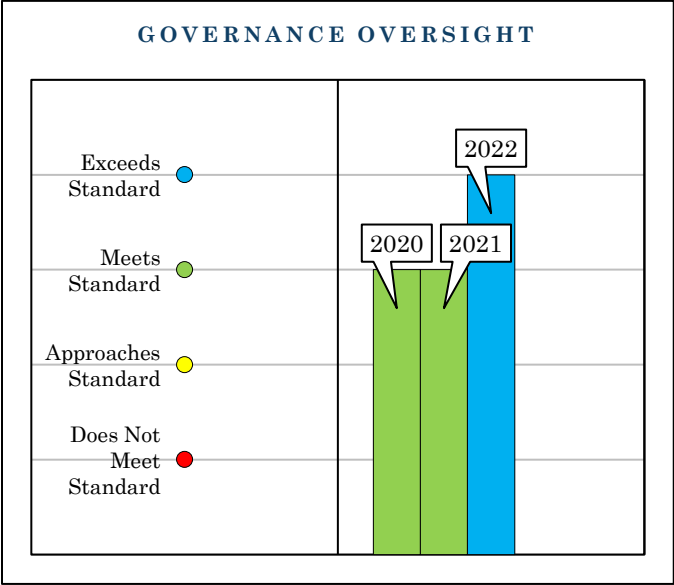
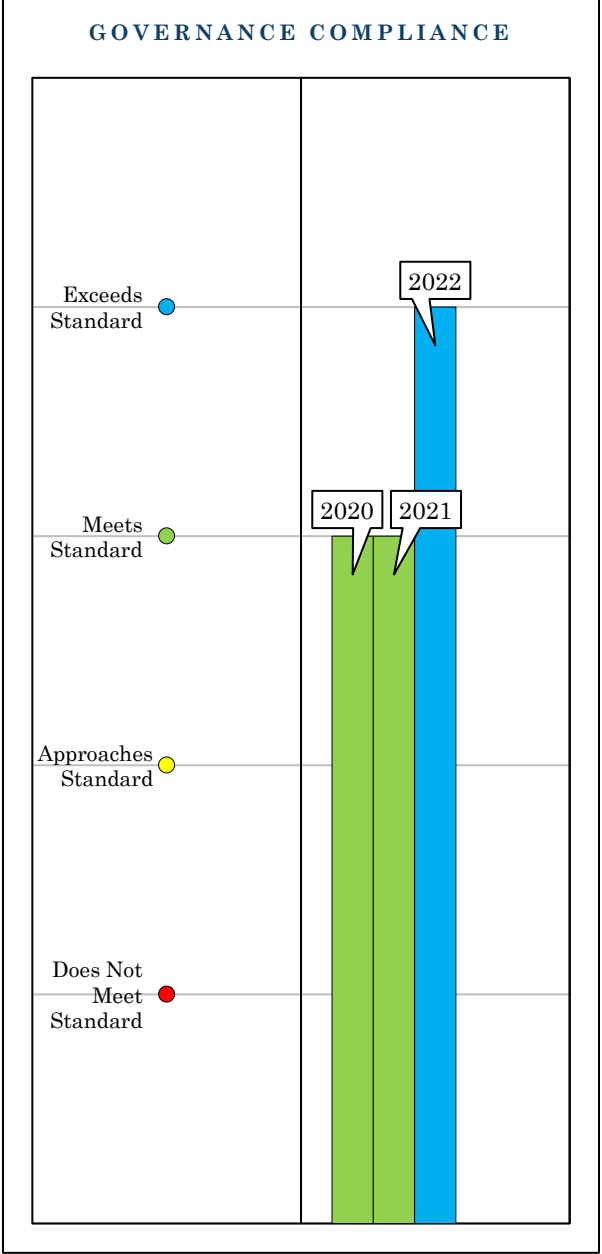
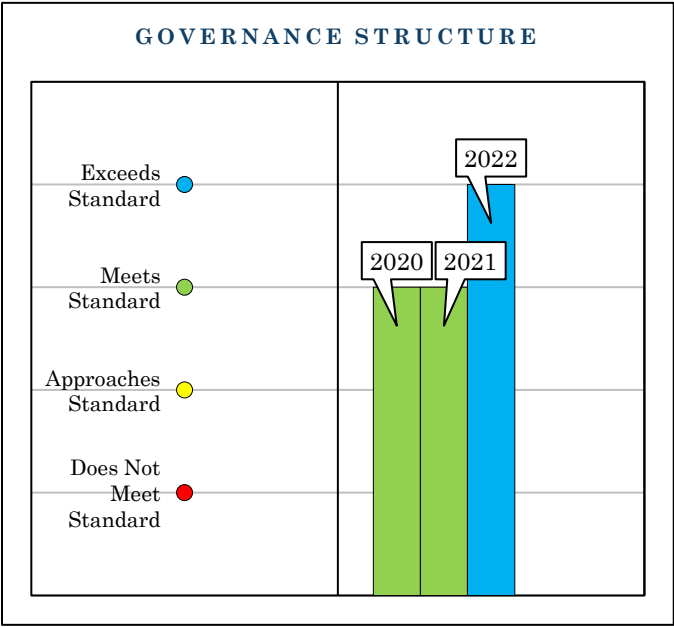
Standard Rating: Exceeds Standard	
Data Security and Information Transparency	Data/Evidence Source
The school's website is compliant and updated appropriately.	*No instances of non-compliance documented.
The school did not experience issues involving data security this year.	*No instances of non-compliance documented.
The school did not experience compliance issues with public records requests.	*No instances of non-compliance documented.
Comments/ Context:	

Standard Rating: Exceeds Standard	
Facility and Services	Data/Evidence Source
The school's occupancy certificate is current.	*No instances of non-compliance documented.
Safety inspections and evacuation drills are compliant.	Fire Inspection: 9/20/2019 Health Inspection: 12/3/2020 Building Inspection: 10/15/2020
The school does provide daily transportation for students.	*No instances of non-compliance documented.
The school does provide a National School Lunch Program.	*No instances of non-compliance documented.
Comments/ Context:	

Standard Rating: Exceeds Standard	
Operational Compliance	Data/Evidence Source
Required reports were submitted accurately and on time.	*No instances of non-compliance documented.
The enrollment process is compliant.	*No instances of non-compliance documented.
The teachers are properly credentialed.	*No instances of non-compliance documented.
Corrective action plans were not issued by the SDE this year.	*No instances of non-compliance documented.
Comments/ Context:	

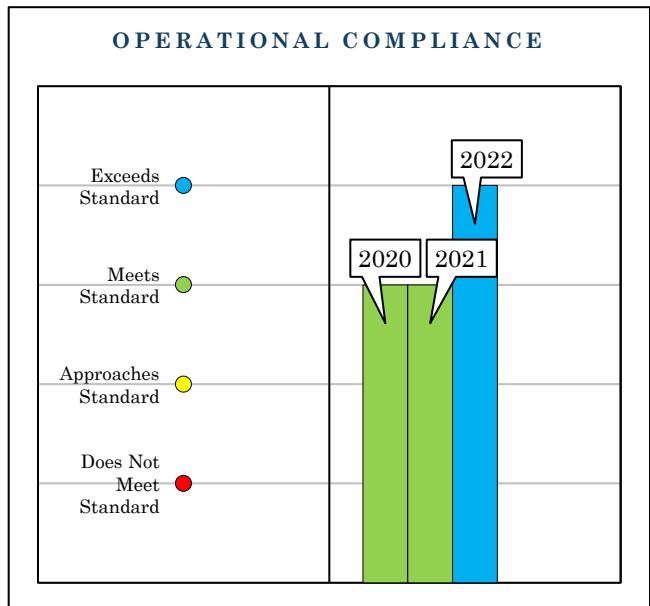
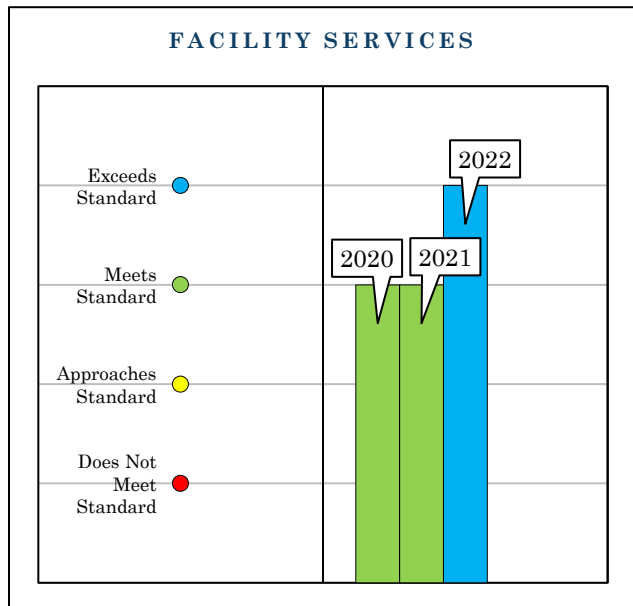
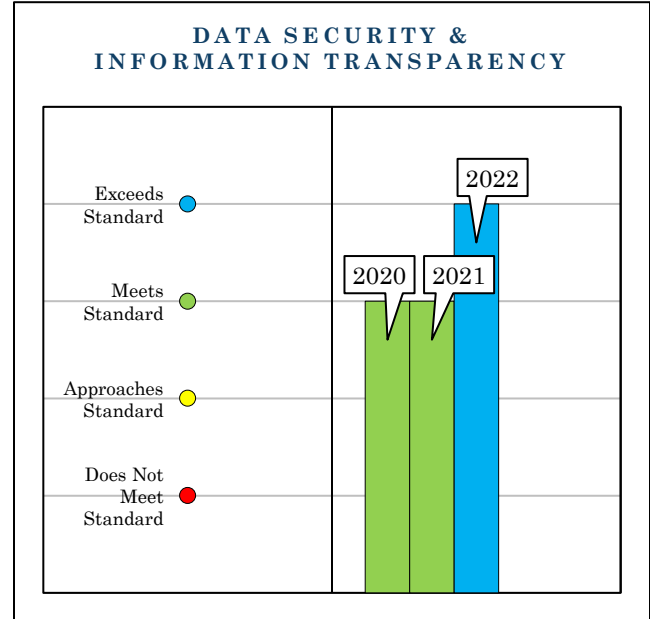
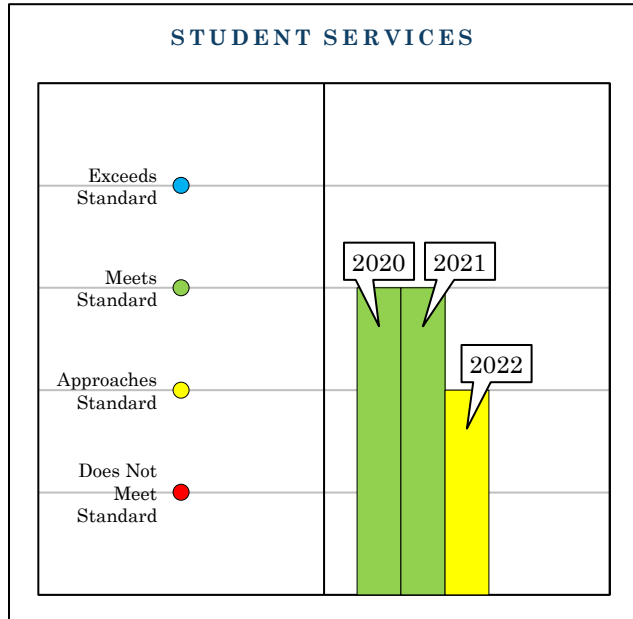
Historical Performance: Board Stewardship Measures

The charts below provide an overview of a school’s performance throughout their current (5) year certificate term. Schools are encouraged to consider how this data might be used to drive strategic planning as the school approaches its next renewal decision.



Historical Performance: Management Measures

The charts below provide an overview of a school's performance throughout their current (5) year certificate term. Schools are encouraged to consider how this data might be used to drive strategic planning as the school approaches its next renewal decision.



Financial Outcomes

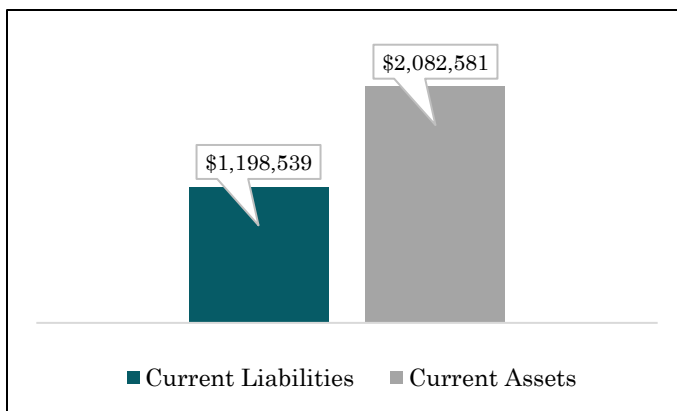
NEAR TERM MEASURES

These measures evaluate whether a school is likely to meet its financial obligations in the next year.
 *Please see the [Performance Framework Rubrics](#) for details regarding how each measure is rated.

RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
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Current Ratio

The school has a current ratio of more than 1.5.	Current Ratio: 1.74	Exceeds Standard
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Why This Matters:

Current Ratio is a comparison of a school's financial obligations due within one year (current liabilities) to the cash and investments held by the school (current assets).

A school with more assets than liabilities (a Current Ratio greater than 1.0) would be able to meet its financial obligations for the next year without relying on future revenue.

A school with more liabilities than assets (a

Current Ratio of less than 1.0) is dependent on revenue it has not yet received to meet existing financial obligations.

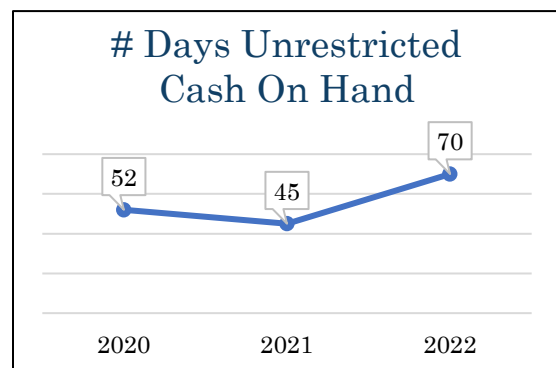
Unrestricted Days Cash

The school has more than 60 days cash on hand.	70 Days	Exceeds Standard
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Why this Matters:

This measure estimates a school's average daily cost of operations and considers the number of days a school could operate using only its available cash and investments.

A school with at least 60 days cash on hand would be able to meet its immediate financial obligations with available cash, buying the time it might take to access other current assets. Occasionally, a planned purchase may decrease this number temporarily. In those cases, 30-60 days cash on hand with an upward trend is acceptable. A school with less than 15 days cash on hand is in financial distress and is at risk of automatic closure.



Default

The school has met all financial obligations for at least 3 consecutive years.

Exceeds Standard

Why this Matters:

This measure identifies whether a school has defaulted on any of its financial obligations. Default can mean many things. Examples of default include: paying bills late, failing to make payroll, or inaccurately filing reports required for funding. Default can also include a failure to meet any additional requirements of long-term debt as established by the lender (such as meeting a specific enrollment target or maintaining a greater amount of cash on hand than the PCSC requires).

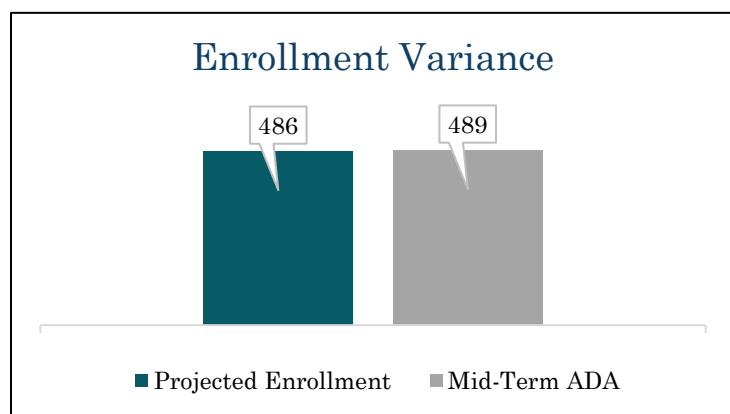
Any act of default can result in disruption of services, loans being called due, or funding that is inaccurate or withheld.

Enrollment Variance

The school achieved and sustained at least 95% of its projected enrollment during the most recent school year.

Enrollment Variance:
100.1%

Meets Standard



Why this Matters:

The Enrollment Variance measure considers what percentage of a school's projected enrollment was achieved. As the majority of a public school's funding is generated by student enrollment, this measure reflects a school's ability to execute its budget to plan.

A school that achieves at least 95% of its projected enrollment will likely experience few bumps and may make minor adjustments. A school that achieves less than 95% of projected enrollment is likely to face budget challenges requiring more significant budget amendments and may be in financial distress.

Financial Outcomes

SUSTAINABILITY MEASURES

These measures help determine whether a school is likely to remain financially stable into the future.

RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
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Total Margin

The school has maintained a positive total margin for at least 3 consecutive years.	CY Total Margin: 1.36%	Exceeds Standard
	3-Year Aggregated: 6.42%	

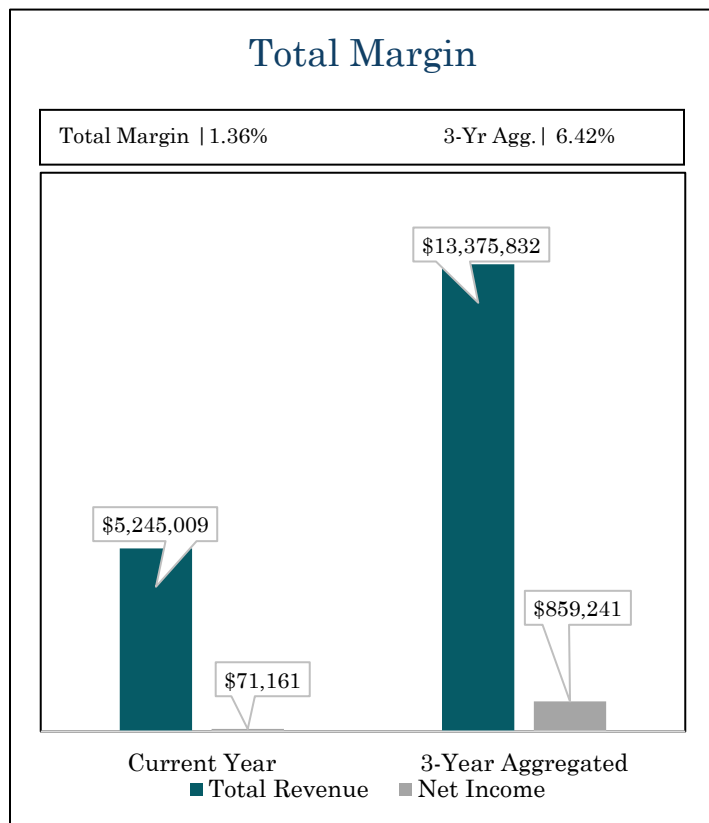
Why this Matters:

The Total Margin compares a school's total revenue to its net income. Specifically, this measure identifies what percentage of a school's total revenue in a given year was not expended during that year. A school with a positive total margin spent less than it brought in. That is, the school is living within its means and can plan for future purchases and investments.

An occasional negative total margin may indicate that a planned or necessary purchase has taken place. This is not necessarily a negative indicator. However, if the Total Margin is chronically negative or severe decreases appear, the school may be in financial distress.

Aggregating this margin over three years helps to identify these long-term trends.

Note: For the purposes of this calculation, pension liability is excluded from the school's net income.



Cash Flow

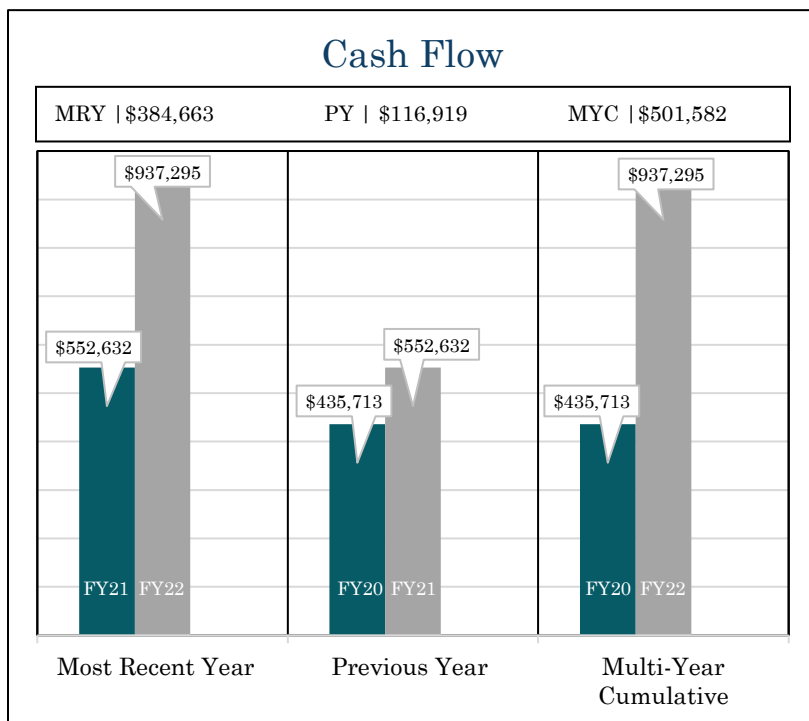
The school's multi-year cumulative cash flow has been positive and the most recent year's cash flow has been positive for at least 3 consecutive years.	Most Recent Year \$384,663 Previous Year \$116,919 Multi-Year \$501,582	Exceeds Standard
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Why this Matters:

The Cash Flow measure considers the change in a school's cash balance over time. A school with a positive cash flow is increasing its reserves and is likely able to fund future projects and purchases.

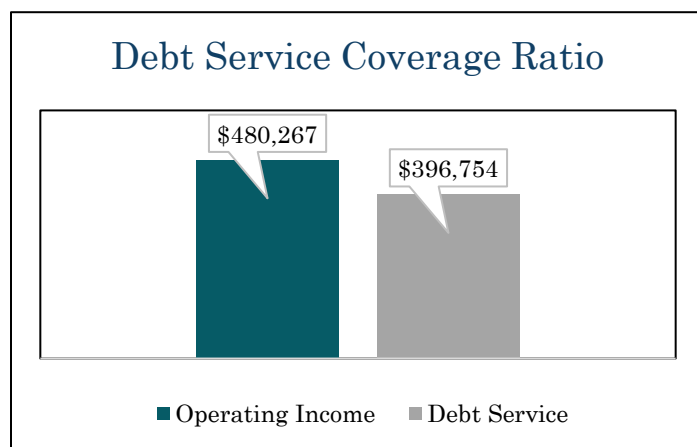
A school with a negative cash flow is using its existing reserves to fund general operations and is not likely to have the financial flexibility to fund future plans.

A multi-year cumulative cash flow helps to identify long-term trends.



Debt Service Coverage Ratio

Debt Service Coverage Ratio is between 1.1 and 1.49.	Debt Service Coverage Ratio: 1.21	Meets Standard
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Why this Matters:

This measure evaluates a school's ability to make payments on debt due in a given year using only that year's income. This helps determine whether a school has more debt than it can manage.

A school with more Operating Income than Debt Service (a Debt Service Coverage Ratio greater than 1) can meet the financial obligations of their debt. A school with more Debt Service than

Operating Income (a ratio of less than 1) is reliant on either reserves or revenues anticipated in future years to meet its debt obligations.

Debt to Asset Ratio

The school's Debt to Asset Ratio is between 0.9. and 1.0.	Debt/Asset Ratio: 0.99	Approaches Standard
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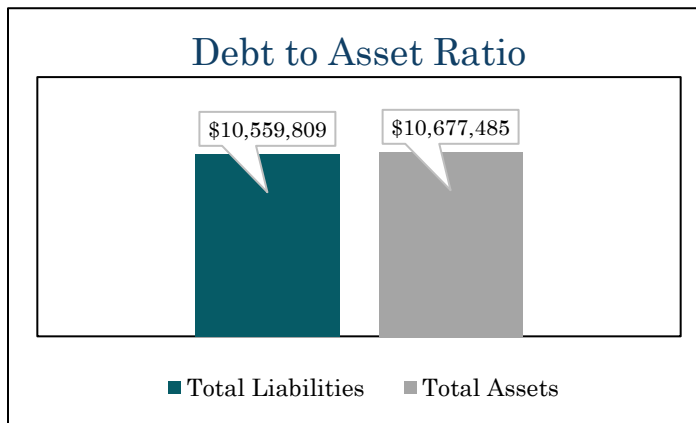
Why This Matters:

The Debt to Asset Ratio compares a school's total liabilities to its total assets. This helps determine whether a school would be able to meet both its short and long-term financial obligations.

A school whose total liabilities are 90% or less of its Total Assets is

likely to be able to repay all short-term debts and still manage to set its long-term affairs in order in a worst-case scenario. A school with more liabilities than assets would not be able to meet all its financial obligations in a worst-case scenario.

Note: for the purposes of this measure, pension liability is excluded from the school's total liabilities.



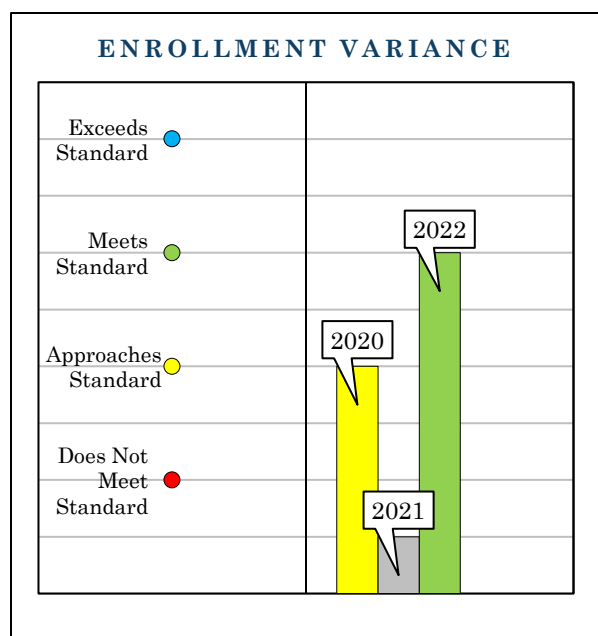
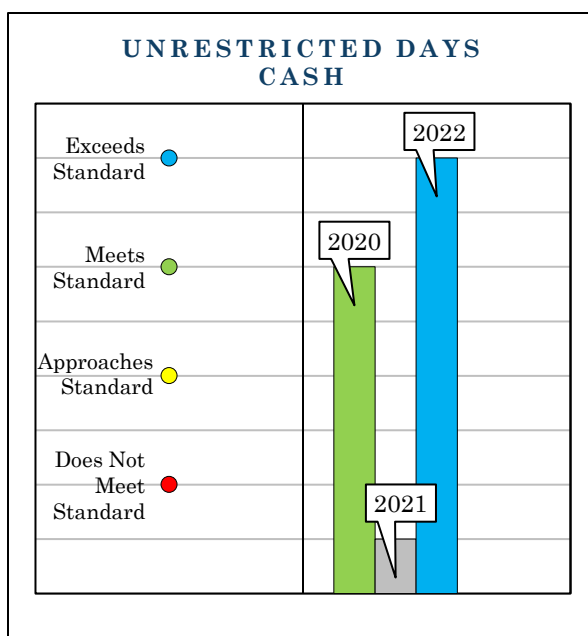
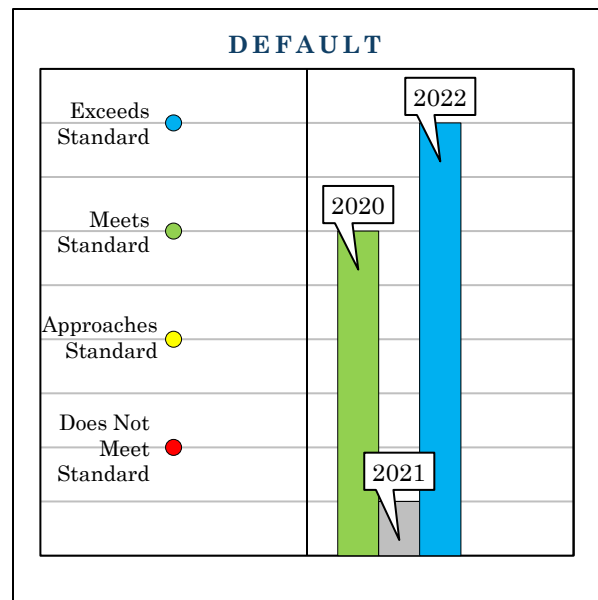
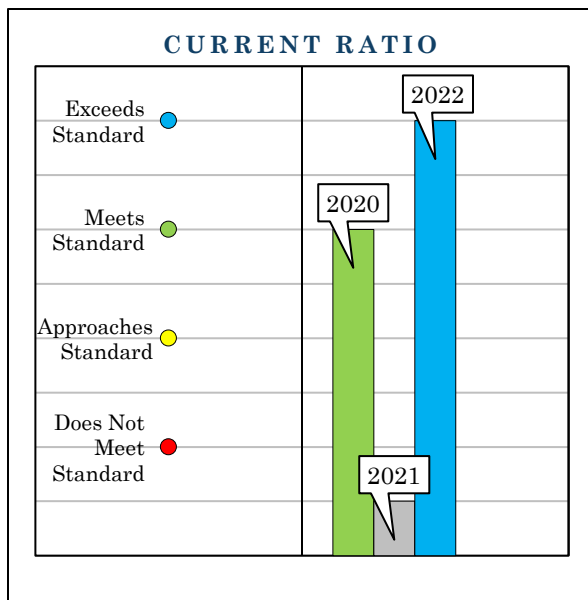
Financial Compliance

Standard Rating: Exceeds Standard	
Financial Operations	Data and/or Evidence Source
The school's finances are managed in compliance with GAAP.	Financial Audit: 10/19/22
Expenditures and contracts are posted online appropriately.	School's Expenditure Page
The school maintains compliant internal controls.	Financial Audit: 10/19/22
The school is not operating under a Notification of Fiscal Concern.	NA
The school is not operating under a Notification of Possible or Imminent Closure.	NA
Comments/Context	

Historical Performance: Near-Term Health Measures

The charts below provide an overview of a school's performance throughout their current (5) year certificate term. Schools are encouraged to consider how this data might be used to drive strategic planning as the school approaches its next renewal decision.

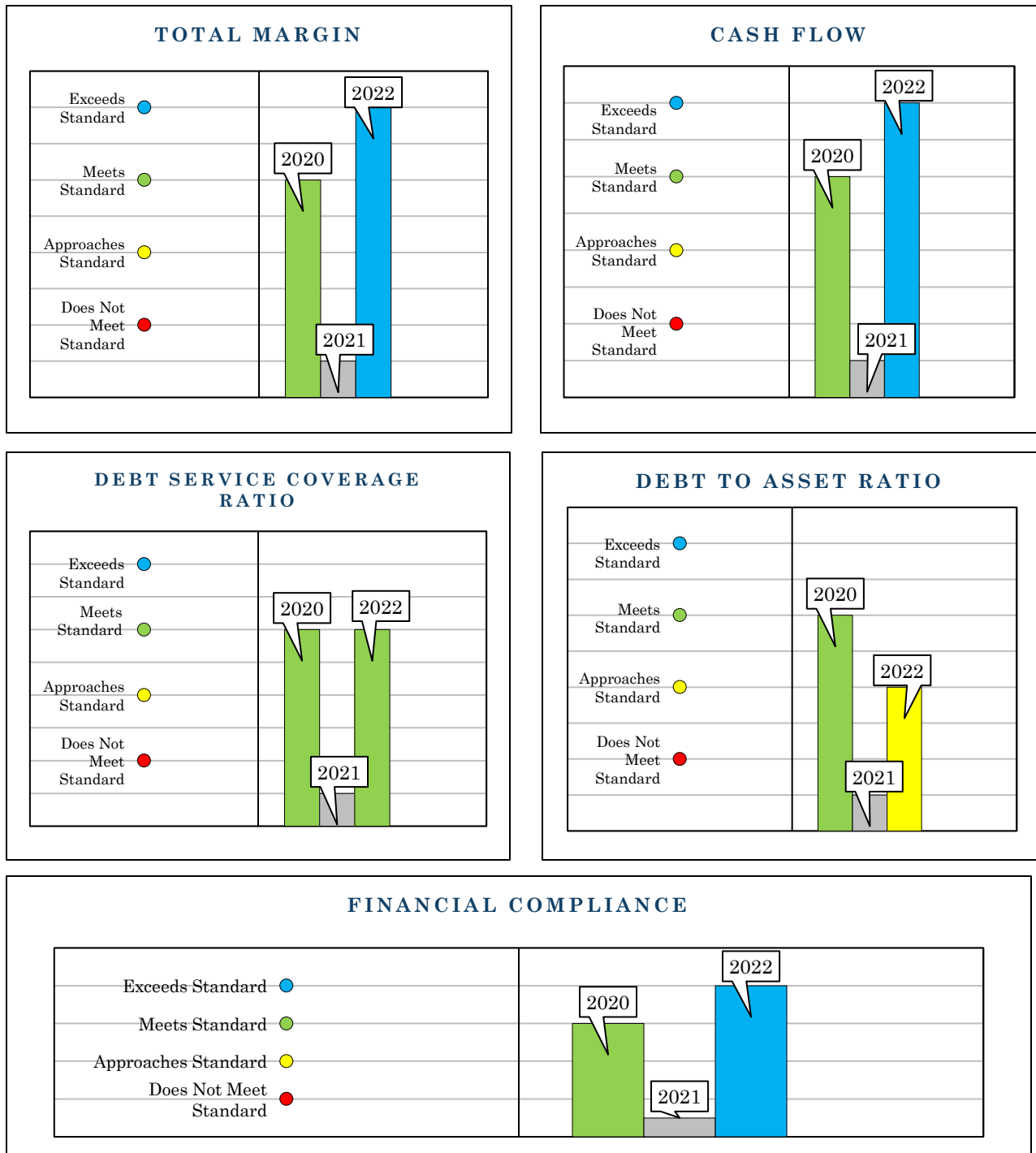
**During the 2020-2021 school year financial ratings were waived by the IPCSC due to the pandemic's impact on financial data. In the charts below, you will find these years have a grayed-out rating bar.*



Historical Performance: Sustainability Measures

The charts below provide an overview of a school's performance throughout their current (5) year certificate term. Schools are encouraged to consider how this data might be used to drive strategic planning as the school approaches its next renewal decision.

**During the 2020-2021 school year financial ratings were waived by the IPCSC due to the pandemic's impact on financial data. In the charts below, you will find these years have a grayed-out rating bar.*



*The 2021-2022 Annual Report has been finalized by the
Idaho Public Charter School Commission staff.*

If you have any questions or comments, please contact
the IPCSC.



514 W. Jefferson, Suite 303
Boise, ID 83720
208-332-1561

pcsc@osbe.idaho.gov



Annual Performance Report 2022

VISION CHARTER SCHOOL

Mission Statement: To create well educated, respectful citizen leaders in a K-12th grade
College Prep Science and Art School.

School Information	Annual Report FY2021-2022	Current: FY 2022-2023
Board Chair/President	David Snow	David Snow
Treasurer	Andrea Busmann	Andrea Busmann
Secretary	Tracie Wood	Tracie Wood
Executive Director	Wendy OldenKamp	Wendy OldenKamp
Administrator	Heather Burton	Heather Burton
Business Manager	Amy Siddoway	Amy Siddoway
School Location/Phone	19291 Ward Road, Caldwell, ID 83605	208-455-9220

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Introduction

COMPLIANCE/AUTHORITY:

Charter schools in Idaho operate on 5-year terms as defined in a Performance Certificate executed between the school's board and its authorizer. In addition, [I.C. §33-5209A](#) and [I.C. §33-5209C](#) require that every certificate include a framework describing the expectations the school must meet in order to earn a next operational term. It also requires that charter school authorizer's complete performance reports for the schools they oversee each year. The annual performance report serves the following purposes:

1. To provide transparent information about charter school quality to the public;
2. To ensure charter school boards have access to clear expectations and;
3. To inform mid-term authorizing decisions.

RENEWAL (I.C. §33-5209B)

At the end of each 5-year operating term, each school's performance certificate is considered for renewal. As this school's operating contract expires on June 30th, 2024, this report directly impacts the school's renewal recommendation. The authorizer is required to consider the following when making renewal decisions: all annual performance reports issued during the current performance certificate term, the school's current financial status, and any application materials submitted by the school. Renewal decisions must be made prior to March 15th, 2024. Please see the [Renewal Guidance](#) document for more information on the renewal process.

- **PERFORMANCE REPORT APPLICATION:**

- Each measure included in the IPCSC's framework has a meets standard benchmark. If this school meets standard on all measures of the framework as reflected in the most recent years Annual Performance Report the school is guaranteed an unconditional renewal. If the school does not meet standard on one or more measures of the school's operating contract, it may be conditionally renewed or non-renewed.

*****Outcomes on this report inform high-stakes decisions, schools are encouraged to use this information to support their strategic planning efforts each year. *****

IPCSC RESOURCES

[IPCSC Performance Framework](#)

[IPCSC Renewal Guidance](#)

[IPCSC Schools](#)

SCHOOL RESOURCES

[Vision Performance Certificate](#)

[Vision Annual Report Page](#)

Current Certificate Term: 2019-2024

School Overview

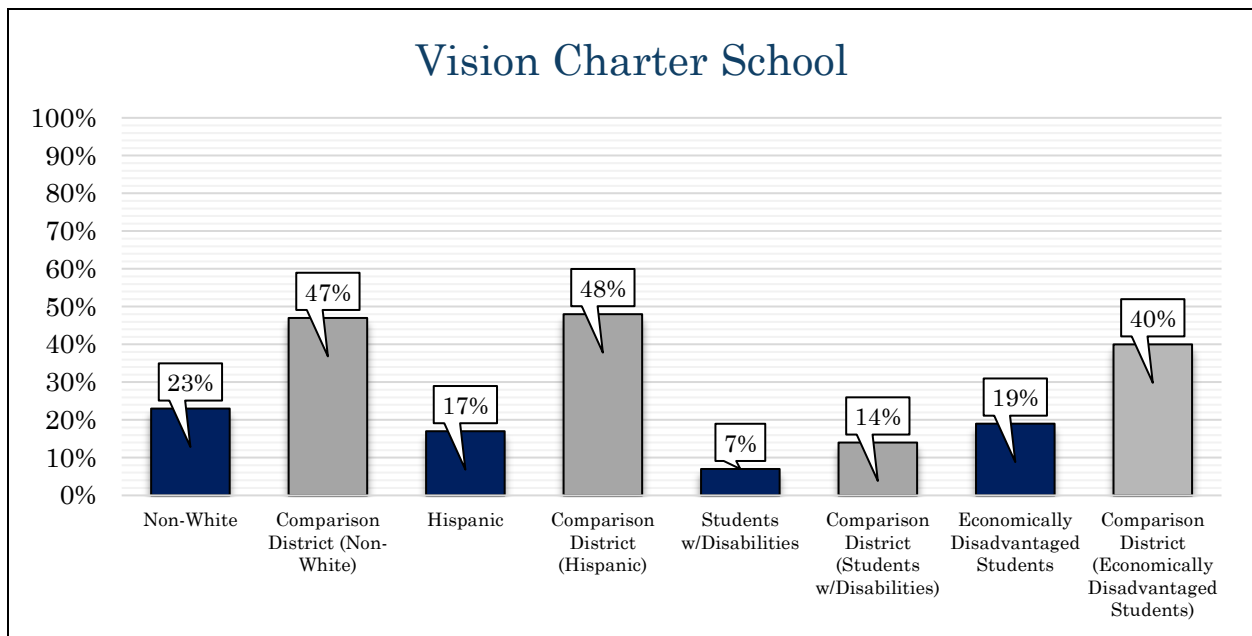
Model:	Classical
Enrollment Capacity:	910
Grades Served:	K-12

Key Design Elements:

- **Arts and Sciences:** Language arts, fine arts, and science will be emphasized at all grade levels. Students will acquire and apply knowledge.
- **Character and Leadership Development:** Character development is considered a fundamental purpose of education and will be fostered through a child-centered educational model built on high behavioral and academic expectations. The comprehensive character education plan will tap into each child's innate need to know boundaries while protecting his/her dignity.
- **Small School Environment:** The school will provide a small, safe educational setting in which students and faculty know each other personally.
- **Music Training:** Elementary students will be taught basic keyboarding through general music courses. A music curriculum for older students will focus on the development of fundamental musician skills, while also exposing students to local musical heritage and culture.
- **Second Language:** Students in all grades will be exposed to a second language, with a primary emphasis on Spanish.

An Enriched Curriculum for All Students: An enriched, gifted and talented curriculum will be offered for all students. At the high school level, advanced or college credit level courses will be available for all core subjects.

2022 DEMOGRAPHIC SUMMARY:



2021-2022 ANNUAL SNAPSHOT

Schools are encouraged to use this information for strategic planning and to ensure that any identified weaknesses are addressed in advance of renewal consideration.

RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
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ACADEMIC OUTCOMES:		
Math Proficiency	56%	Exceeds Standard
Math Growth	Data Unavailable for 2021-2022	Not Rated for 2021-2022 school year
ELA Proficiency	73%	Exceeds Standard
ELA Growth	Data Unavailable for 2021-2022	Not Rated for 2021-2022 school year
Literacy Proficiency	Fall IRI: 58% Spring IRI: 83%	Exceeds Standard
College & Career Readiness	RATING PENDING DATA RELEASE	Choose an item.

OPERATIONAL OUTCOMES: BOARD STEWARDSHIP	
Governance Structure	Exceeds Standard
Governance Oversight	Exceeds Standard
Governance Compliance	Exceeds Standard

OPERATIONAL OUTCOMES: MANAGEMENT	
Student Services	Exceeds Standard
Data Security/ Transparency	Exceeds Standard
Facility & Services	Exceeds Standard
Operational Compliance	Exceeds Standard

FINANCIAL OUTCOMES: NEAR TERM MEASURES		
Current Ratio	3.55	Exceeds Standard
Unrestricted Days Cash	177	Exceeds Standard
Default	None	Exceeds Standard
Enrollment Variance	101%	Exceeds Standard

FINANCIAL OUTCOMES: SUSTAINABILITY MEASURES		
Total Margin 3 Yr. Agg. Margin	-1.23% 6.67%	Meets Standard
Cash Flow Multi-Year Cash Flow	\$765,938 \$970,178	Exceeds Standard
Debt Service Coverage Ratio	0.11	Meets Standard
Debt Asset Ratio	0.6	Exceeds Standard
Financial Compliance	No compliance issues	Exceeds Standard

Academic Outcomes

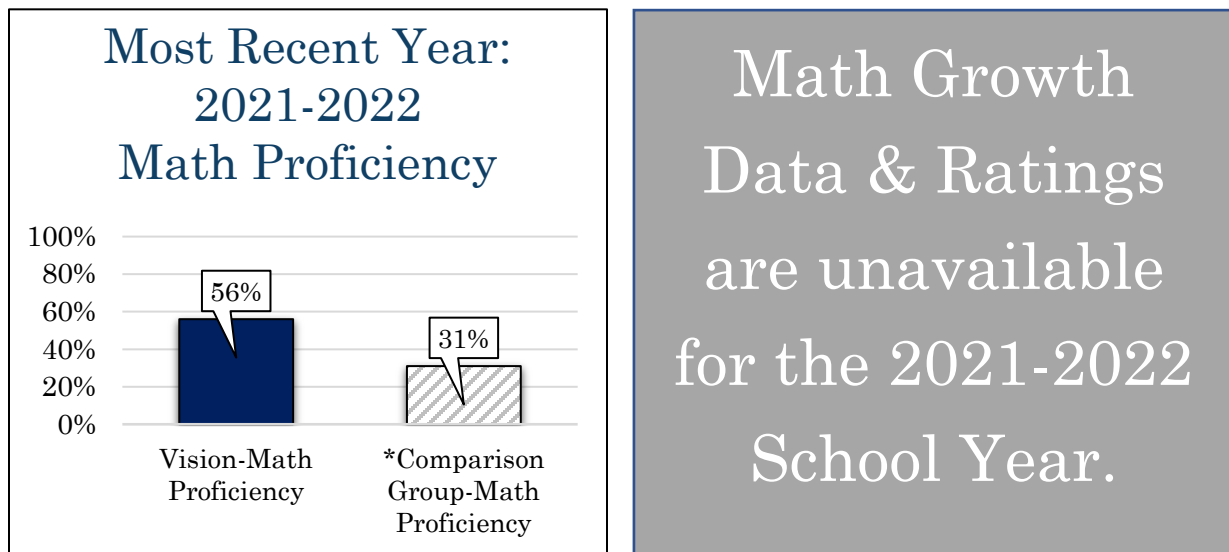
MATH PROFICIENCY & MATH GROWTH

Why This Matters:

The IPCSC must determine whether the academic performance at the school represents a favorable return on the investment of public dollars. For context, the IPCSC considers the school's performance in relation to other educational choices available to families. A school that performs as well or better than the average of its comparison group on the statewide mathematics assessment (ISAT) meets the IPCSC standard on both the math proficiency and math growth measures.

If this standard is not yet met, the school should focus its strategic planning on improving mathematics achievement outcomes to ensure the school will earn a next operational term. If the standard is met, strategic planning may focus on whatever data points will best establish and sustain an exemplary school of the specific model for which the school is chartered.

Comparison Group: Vallivue (139) & Caldwell District (132)



RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
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*Please see the [Performance Framework Rubrics](#) for details regarding how each measure is rated.

MEASURE	PROFICIENCY RATING	APPLICABLE RUBRIC DESCRIPTION
MATH PROFICIENCY	Exceeds Standard	The school's proficiency rate is greater than one standard deviation above the mean of the identified comparison group.
MEASURE	GROWTH RATING	APPLICABLE RUBRIC DESCRIPTION
MATH GROWTH	Not Rated for 2021-2022	Data not available for the 2021-2022 school year.

Academic Outcomes

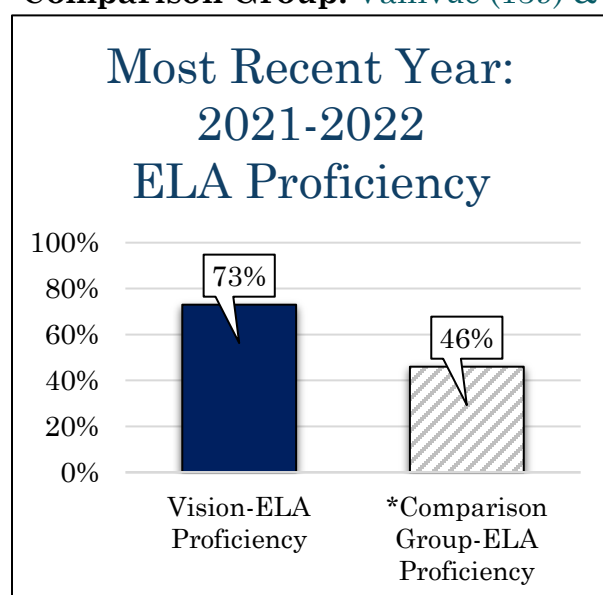
ELA PROFICIENCY & ELA GROWTH

Why This Matters:

The IPCSC must determine whether the academic performance at the school represents a favorable return on the investment of public dollars. For context, the IPCSC considers the school's performance in relation to other educational choices available to families. A school that performs as well or better than the average of its comparison group on the statewide ELA assessment (ISAT) meets the IPCSC standard on both the ELA proficiency and ELA growth measures.

If this standard is not yet met, the school should focus its strategic planning on improving these outcomes to ensure the school will earn a next operational term. If the standard is met, strategic planning may focus on whatever data points will best establish and sustain an exemplary school of the specific model for which the school is chartered.

Comparison Group: Vallivue (139) & Caldwell District (132)



ELA Growth Data
& Ratings are
unavailable for
the 2021-2022
School Year.

RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
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*Please see the [Performance Framework Rubrics](#) for details regarding how each measure is rated.

MEASURE	PROFICIENCY RATING	APPLICABLE RUBRIC DESCRIPTION
ELA PROFICIENCY	Exceeds Standard	The school's proficiency rate is greater than one standard deviation above the mean of the identified comparison group

MEASURE	GROWTH RATING	APPLICABLE RUBRIC DESCRIPTION
ELA GROWTH	Not Rated for 2021-2022	Data not available for the 2021-2022 school year.

Academic Outcomes

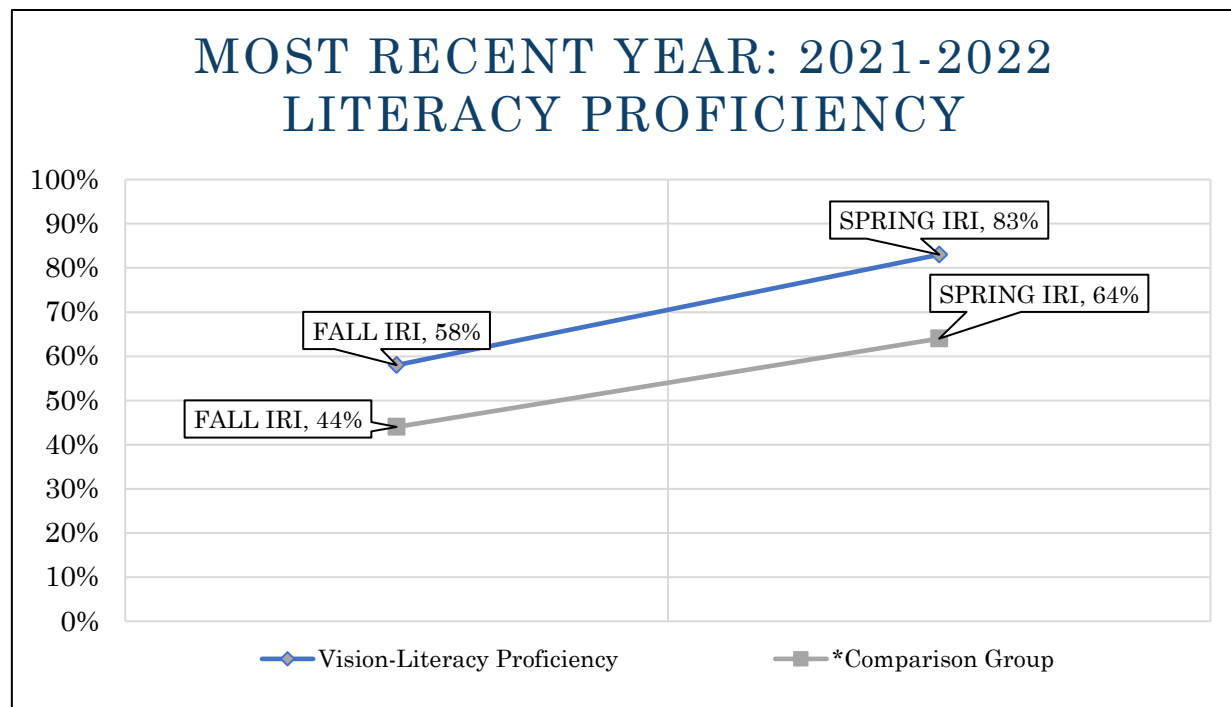
LITERACY PROFICIENCY

Why This Matters:

The IPCSC must determine whether the academic performance at the school represents a favorable return on the investment of public dollars. For context, the IPCSC considers the school's performance in relation to other educational choices available to families. A school that performs as well or better than the average of its comparison group on the spring statewide literacy assessment (IRI) meets the IPCSC standard. Alternatively, a school that did not perform as well or better than its comparison group on the spring assessment, but that did improve its outcome by at least 10% from fall to spring, also meets standard.

If this standard is not yet met, the school should focus its strategic planning on improving these outcomes to ensure the school will earn a next operational term. If the standard is met, strategic planning may focus on whatever data points will best establish and sustain an exemplary school of the specific model for which the school is chartered.

Comparison Group: Vallivue (139) & Caldwell District (132)



RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
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*Please see the [Performance Framework Rubrics](#) for details regarding how each measure is rated.

MEASURE	PROFICIENCY RATING	APPLICABLE RUBRIC DESCRIPTION
LITERACY PROFICIENCY	Exceeds Standard	The FALL to SPRING change in proficiency rate is 20% or greater.

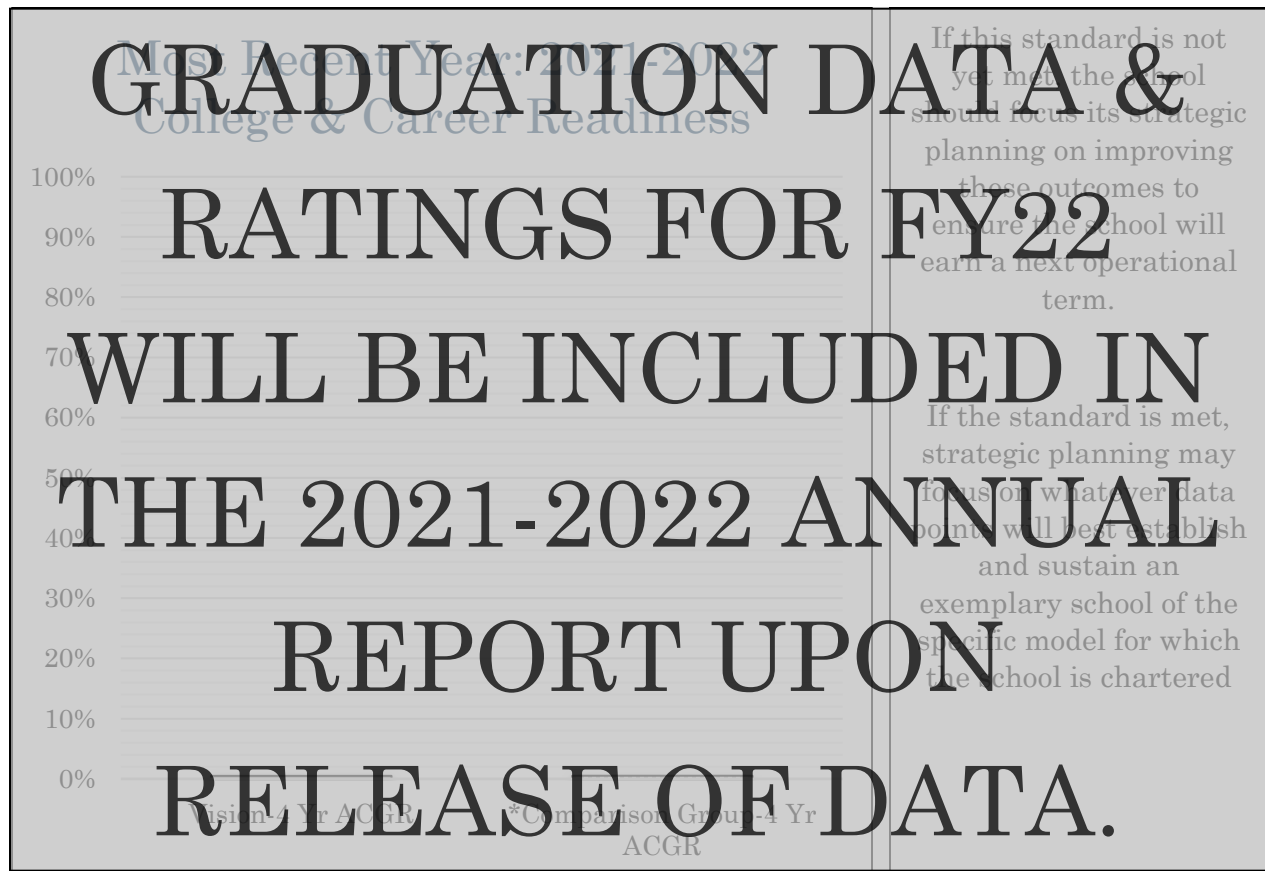
Academic Outcomes

COLLEGE & CAREER READINESS

Why This Matters:

The IPCSC must determine whether the academic performance at the school represents a favorable return on the investment of public dollars. For context, the IPCSC considers the school's performance in relation to other educational choices available to families. A school with a 4-year graduation rate equal to or greater than the average of its comparison group meets the IPCSC standard.

Comparison Group: Vallivue (139) & Caldwell District (132)



RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
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*Please see the [Performance Framework Rubrics](#) for details regarding how each measure is rated.

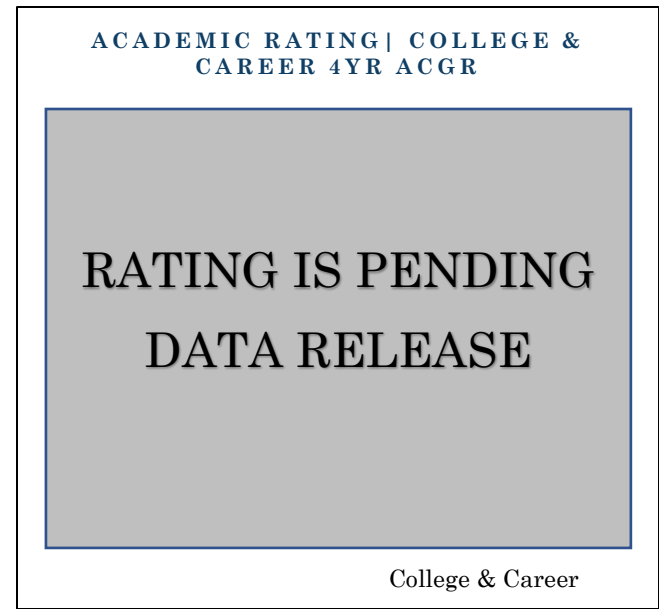
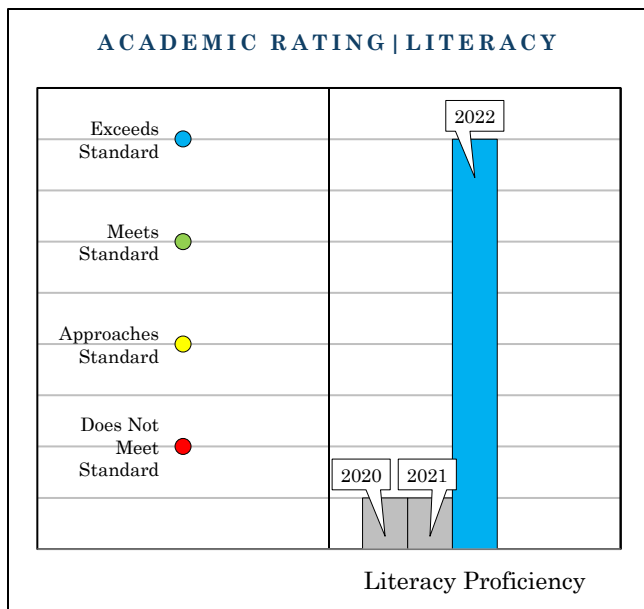
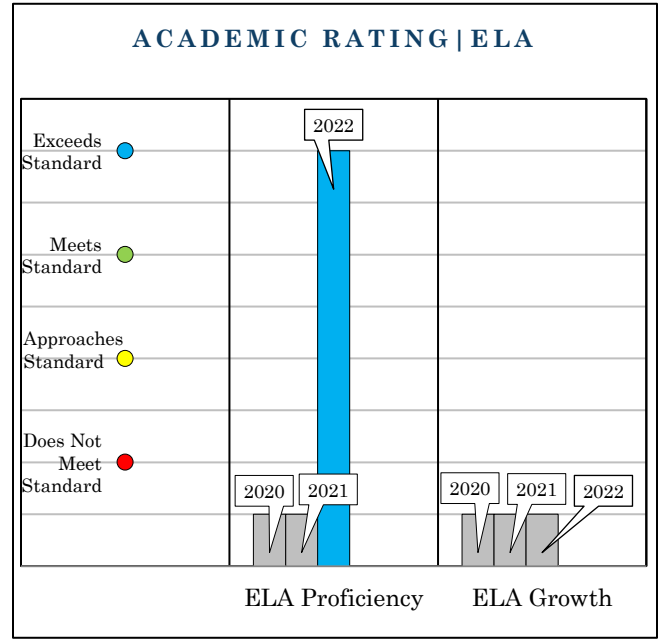
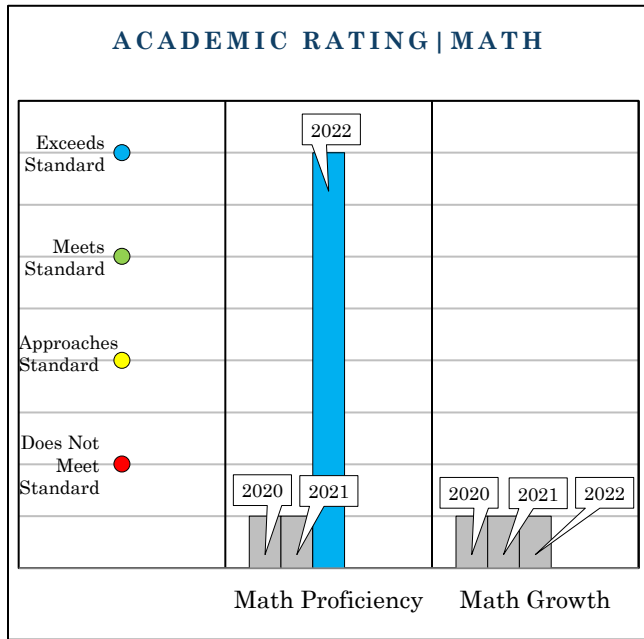
MEASURE	COLLEGE & CAREER RATING	APPLICABLE RUBRIC DESCRIPTION
College & Career Readiness	RATING IS PENDING DATA RELEASE	

Historical Performance: Academics

The charts below provide an overview of a school's performance throughout their current (5) year certificate term. Schools are encouraged to consider how this data might be used to drive strategic planning as the school approaches its next renewal decision.

*During the 2019-2020 & 2020-2021 school years academic ratings were waived by the IPCSC due to the pandemic's impact on academic data. In the charts below, you will find these years have a grayed-out rating bar.

*Growth data and ratings are unavailable for the 2021-2022 school year and grayed out in the chart below.



Operational Outcomes

BOARD STEWARDSHIP

Why This Matters:

At the highest level, the success of a charter school is driven by the ability of its governing board to govern effectively. The measures in this section help identify the strengths and challenges faced by the school's board. *Please see the [Performance Framework Rubrics](#) for details regarding how each measure is rated.

RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
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Standard Rating: Exceeds Standard	
Governance Structure Measure	Data/Evidence Source
The board bylaws are compliant with ID law.	Most recently reviewed Bylaws 5/10/22 *Please provide an updated to copy to IPCSC staff if any amendments have been made since this review date.
The school's articles of incorporation are current.	Most recently updated on 5/5/22.
The board does operate in compliance with its bylaws.	*No instances of non-compliance documented.
Investigations were not conducted into ethical behavior or conflict of interest regarding any board director this year.	*No instances of non-compliance documented.
The board did not experience Open Meeting Law violations that needed to be cured this year.	*No instances of non-compliance documented.
Comments/ Context:	

Standard Rating: Exceeds Standard	
Governance Oversight Measure	Data/Evidence Source
The board did review academic data in a timely and thorough manner.	*No instances of non-compliance documented.
The board did review financial reports in a timely and thorough manner.	*No instances of non-compliance documented.
The board did maintain compliant policies.	*No instances of non-compliance documented.
The board did engage in strategic planning.	*No instances of non-compliance documented.
The board did conduct a compliant evaluation of their school leader or management organization.	*No instances of non-compliance documented.
Comments/ Context: As a reminder, roll call votes are required for executive session and need to be reflected in board meeting minutes. Board meeting minutes: 7/27/21;9/27/21 do not reflect by name roll call vote. The administrator also is reflected in meeting minutes under "Members of the Board". This may need to be adjusted for clarity.	

Standard Rating: Exceeds Standard	
Governance Compliance Measure	Data/Evidence Source
The IPCSC did not issue courtesy letters to the school noting compliance concerns this year.	*No instances of non-compliance documented.
Another investigative body was not notified of concerns at this school this year.	*No instances of non-compliance documented.
Comments/ Context:	

Operational Outcomes

MANAGEMENT

Why This Matters:

The systems and structures that support school operations are an important part of the school's overall success. The measures in this section help identify the strengths and challenges that impact the school's day-to-day operations.

RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
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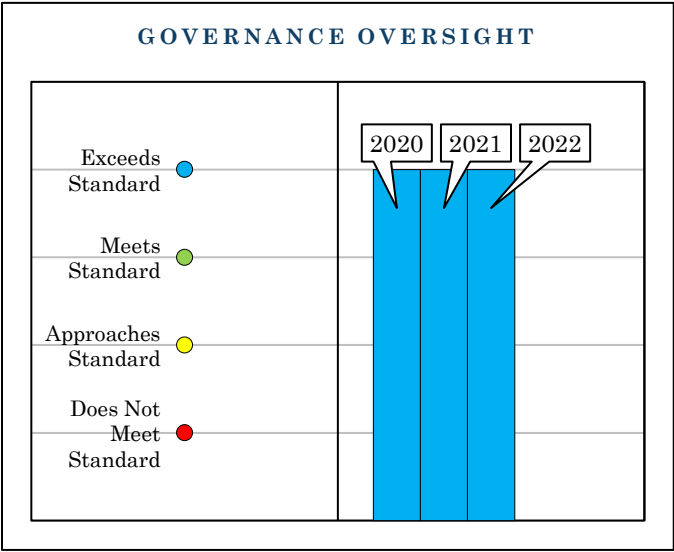
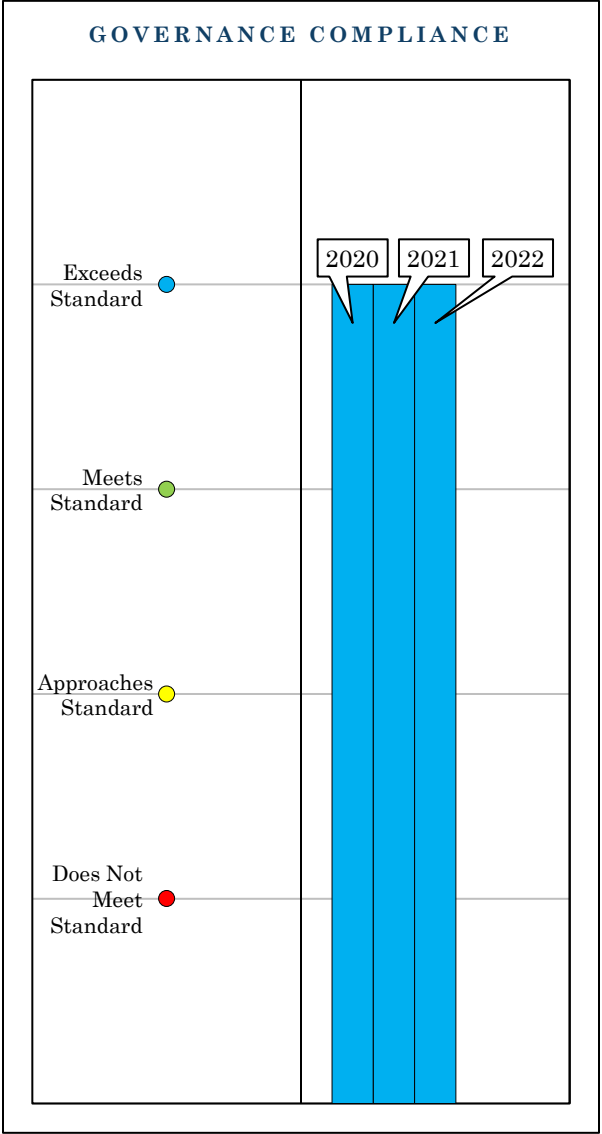
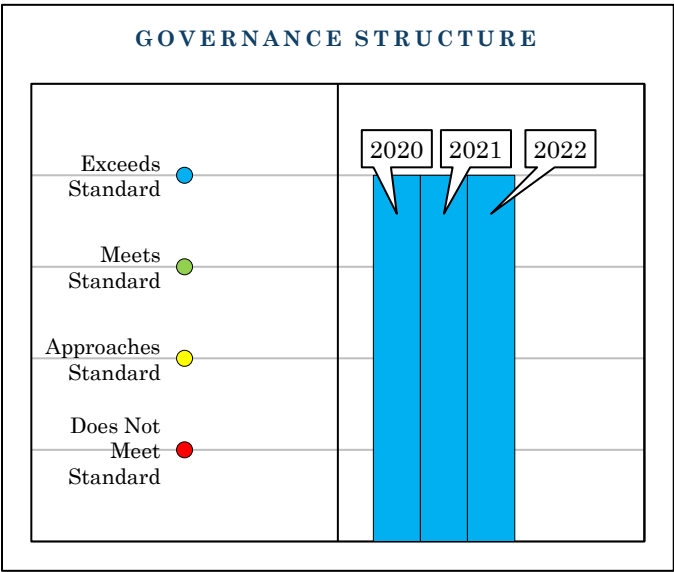
Standard Rating: Exceeds Standard	
Student Services	Data/Evidence Source
The school's English Language Learners program is in good standing.	*No instances of non-compliance documented.
The school's Special Education program is in good standing.	*No instances of non-compliance documented.
The school's college and career readiness program is in good standing.	Reviewed on: 3/10/22 Continuous Improvement Plan 2021-2022
The school's Federal Programs is in good standing	*No instances of non-compliance documented.
Comments/ Context:	

Standard Rating: Exceeds Standard	
Data Security and Information Transparency	Data/Evidence Source
Choose an item.	*No instances of non-compliance documented.
Choose an item.	*No instances of non-compliance documented.
Choose an item.	*No instances of non-compliance documented.
Comments/ Context:	

Standard Rating: Exceeds Standard	
Facility and Services	Data/Evidence Source
The school's occupancy certificate is current.	*No instances of non-compliance documented.
Safety inspections and evacuation drills are compliant.	Fire Inspection: 7/8/2020 Health Inspection: 5/6/2021 Building Inspection: 7/22/2020
The school does provide daily transportation for students.	*No instances of non-compliance documented.
The school does provide a National School Lunch Program.	*No instances of non-compliance documented.
Comments/ Context:	

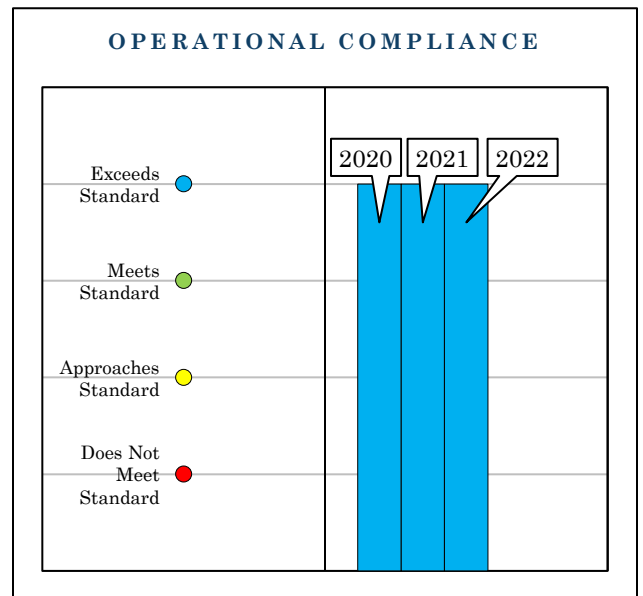
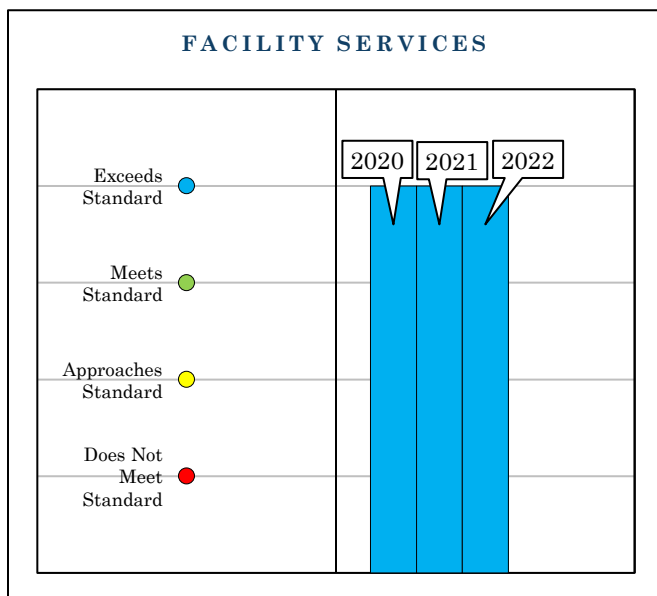
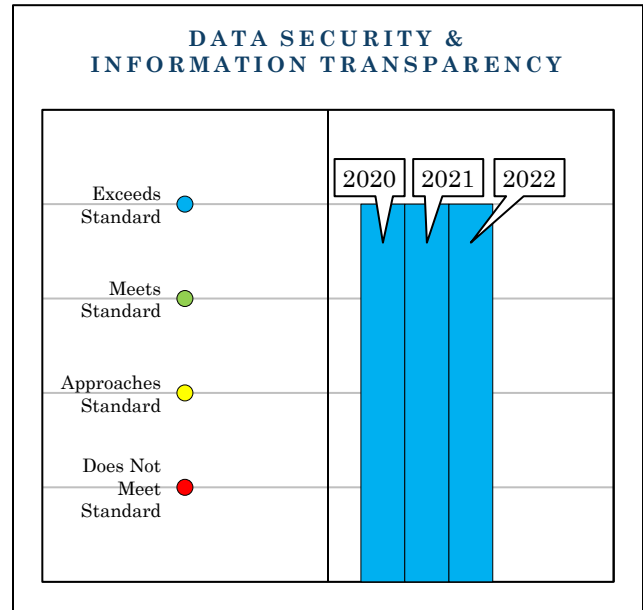
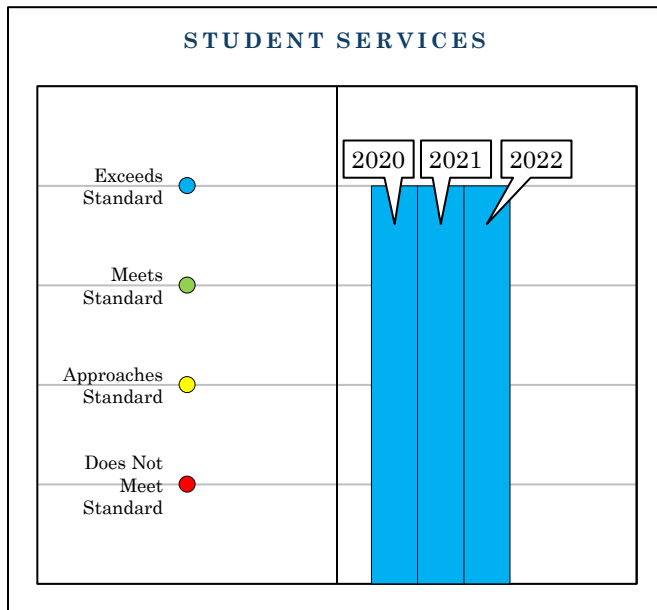
Standard Rating: Exceeds Standard	
Operational Compliance	Data/Evidence Source
Required reports were submitted accurately and on time.	*No instances of non-compliance documented.
The enrollment process is compliant.	*No instances of non-compliance documented.
The teachers are properly credentialed.	*No instances of non-compliance documented.
Corrective action plans were not issued by the SDE this year.	*No instances of non-compliance documented.
Comments/ Context:	

The charts below provide an overview of a school’s performance throughout their current (5) year certificate term. Schools are encouraged to consider how this data might be used to drive strategic planning as the school approaches its next renewal decision.



Historical Performance: Management Measures

The charts below provide an overview of a school's performance throughout their current (5) year certificate term. Schools are encouraged to consider how this data might be used to drive strategic planning as the school approaches its next renewal decision.



Financial Outcomes

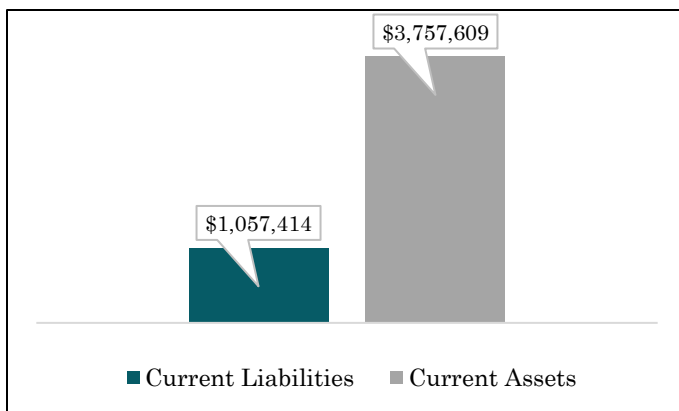
NEAR TERM MEASURES

These measures evaluate whether a school is likely to meet its financial obligations in the next year.
 *Please see the [Performance Framework Rubrics](#) for details regarding how each measure is rated.

RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
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Current Ratio

The school has a current ratio of more than 1.5.	Current Ratio: 3.55	Exceeds Standard
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Why This Matters:

Current Ratio is a comparison of a school's financial obligations due within one year (current liabilities) to the cash and investments held by the school (current assets).

A school with more assets than liabilities (a Current Ratio greater than 1.0) would be able to meet its financial obligations for the next year without relying on future revenue.

A school with more liabilities than assets (a

Current Ratio of less than 1.0) is dependent on revenue it has not yet received to meet existing financial obligations.

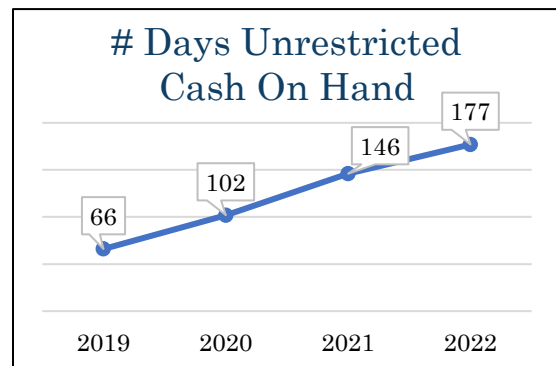
Unrestricted Days Cash

The school has more than 60 days cash on hand.	177 Days	Exceeds Standard
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Why this Matters:

This measure estimates a school's average daily cost of operations and considers the number of days a school could operate using only its available cash and investments.

A school with at least 60 days cash on hand would be able to meet its immediate financial obligations with available cash, buying the time it might take to access other current assets. Occasionally, a planned purchase may decrease this number temporarily. In those cases, 30-60 days cash on hand with an upward trend is acceptable. A school with less than 15 days cash on hand is in financial distress and is at risk of automatic closure.



Default

The school has met all financial obligations for at least 3 consecutive years.

Exceeds Standard

Why this Matters:

This measure identifies whether a school has defaulted on any of its financial obligations. Default can mean many things. Examples of default include: paying bills late, failing to make payroll, or inaccurately filing reports required for funding. Default can also include a failure to meet any additional requirements of long-term debt as established by the lender (such as meeting a specific enrollment target or maintaining a greater amount of cash on hand than the PCSC requires).

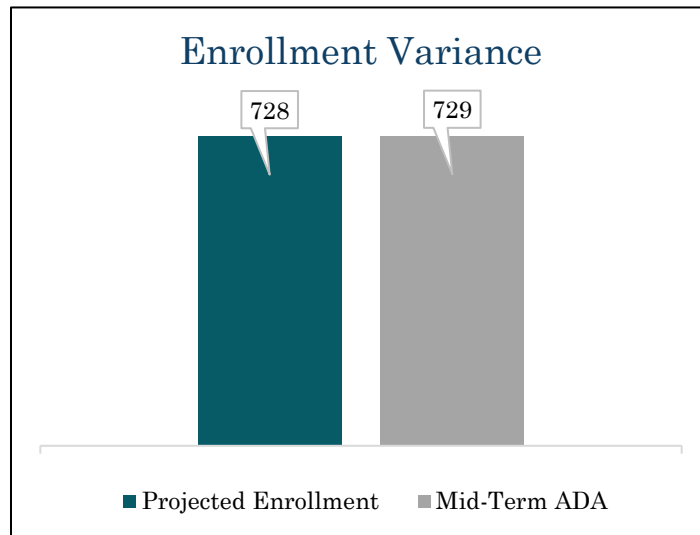
Any act of default can result in disruption of services, loans being called due, or funding that is inaccurate or withheld.

Enrollment Variance

The school has maintained at least 95% of its projected enrollment for at least 3 consecutive years.

Enrollment Variance:
101%

Exceeds Standard



Why this Matters:

The Enrollment Variance measure considers what percentage of a school's projected enrollment was achieved. As the majority of a public school's funding is generated by student enrollment, this measure reflects a school's ability to execute its budget to plan.

A school that achieves at least 95% of its projected enrollment will likely experience few bumps and may make minor adjustments. A school that achieves less than 95% of projected enrollment is likely

to face budget challenges requiring more significant budget amendments and may be in financial distress.

Financial Outcomes

SUSTAINABILITY MEASURES

These measures help determine whether a school is likely to remain financially stable into the future.

RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
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Total Margin

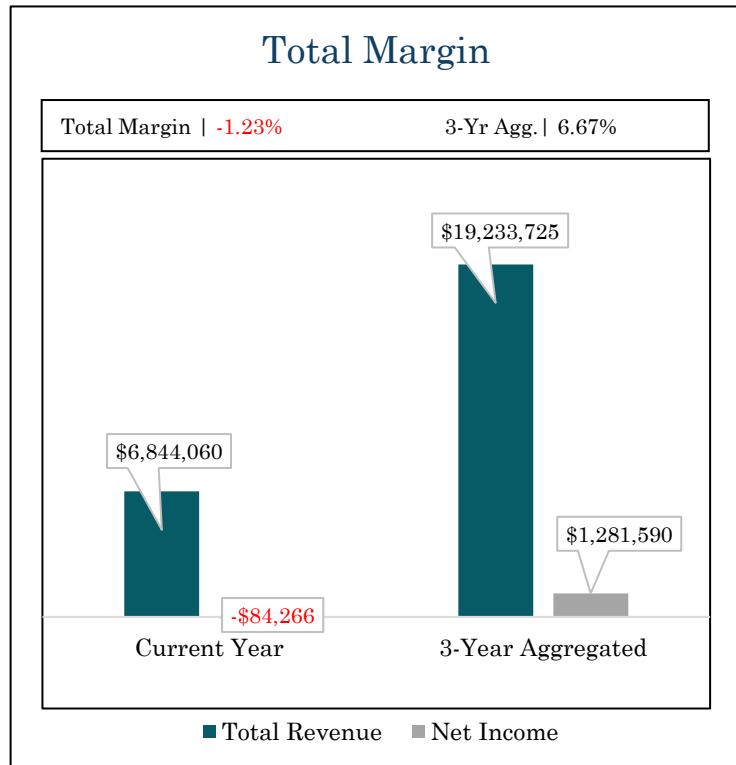
<p>Vision's current year total margin is negative which technically does not meet standard; however, the negative number reflects a temporary impact caused by the school's fiscally responsible decision to consolidate debt. Assuming no additional impacts, the total margin is expected to be positive in FY23; therefore, the measure is rated at meets standard.</p>	<p>CY Total Margin: -1.23%</p> <p>3-Year Aggregated: 6.67%</p>	<p>Meets Standard</p>
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Why this Matters:

The Total Margin compares a school's total revenue to its net income. Specifically, this measure identifies what percentage of a school's total revenue in a given year was not expended during that year. A school with a positive total margin spent less than it brought in. That is, the school is living within its means and can plan for future purchases and investments.

An occasional negative total margin may indicate that a planned or necessary purchase has taken place. This is not necessarily a negative indicator. However, if the Total Margin is chronically negative or severe decreases appear, the school may be in financial distress. Aggregating this margin over three years helps to identify these long-term trends.

Note: For the purposes of this calculation, pension liability is excluded from the school's net income.



Cash Flow

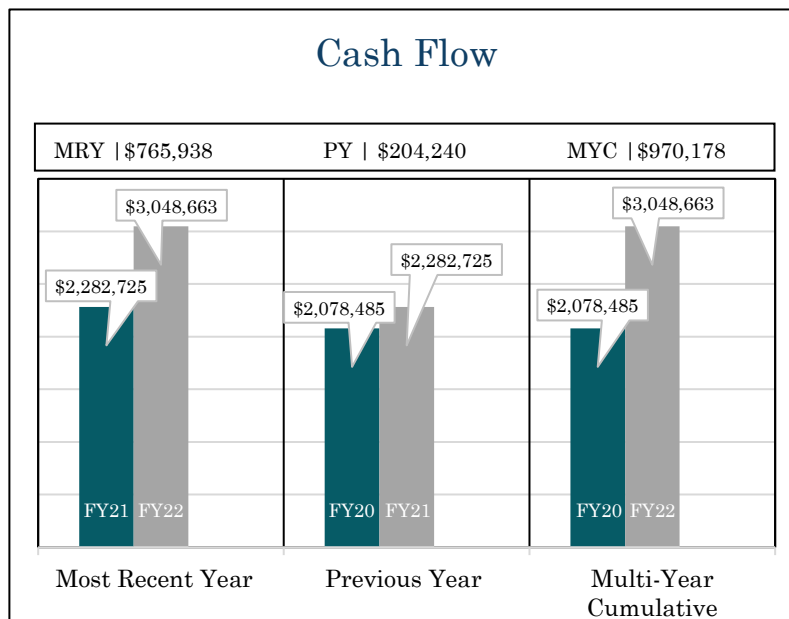
The school's multi-year cumulative cash flow has been positive and the most recent year's cash flow has been positive for at least 3 consecutive years.	Most Recent Year \$765,938 Previous Year \$204,240 Multi-Year \$970,178	Exceeds Standard
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Why this Matters:

The Cash Flow measure considers the change in a school's cash balance over time. A school with a positive cash flow is increasing its reserves and is likely able to fund future projects and purchases.

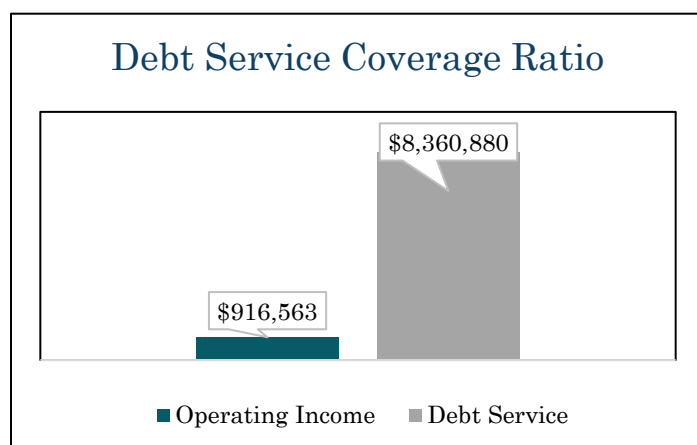
A school with a negative cash flow is using its existing reserves to fund general operations and is not likely to have the financial flexibility to fund future plans.

A multi-year cumulative cash flow helps to identify long-term trends.



Debt Service Coverage Ratio

A debt service coverage ratio of 1.1 or higher meets standard. Vision's FY22 ratio reflects the temporary impact of a fiscally responsible decision to consolidate debt. The school has met this measure for the past 3 years and is expected to do so again in FY23.	Debt Service Coverage Ratio: 0.11	Meets Standard
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Why this Matters:

This measure evaluates a school's ability to make payments on debt due in a given year using only that year's income. This helps determine whether a school has more debt than it can manage.

A school with more Operating Income than Debt Service (a Debt Service Coverage Ratio greater than 1) can meet the financial obligations of their debt. A school with more Debt Service than

Operating Income (a ratio of less than 1) is reliant on either reserves or revenues anticipated in future years to meet its debt obligations.

Debt to Asset Ratio

The school has maintained a debt to asset ratio less than .9 for at least 3 consecutive years.	Debt/Asset Ratio: 0.6	Exceeds Standard
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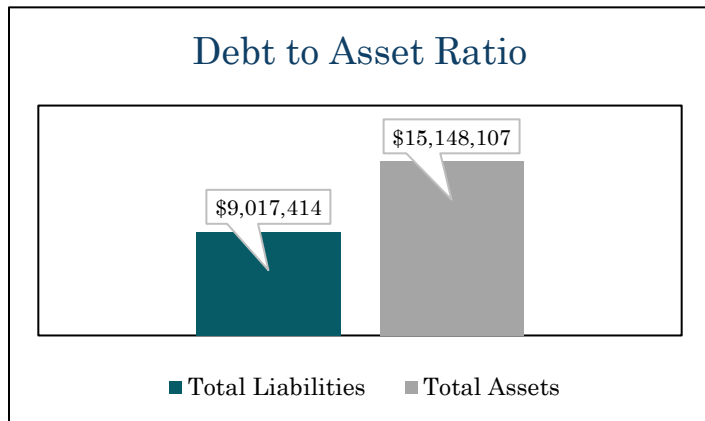
Why This Matters:

The Debt to Asset Ratio compares a school's total liabilities to its total assets. This helps determine whether a school would be able to meet both its short and long-term financial obligations.

A school whose total liabilities are 90% or less of its Total Assets is

likely to be able to repay all short-term debts and still manage to set its long-term affairs in order in a worst-case scenario. A school with more liabilities than assets would not be able to meet all its financial obligations in a worst-case scenario.

Note: for the purposes of this measure, pension liability is excluded from the school's total liabilities.



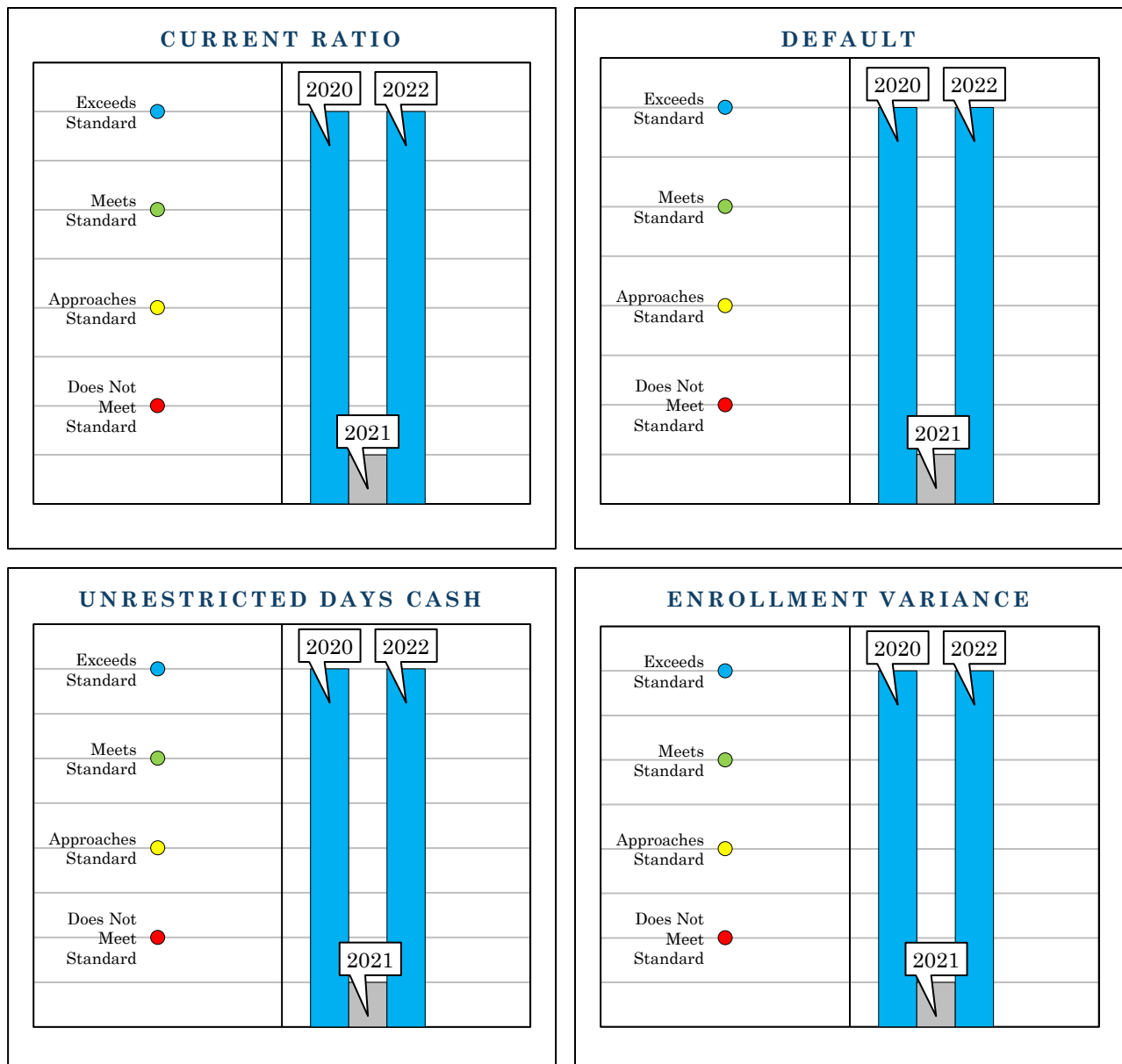
Financial Compliance

Standard Rating: Exceeds Standard	
Financial Operations	Data and/or Evidence Source
The school's finances are managed in compliance with GAAP.	Financial Audit: 9/15/22
Expenditures and contracts are posted online appropriately.	School's Expenditure Page
The school maintains compliant internal controls.	Financial Audit: 9/15/22
The school is not operating under a Notification of Fiscal Concern.	NA
The school is not operating under a Notification of Possible or Imminent Closure.	NA
Comments/Context	

Historical Performance: Near-Term Health Measures

The charts below provide an overview of a school's performance throughout their current (5) year certificate term. Schools are encouraged to consider how this data might be used to drive strategic planning as the school approaches its next renewal decision.

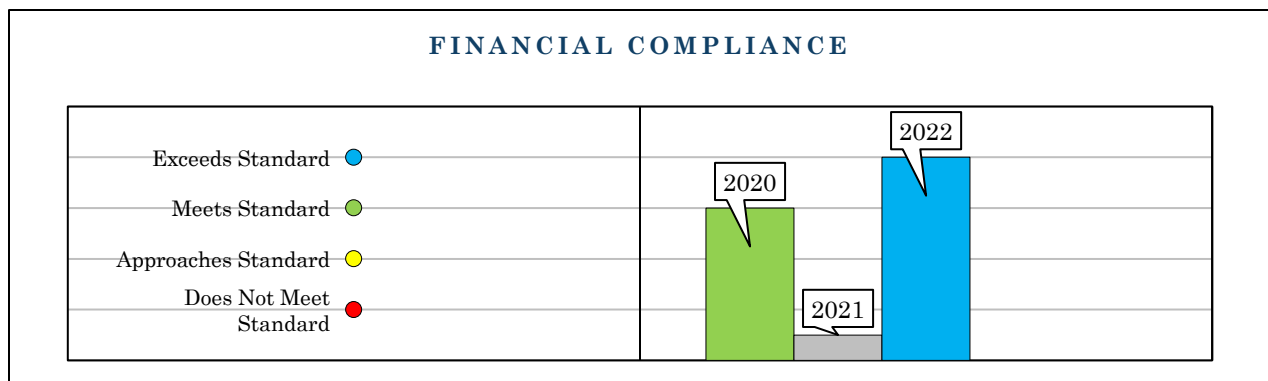
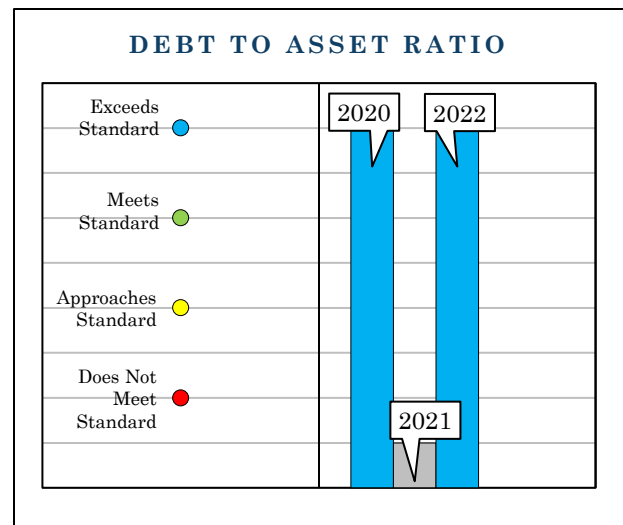
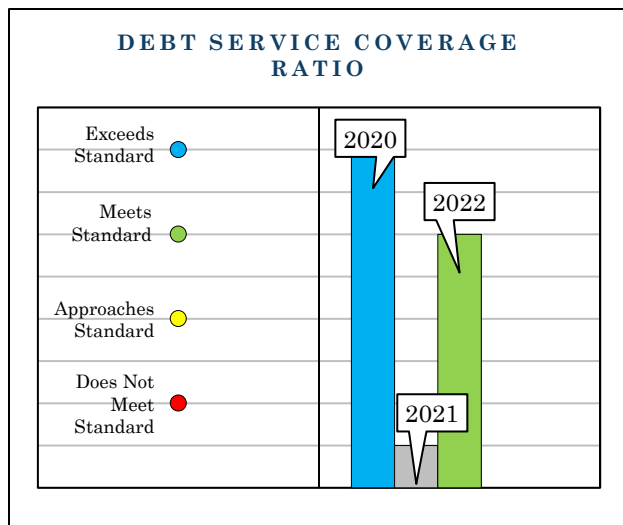
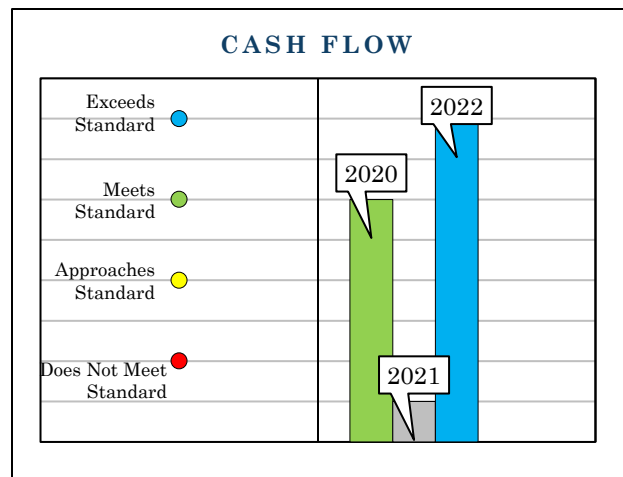
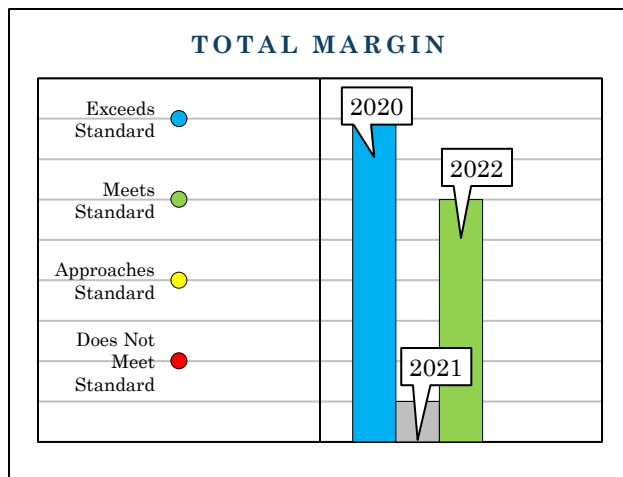
During the 2020-2021 school year financial ratings were waived by the IPCSC due to the pandemic's impact on financial data. In the charts below, you will find these years have a grayed-out rating bar.



Historical Performance: Sustainability Measures

The charts below provide an overview of a school's performance throughout their current (5) year certificate term. Schools are encouraged to consider how this data might be used to drive strategic planning as the school approaches its next renewal decision.

During the 2020-2021 school year financial ratings were waived by the IPCSC due to the pandemic's impact on financial data. In the charts below, you will find these years have a grayed-out rating bar.



*The 2021-2022 Annual Report has been finalized by the
Idaho Public Charter School Commission staff.*

If you have any questions or comments, please contact
the IPCSC.



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Xavier Charter School

2021-2022 ANNUAL PERFORMANCE REPORT

INTRODUCTION

Each year, Idaho's Public Charter School Commission (IPCSC) 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 IPCSC'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 IPCSC 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 IPCSC office.

PERFORMANCE FRAMEWORK STRUCTURE

The academic section comprises the primary indicators on which most renewal or non-renewal decisions are based. The 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 IPCSC's commitments to considering schools' performance in the context of their communities and student populations. Although some results may not be made publicly available in certain cases, in order to protect individually identifiable student information, the IPCSC may still use this information for purposes of making authorizing decisions.
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 IPCSC 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	Xavier Charter Schools are dedicated to providing a classical, academically rigorous, content-rich, liberal arts education, preparing students to excel in every duty and guiding them toward wisdom and virtue.		
Key Design Elements	<div><div></div><div>Xavier Charter Schools have deliberately taken a classical approach to education which includes adherence to a time-tested view of learning and traditional teaching methods. Xavier’s classical education approach:<div>a. leads young people to understand themselves and the world around them.</div><div>b. guides students to acquire concrete skills and gain knowledge in certain disciplines so they can participate fully and effectively in the human community.</div><div>c. holds that human beings are thinking, moral creatures. Xavier actively teaches moral development.</div></div><div><div></div><div>Xavier Charter Schools provides a political education worthy of this nation’s founding principles. It exalts the inalienable rights of life, liberty, and the pursuit of happiness as guaranteed by and realized through the American frame of government. It ensures that its students enter the world as citizens fully cognizant of their rights and responsibilities.</div></div><div><div></div><div>Xavier Charter Schools value an education in the Arts. Classical education embraces the belief that creating in a specific medium affords young people the opportunity to reflect the beauty of the human spirit. Xavier’s study of the Arts includes visual art, aural art, kinetic art, and written art.</div></div></div>		
School Location	1218 N. College Rd. W, Twin Falls, ID 83301	School Phone	208-734-3947
Surrounding District	Twin Falls School District		
Opening Year	2007		
Current Term	July 1, 2019-June 30,2024		
Grades Served	K-12		
Enrollment (Approved)	810	Enrollment (Actual)	668
SCHOOL LEADERSHIP			
Debbie Burr		Board Chair	
Amy Wendler		Secretary	
Mark Astin		Treasurer	
Gary Moon		Head of Schools	
STUDENT DEMOGRAPHICS			
	School	Surrounding	Neighboring
Non-White	22%	32%	N/A
Limited English Proficiency	15%	23%	N/A
Special Needs	9%	10%	N/A
Free and Reduced Lunch	19%	26%	N/A

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 Alt.	Points Earned Alt.
State Proficiency Comparison	1a	50	0	50	0	50	44		
	1b	50	0	50	0	50	35		
District Proficiency Comparison	2a	50	0	50	0	50	50	50	0
	2b	50	0	50	0	50	39	50	0
Criterion-Referenced Growth	3a	100	0			0	NA*		
	3b	100	0			0	NA*		
Norm-Referenced Growth	4a			100	0	0	NA*	50	0
	4b			100	0	0	NA*	50	0
Post-Secondary Readiness	5a			125	0	0**	0	100	0
Total Academic Points		400	0	525	0	200	168	300	0
% of Academic Points			0%		0%		84%		0%

*Growth measures will not be rated for FY22 due to a lack of assessment data in FY20.

**FY22 graduation data will be added in when the data set is published.

OPERATIONAL	Measure	Points Possible	Points Earned	FINANCIAL	Measure	Points Possible	Points Earned
Educational Program	1a	25	25	Near-Term	1a	50	50
	1b	25	25		1b	50	50
	1c	25	15		1c	50	50
	1d	25	25		1d	50	50
Financial Management & Oversight	2a	25	25	Sustainability	2a	50	50
	2b	25	25		2b	50	50
	2c	25	25		2c	50	50
Governance & Reporting	3a	25	25		2d	50	50
	3b	25	25	Total Financial Points		400	400
	3c	25	25	% of Financial Points			100%
	3d	25	25				
	3e	25	25				
	3f	25	25				
School Environment	4a	25	25				
	4b	25	25				
Additional Obligations	5a	25	25				
Total Operational Points		400	390				
% of Operational Points			98%				

ACCOUNTABILITY DESIGNATION	Range (% of Points Possible)	Academic Gen Ed Outcome	Range	Operational Outcome	Range	Financial Outcome
Honor	75% - 100%		90% - 100%		85% - 100%	
Good Standing	55% - 74%	84%	80% - 89%	98%	65% - 84%	100%
Remediation	31% - 54%		61% - 79%		46% - 64%	
Critical	0% - 30%		0% - 60%		0% - 45%	

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 1a	Do math proficiency rates meet or exceed the state average?	Result	Points Possible	Points Earned
Math Proficiency Rate				
Comparison to State	Exceeds Standard: The school's proficiency rate in math exceeds the state average by 16 percentage points or more.		50	0
	Meets Standard: The school's proficiency rate in math is equal to the state average, or exceeds it by 1 - 15 percentage points.	56	30 - 45	44
	Does Not Meet Standard: The school's proficiency rate in math is 1 - 15 percentage points lower than the state average.		15 - 29	0
	Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the state average.		0 - 14	0
				44
Notes	The state average will be determined using the same grade set as is served by the public charter school.			
Measure 1b	Do English Language Arts proficiency rates meet or exceed the state average?	Result	Points Possible	Points Earned
ELA Proficiency Rate				
Comparison to State	Exceeds Standard: The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.		50	0
	Meets Standard: The school's proficiency rate in ELA is equal to the state average, or exceeds it by 1 - 15 percentage points.	60	30 - 45	35
	Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 15 percentage points lower than the state average.		15 - 29	0
	Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the state average.		0 - 14	0
				35
Notes	The state average will be determined using the same grade set as is served by the public charter school.			

INDICATOR 2: DISTRICT PROFICIENCY COMPARISON			
Measure 2a	Do math (or similar subject area) proficiency rates meet or exceed the district average?	Result	Points Possible Points Earned
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 - 15 percentage points lower than the district average.</p> <p>Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the district average.</p>	56	50 30 - 45 15 - 29 0 - 14 <hr/> 50
Notes	The district average will be determined using the same grade set as is served by the public charter school. Because ACVS 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.		
Measure 2b	Do ELA (or similar subject area) proficiency rates meet or exceed the district average?	Result	Points Possible Points Earned
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 - 15 percentage points lower than the district average.</p> <p>Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the district average.</p>	60	50 30 - 45 15 - 29 0 - 14 <hr/> 39
Notes	The district average will be determined using the same grade set as is served by the public charter school. Because ACVS 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.		

INDICATOR 5: COLLEGE & CAREER READINESS (GRADES 9-12)		
Measure 5a	Are students graduating from high school on time?	Result
Four-Year Adjusted Cohort Graduation Rate	<p>Exceeds Standard: The school's four-year ACGR was at least 90%.</p> <p>Meets Standard: The school either:</p> <p>a) had a four-year ACGR of 80% - 89% OR</p> <p>b) had a four-year ACGR of at least 66% AND met its progress goal.</p> <p>Does Not Meet Standard: The school met its progress goal but had a four-year ACGR below 66%.</p> <p>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>Points Possible</p> <p>Points Earned</p>
		125
		100
		75
		0-65
		0
Notes	<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>	

INDICATOR 1: EDUCATIONAL PROGRAM				
Measure 1a		Result	Points Possible	Points Earned
Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?				
Implementation of Educational Program				
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.				
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.				
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.		25	25	25
			15	
			0	
				25
Notes				
Measure 1b		Result	Points Possible	Points Earned
Is the school complying with applicable educational requirements?				
Educational Requirements				
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.				
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.				
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.		25	25	25
			15	
			0	
				25
Notes				

Measure 1c	Is the school protecting the rights of students with disabilities?	Result	Points Possible	Points Earned
Students with Disabilities				
	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral, appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provisions of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to school's facility and programs; appropriate use of all available applicable funding.</p>		25	
	<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>	15	15	15
	<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>		0	
Notes				15
Measure 1d	Is the school protecting the rights of English Language Learner (ELL) students?	Result	Points Possible	Points Earned
English Language Learners				
	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations , and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting students from ELL services; and ongoing monitoring of exited students.</p>	25	25	25
	<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>		15	
	<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>		0	
Notes				25

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT				
Measure 2a		Result	Points Possible	Points Earned
Financial Reporting and Compliance				
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 IPCSC, and any reporting requirements if the board contracts with an Education Service Provider; on-time completion and submission of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.				
Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.				
Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.		25	25	25
			15	
			0	
Notes				25
Measure 2b		Result	Points Possible	Points Earned
GAAP				
Meets Standard: The school materially complies with applicable laws, rules, regulations , and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit option, an audit devoid of significant findings and conditions, material weakness, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatary paragraph within the audit report.				
Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit. Any matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.				
Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.		25	25	25
			15	
			0	
Notes				25
Measure 2c		Result	Points Possible	Points Earned
Enrollment Variance				
Meets Standard: Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year.				
Partially Meets Standard: Enrollment variance was between 90 and 95 percent in the most recent fiscal year.				
Does Not Meet Standard: Enrollment variance was less than 90 percent in the most recent fiscal year.		96.71%	25	25
			15	
			0	
Notes				25

INDICATOR 3: GOVERNANCE AND REPORTING							
Measure 3a		Result	Points Possible	Points Earned			
Is the school complying with governance requirements?							
Governance Requirements	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.				25	25	25
	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.					15	
	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.					0	
	Notes			25			
Measure 3b		Result	Points Possible	Points Earned			
Is the board fulfilling its oversight obligations?							
Board Oversight	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.				25	25	25
	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.					15	
	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.					0	
	Notes			25			

OPERATIONAL

Measure 3c	Is the school complying with reporting requirements?	Result	Points Possible	Points Earned
Reporting Requirements	Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the IPCSC, 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.	25	25	25
	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 IPCSC, the SDE, the SBOE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	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 IPCSC, the SDE, the SBOE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				25
Notes				
Measure 3d	Is the school complying with public transparency requirements?	Result	Points Possible	Points Earned
Public Transparency	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.	25	25	25
	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.		15	
	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.		0	
				25
Notes				
Measure 3e	Is the school meeting employee credentialing and background check requirements?	Result	Points Possible	Points Earned
Credentialing & Background Checks	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.	25	25	25
	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.		15	
	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.		0	
				25
Notes				

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

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

FINANCIAL

INDICATOR 1: NEAR-TERM				
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>	Result	Points Possible	Points Earned
Notes		6.23	50	50
			10	
			0	
				50
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>	Result	Points Possible	Points Earned
Notes		5.5	50	50
			10	
			0	
				50
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>	Result	Points Possible	Points Earned
Notes		433	50	50
			10	
			0	
				50
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 judgements, loan covenants, and/or tax obligations.</p> <p>Does Not Meet: School is in default of financial obligations.</p>	Result	Points Possible	Points Earned
Notes		None	50	50
			0	
				50

INDICATOR 2: SUSTAINABILITY				
Measure 2a	Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues. 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 cumulative Total Margin must be positive.</i> Does Not Meet: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard". 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. 			

VIII. Consideration of Performance Certificates

A. Dry Creek Charter

APPLICABLE STATUTE, RULE, OR POLICY

I.C. §33-52 – Performance Certificates
IDAPA 08.02.04 Rules Governing Public Charter Schools

BACKGROUND

Idaho statute requires that all public charter schools and their authorizers execute performance certificates within 75 days of petition approval. On April 13, 2023 the IPCSC approved a charter petition for Dry Creek Charter (DCC).

DISCUSSION

IPCSC staff has collaborated with Dry Creek Charter (DCC) to draft the individualized sections of the performance certificate and framework. In these materials, individualized sections of the certificate are highlighted in yellow.

IMPACT

The IPCSC has 75 days from the date of new petition approval in which to execute a performance certificate with the school's governing board.

If the IPCSC moves to execute the performance certificate, the IPCSC chairman and DCC board chair will sign the certificate, making it effective for the dates specified therein.

STAFF COMMENTS AND RECOMMENDATIONS

The IPCSC recommends that the commission approve the performance certificate as presented.

COMMISSION ACTION

A motion to execute the performance certificate for Dry Creek Charter (DCC) as presented; or

Another motion at the discretion of the commission.

CHARTER SCHOOL PERFORMANCE CERTIFICATE

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

RECITALS

WHEREAS, the **Dry Creek Charter, Inc.** is a non-profit entity incorporated with a board of directors; and

WHEREAS, on **April 13, 2023**, the Authorizer approved a petition to establish a new charter school for a five-year term of operations to begin July 1, 2024 and end on June 30, 2029; and

NOW THEREFORE in consideration of the foregoing recitals and the mutual understandings contained herein, the Authorizer and the **Dry Creek Charter, Inc.** agree as follows:

SECTION 1: TERMS OF AUTHORIZATION

- A. Establishment of School.** The Charter Holder is hereby authorized to implement at the School the program described in the Charter, attached to this Certificate as Appendix C and incorporated herein by this reference. Any significant changes to any section of the Charter, including the educational program, facilities plan, financial plan, or the management plan, during the School’s pre-operational period or first operational term shall be treated as an amendment in accordance with the Authorizer’s policy.
- B. Term of Agreement.** The School’s operational term shall be from July 1, **2024** and end on June 30, **2029**. Subsequent terms of operation may be issued by the Authorizer in accordance with Idaho Code and Authorizer policy.
- C. Conditions.** The School is conditionally approved to operate. Applicable conditions are attached as Appendix B and incorporated herein by this reference. If all conditions have been completed to the satisfaction of the Authorizer by the stated due date, the School shall continue operations through the remainder of the current Certificate term. In the event that all conditions have not been completed to the satisfaction of the Authorizer by the stated due date, the Authorizer will consider whether to exercise its authority to revoke the School’s Charter at its next regularly scheduled meeting.

SECTION 2: EDUCATIONAL PROGRAM

- A. School Mission.** The mission of the School is as follows:

Our mission is to help students develop a love for learning and serving by engaging their curiosity and creativity through meaningful activities that challenge their

thinking, require effective communication, and build character.

- B. Grades Served.** The School may serve students in grades Kindergarten through 12.
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- i. To increase the academic achievement of all students to perform at or above grade level. This shall be verified by reviewing academic measures on the performance framework and ISAT/IRI data.
 - ii. To increase student engagement through a variety of instructional programs and enrichment opportunities where rigor, relevance, and relationships are the core focus of student activity. This shall be verified by classroom observation and review of curriculum and lesson plans.
 - iii. Remain committed to the operational beliefs and continuously reflect on our practices for continuous improvement. This shall be verified by observation and review of training and other internal documentation.
 - iv. To empower student use of innovative technology skills and tools that further enhance their learning and that will prepare them for their future. This shall be verified by classroom observation, curriculum and policy review.
- D. Standardized Testing.** Students of the School shall be tested with the same standardized tests as other Idaho public school students.
- E. Accreditation.** The School shall be accredited as provided by rule of the State Board of Education. The School shall be accredited or appropriately credentialed by Cognia. All reports issued to the School from the accrediting agency shall be submitted to the Authorizer within five days of receipt.

SECTION 3: SCHOOL GOVERNANCE

- A. Governing Board.** The School shall be governed by a non-profit board of directors (the “Board”) incorporated by the Charter Holder. The Board shall serve as public agents authorized by the Authorizer, in a manner that is consistent with the terms of this Certificate, so long as such provisions are in accordance with state and federal laws, rules and regulations. The Board shall have final authority with respect to the School’s operation, and shall have the responsibility of overseeing academic achievement, financial stability, and operational management of the School. The Charter Holder shall also be responsible for maintaining and enforcing a compliant Board and providing overall Board stewardship for the School.
- B. Articles of Incorporation and Bylaws.** The articles of incorporation and bylaws of the Charter Holder shall provide for governance of the operation of the School as a nonprofit corporation and a public charter school, and shall at all times be consistent with all applicable laws, rules, regulations, and this Certificate. The Charter Holder shall notify the Authorizer of any modification to the articles of incorporation or bylaws within five business days of approval by the Charter Holder.
- C. Charter Board Composition.** The composition of the Board shall at all times be determined by and consistent with the articles of incorporation and bylaws, and all applicable laws, rules, regulations, and policies. The Charter Holder shall notify the Authorizer of any changes to its

composition and provide an amended School Leadership Roster within five business days of it taking effect.

SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

- A. Oversight Allowing Autonomy.** The Authorizer's role shall be to evaluate the School's performance outcomes according to this Certificate and the Performance Framework, and shall be to provide compliance oversight. The Authorizer shall comply with the provisions of the Charter Schools Act and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School.
- B. Charter School Performance Framework.** The Charter School Performance Framework ("Performance Framework") is attached and incorporated into this agreement as Appendix A. The Performance Framework shall be used to annually evaluate the School's academic achievement, Board stewardship, operational management, and financial stability. The specific terms of the Performance Framework are determined by the Authorizer and shall be binding on the School.
- C. Separate Academic Evaluations.** The academic performance outcomes of the K-12 on-site programs operated by the School shall be aggregated across all grades for reportability.
- D. Identified Comparison Group.** For purposes of evaluating the School against the metrics and measures established in the Performance Framework, the School's comparison group shall be identified as described below and shall be established for the length of the Certificate term.
 - i.** The comparison group for the School's K-12 on-site program shall be Joint School District No. 2.
- E. Authorizer to Monitor School Performance.** The Authorizer shall monitor and report on the School's progress in relation to the indicators, measures, metrics, and targets set out in the Performance Framework. A formal report of the School's academic, financial, and operational performance ("Performance Report") shall be provided to the school and the public by the Authorizer annually. Data necessary to conduct this evaluation will be collected throughout the year. Additional reviews may be necessary if compliance concerns arise.
- F. School Performance.** The School shall meet standard on all measures of the Performance Framework. The Authorizer shall renew any charter in which the School met all the terms of its Certificate, including all appendices, at the time of renewal.
- G. Performance Framework as Basis for Renewal of Charter.** The School's performance in relation to the Performance Framework shall provide the basis upon which the Authorizer shall decide whether to renew the School's Charter at the end of the Certificate term.
- H. Required Reports.** The School shall prepare and submit reports as required by the Authorizer's policy.
- I. Authorizer's Right to Review.** The Authorizer maintains the right to request and review additional documentation if such becomes necessary in the course of regular oversight duties or to investigate the validity of a compliance concern. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.
- J. Site Visits.** The Authorizer may conduct site visits in accordance with the Authorizer's policy. Reports from any site visit shall be made available to the School and shall be included in the

SECTION 5: SCHOOL OPERATIONS

- A. In General.** The School and the Charter Holder shall operate at all times in accordance with all federal and state laws, rules, regulations, local ordinances, and Authorizer policies applicable to public charter schools.
- B. Maximum Enrollment.** The maximum number of students who may be enrolled in the School, across all programs, shall be 645.
- C. Equitable Enrollment Procedures.** The School shall make student recruitment, admissions, enrollment, and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or proficiency in the English language. If there are more applications to enroll in the School than there are spaces available, the School shall select students to attend using a random selection process that shall be publicly noticed and open to the public.
- Calendar.** The School shall operate on a traditional nine-month calendar in which the last day of the regular term shall fall on or before June 30
 - The School will not offer a summer school session for the purpose of acceleration and/or credit recovery.
- D. School Facilities.** The School shall operate at the following location(s): 14190 N Tower Creek Ave. Boise, ID 83714. The School shall provide the Authorizer with facilities documentation, including occupancy permits, fire marshal reports, building inspection reports, and health department reports for any facility newly occupied by the School, and any remodeling or construction project for which such documentation is necessary in accordance with Authorizer policy and in accordance with law, rule, regulations, and authorizer policy.
- E. Attendance Area.** The School's primary attendance area shall be used for the purposes of determining applicability of this enrollment preference category.
- The School's on-site programs shall have a primary attendance area as follows: From the entrance to the Dry Creek Ranch community at N. Brookside Ln. (43.735552, -116.304159), the primary attendance area will continue north along State Highway 55 (also referred to as N. Horseshoe Bend Rd.) to the highway's intersection with South Fork Willow Creek (43.813335, -116.267085) where it will then continue eastward approximately 6 miles to the terminus of South Fork Willow Creek (43.815421, -116.205497).
 - From the eastern terminus of South Fork Willow Creek, the attendance area will continue southeast approximately 2 miles to the northern terminus of Cartwright Rd. (43.803204, -116.191843).
 - The remaining eastern boundary of the primary attendance area will follow Cartwright Rd. south until it intersects with N. Pierce Park Ln. (43,692712, -116,226761) where it will then continue in a southwesterly and then south direction where N. Pierce Park Ln. intersects with State Route 44 (also referred to as W. State St.) (43.661702, -

116.268572).

- iv. The southern boundary of the primary attendance area will follow in a northwesterly direction along State Highway 44 through its transition to State Highway 55 for approximately 9 miles until it intersects with N. Eagle Rd. (43.690994, -116.354215). The boundary will then continue due south for approximately 4 miles until it intersects with U.S. Route 26 (43.663059, - 116.354559). The southern boundary will continue westward along U.S. Route 26 for approximately 12 miles until it intersects with State Highway 16 (43.663085, -116.472337).
- v. The western boundary of the primary attendance area will proceed northerly along State Highway 16 for approximately 15 miles until State Highway intersects with W. Colton Ln. (43.785829, -116.476159).
- vi. The northern boundary of the primary attendance area will then proceed easterly from W. Colton Ln. until it meets the eastern boundary point where State Highway 55 intersects with South Fork Willow Creek (43.813335, -116.267085).

- F. Staff.** Instructional staff shall be certified as provided by rule of the State Board of Education. All full-time staff members of the School shall be covered by the Public Employee Retirement System of Idaho, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.
- G. Alignment with All Applicable Law.** The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are amended, the School shall be bound by any such amendment upon the effective date of said amendment.

SECTION 6: SCHOOL FINANCE

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

SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION

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

SECTION 8: MISCELLANEOUS

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

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

Chairman
Idaho Public Charter School Commission

Chairman
Dry Creek Charter **Governing Board**

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Appendix A: Performance Framework

Appendix B: Conditions

Appendix C: Charter

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Appendix A: Performance Framework

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PERFORMANCE FRAMEWORK GUIDANCE: ACADEMIC MEASURES

Adopted 8/13/2020

Revised 4/14/2022

Idaho Public Charter School Commission

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Alan Reed, Chairman

Jenn Thompson, Director

ACADEMIC MEASURES

All School Measures

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

Comparison Group: Specific to school.

1. MATH PROFICIENCY

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

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

2. ELA PROFICIENCY

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

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

3. MATH GROWTH

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

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

4. ELA GROWTH

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

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

5. LITERACY PROFICIENCY

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

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

6. COLLEGE AND CAREER READINESS

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

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

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

OPERATIONAL MEASURES

BOARD STEWARDSHIP

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

OPERATIONAL MANAGEMENT

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

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BOARD GOVERNANCE

1. Governance Structure Rubric

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

Governance Structure Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• Board Bylaws are compliant with ID law.• Articles of Incorporation are current.• No investigations were conducted into either ethical behavior or conflict of interest regarding any board director.• The board did not experience an Open Meeting Law violation that needed to be cured this year.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

2. Governance Oversight Rubric

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

Governance Oversight Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• The board reviews academic data in a timely and thorough manner.• The board reviews financial reports in a timely and thorough manner.• The board maintains compliant policies.• The board engages in strategic planning.• The board conducts a compliant annual evaluation of their school leader and/or management organization.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

3. Governance Compliance Rubric

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

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

OPERATIONAL MANAGEMENT

4. Student Services Rubric

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

Student Services Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	All of the following are true: <ul style="list-style-type: none">• The school's English Language Learner program is in good standing;• The school's Special Education program is in good standing; The school's college and career readiness program is in good standing; and• The school's federal programs are in good standing.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

5. Data Security and Information Transparency Rubric

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

Data Security and Information Transparency Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• The school's website is compliant with I.C. 33-133(7) (data collection, access, and security policy); I.C. 33-320 (continuous improvement plan); and I.C. 33-357 (expenditures updated monthly, contracts, performance reports, and annual budgets).• The school did not experience any issues involving data security this year.• The school did not experience any compliance issue regarding public records requests this year.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

6. Facility and Services Rubric

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

Facility and Building Services Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• The school's occupancy certificate is current.• The school maintains current safety inspections and drills.• The school provides daily transportation to students in compliance with Idaho Code. The school provides a compliant lunch program.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

7. Operational Compliance Rubric

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

Operational Compliance Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• Required reports are submitted accurately and on time.• The school maintains a compliant enrollment process.• No correct action plans were issued by the SDE this year.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

FINANCIAL MEASURES

NEAR TERM HEALTH

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

SUSTAINABLE HEALTH

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

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NEAR-TERM HEALTH

1. Current Ratio

Calculation: Current Assets divided by Current Liabilities

Data Source: Annual Fiscal Audit Report

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

2. Unrestricted Days Cash

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

Data Source: Annual Fiscal Audit Report

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

3. Default

Calculation: No calculation.

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

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

4. Enrollment Variance

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

Data Source: ISEE and direct school report

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

SUSTAINABLE HEALTH

5. Total Margin and 3Yr Aggregated Total Margin

Calculation:

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

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

Data Source: Annual Fiscal Audit Report

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

6. Cash Flow and Multi-Year Cash Flow

Calculation (example years are included as reference):

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

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

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

Data Source: Annual Fiscal Audit Report

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

7. Debt Service Coverage Ratio

Calculation:

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

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

Data Source: Annual Fiscal Audit Report

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

8. Debt to Asset Ratio

Calculation: Total Liabilities divided by Total Assets

Data Source: Annual Fiscal Audit Report

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

9. Financial Compliance Rubric

Calculation: Total Liabilities divided by Total Assets

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

Financial Compliance Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• Accounting Practices: finances are managed in compliance with GAAP.• Financial Transparency: expenditures and contracts are posted on the school's site.• Internal Controls: the school's internal controls are compliant.
Approaches Standard	The school was informed of non-compliance with accounting practices, financial transparency, or internal controls, and prompt action to correct is in evidence.
Does Not Meet Standard	<p>The school is operating under a notification of fiscal concern or a notification of possible or imminent closure</p> <p>OR</p> <p>The school was informed of non-compliance with accounting practices, financial transparency, or internal controls and the issues were not corrected within 30 days.</p>

Appendix B: Conditions

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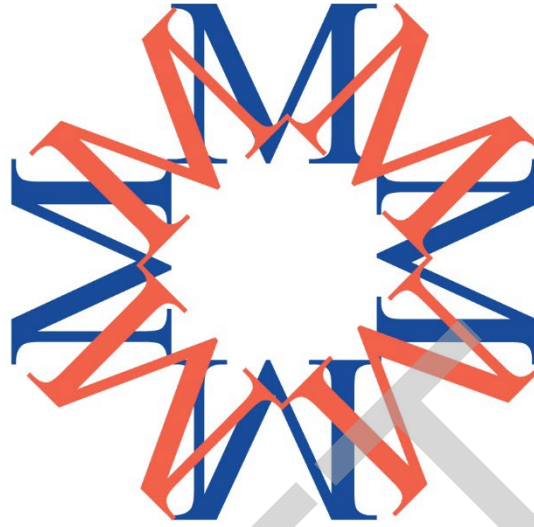
Conditions of Authorization

On April 13, 2023, the Idaho Public Charter School Commission voted to approve the new charter school application for Dry Creek Charter with the following pre-opening conditions:

1. Charter holder provides the IPCSC evidence of a balanced year 1 budget based on enrollment from the Spring 2024 lottery by June 1, 2024; and
2. Charter holder provides the IPCSC evidence that all grants and contracts that are part of that year 1 budget are signed or otherwise delivered by June 1, 2024.

Appendix C: Charter

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MATER ACADEMY,

A Dry Creek Charter

*A proposed public charter school
serving students in Kindergarten – 8th Grade*

PROPOSED OPENING: AUGUST 2024
LOCATION: WEST ADA SCHOOL DISTRICT
SUBMISSION DATE: DECEMBER 1, 2022

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Narrative

EXECUTIVE SUMMARY

Mater Academy, A Dry Creek Charter (DCC) is a newly proposed charter school which intends to serve students in grades Kindergarten through 8th Grade in the Dry Creek area near Eagle, Idaho. DCC is dedicated to providing rigorous academics, enriching student experiences, and exceptional leadership development. Mater Academy is a high-performing network of thirty-three (33) charter schools serving 22,000 students in Florida and Nevada, and its founders envisioned schools that emphasize rigor and relevance with college and career readiness. Every Mater campus maintains a familial nurturing environment.

The choice to replicate a successful school system, instead of creating an entire curriculum and school model, is responsive to the National Association of Charter School Authorizers' guidance.¹ Academic excellence as well as financial and organizational performance are the two leading indicators identified by NACSA for use by charter school authorizers in measuring the historical success of the charter school network proposed for replication and by extension the school applicant's potential success. DCC seeks to replicate the high-performing Mater academic model which has proven successful for students in both Florida and Nevada. Every Mater school opens with full accreditation from AdvanceED. In Florida, five (5) Mater Academies have achieved National Blue Ribbon status.

The Mater schools in Nevada significantly outperform their local traditional school districts using an academic model that has been explicitly aligned to the English Language Arts and Mathematics standards in Nevada. Until Idaho's most recent legislative session, those standards aligned with the same standards in Idaho. In fact, all three (3) Mater Academies in Nevada were designated Shining Stars based on highest academic growth in the state. See *Figure 8, infra*.

Mission

The mission of Mater Academy, A Dry Creek Charter is to deliver a rigorous and innovative academic program, producing students who have the knowledge and skills to be self-directed, lifelong learners, integrating technology and a wide range of educational resources within a safe learning environment. Students are expected to perform at or above grade level availing success in education.

¹ National Association of Charter School Authorizers. [Replicating Quality](#).

Vision

The vision of Mater Academy, A Dry Creek Charter is to provide a structured, creative environment that enables students to ask questions, solve problems, and take risks as they gain the knowledge and skills necessary to be successful members of their community and a global society. Mater Academy, A Dry Creek Charter is a collaborative teaching and learning environment, which encourages students to develop meaningful interactions within the curriculum.

Community Need

DCC's primary attendance area will focus on students and families in the Boise/Eagle, Idaho area ~ specifically the Dry Creek Ranch community. This community has recently experienced a significant rise in population which in turn has led to overcrowding at traditional public schools and demand from parents for additional quality educational options. Boise Hunter Homes (BHH) has identified approximately 7 acres of land in the Dry Creek Ranch community to be donated for a school.² The property was initially intended to be donated to West Ada School District for a traditional public school. However, on November 16, 2022, the Board of Ada County Commissioners (Board) approved the application to change the requirement and allow the subject site to be utilized for any public-school entity, including a charter school. Moreover, in the Findings of Fact, Conclusions of Law and Order included in **Appendix B1: Facility Option 1**, the Board specifically found as follows:

The Board finds that proposed amendment complies with all applicable local, state, and federal plans. While Dry Creek Ranch Planned Community is located within the West Ada School District boundaries, there is a pressing need for a school to be constructed within Dry Creek Ranch sooner than West Ada School District can provide. There has been an increase in children both within the community and the surrounding area, and the applicant and residents of Dry Creek Ranch are ready to move forward. West Ada School District provided comments on July 25, 2022, August 1, 2022, and September 14 (Exhibits #22, 24, & 38), stating that they would like to continue to have the property for future development, but also that the school will need to be built within a five-year timeline. Therefore, the Board finds that the modification to allow for any public-school entity to construct a school is validated. As conditioned, any future school shall comply with all applicable local, state, and federal plans and regulations.

² Members of the Committee to Form have been involved in preliminary discussions with BHH for quite some time about the construction of a nearby public school. The decision to submit this charter application to the IPCSC was made by the Committee to Form. This proposed charter school is NOT and has never been a joint project between BHH and Academica.

Organizational Structure

DCC is organized exclusively for educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code. The governing board will be the ultimate policy-making body with the responsibility of operation and oversight of the school including academic direction, curriculum, and budgetary functions. The policies, procedures, powers, and duties by which the board will operate, including specific member powers, are detailed in the attached bylaws. Please see *Appendix C2: Bylaws* for additional information.

Student Outcomes and Expectations

Driven by its mission and vision to ensure all students are successful in life, DCC has established goals which will focus on high academic achievement for all students in all grade levels. These goals are detailed in *Section I. Educational Program*.

I. EDUCATIONAL PROGRAM

Educational Philosophy

DCC is a newly proposed charter school which intends to serve students in grades Kindergarten through 8th Grade in the Boise/Eagle, Idaho area ~ specifically Dry Creek Ranch and the surrounding communities. Replicating the highly successful Mater Academy curriculum model found in both Florida and Nevada, DCC will utilize the same identified imperatives under the broad headings – Achieve, Engage, Evolve, and Innovate to bring the mission and vision to fruition.

Mission

The mission of Mater Academy, A Dry Creek Charter is to deliver a rigorous and innovative academic program, producing students who have the knowledge and skills to be self-directed, lifelong learners, integrating technology and a wide range of educational resources within a safe learning environment. Students are expected to perform at or above grade level availing success in education.

Vision

The vision of Mater Academy, A Dry Creek Charter is to provide a structured, creative environment that enables students to ask questions, solve problems, and take risks as they gain the knowledge and skills necessary to be successful members of their community and a global society. Mater Academy, A Dry Creek Charter is a collaborative teaching and learning environment, which encourages students to develop meaningful interactions within the curriculum.

System Goals

The Mater Academy School System has identified strategic imperatives under the broad headings – Achieve, Engage, Evolve, and Innovate which help bring our vision and mission to life.

Achieve

Goal: To increase the academic achievement of all students to perform at or above grade level.

Strategies:

- Increase the academic achievement of students as evidenced by Mater's system-wide score reporting system.
- Provide time for Professional Learning Communities to disaggregate data and implement data-based decision-making.
- Inspire a culture of rigor, relevance, and critical thinking.
- Provide a learning environment conducive for optimal academic achievement including small class sizes.

Engage

Goal: To increase student engagement through a variety of instructional programs and enrichment opportunities where rigor, relevance, and relationships are the core focus of student activity.

Strategies:

- Annually review and update strategic plan.
- Engage students in character education through the implementation of Social Emotional Learning curriculum and/or activities (relationship).
- Foster a love of creative opportunities including arts, music, nutrition, guidance, life-skills, leadership, and character building.
- Offer experiences that model real world application (relevance).
- Ensure a safe learning environment for all stakeholders.

Evolve

Goal: Remain committed to the operational beliefs of Mater Academy and continuously reflect on our practices for continuous improvement.

Strategies:

- Ensure and support educational equity amongst stakeholders.
- Identify and apply for grant opportunities.

- Encourage participation in Mater Academy foundation projects.
- Address the needs of economically disadvantaged students.
- Engage in re-accreditation by Cognia/AdvancED every five years.
- Update strategic plan annually or as needed to address unanticipated challenges.
- Attract quality teachers and staff to support system-wide initiatives.
- Continuously analyze data to improve student instruction and increase school and organizational capacity and effectiveness.
- Update and expand facilities to meet demand and facilitate educational goals.
- Provide for responsible replication and growth as a quality organization.

Innovate

Goal: To empower student use of innovative technology skills and tools that further enhance their learning and that will prepare them for their future.

Strategies:

- Increase technological infrastructure to provide for real life technology use and application to increase global competitiveness of Mater students.
- Ensure all students have access to a device (to ensure equitable technology implementation).
- Expand technology use.
- Increase the number of underrepresented students in the STEM field.

Student Academic Achievement Standards

Driven by its mission and vision to ensure all students are successful in life, DCC has established the following goals:

1. By its fifth year of operation, at least 70% of 3rd-8th grade students will achieve proficient or higher on the annual Idaho Standards Achievement Test (ISAT) summative assessment for English Language Arts (ELA)/Literacy.

2. By its fifth year of operation, at least 60% of 3rd-8th grade students will achieve proficient or higher on the annual ISAT summative assessment for Mathematics.

3. By its fifth year of operation, at least 70% of 5th and 7th grade students will achieve proficient or higher on the annual ISAT summative assessment for Science.

4. If an achievement gap exists between students in targeted at-risk student subgroups (economically disadvantaged (FRL), English Language Learners (ELL), Students with Disabilities (SwD) and other at-risk groups) and the general student population, DCC will decrease the achievement gap between each subgroup and the general student population by at least 30% by the end of its third year of operation, as measured by the summative ISAT as well as the school's selected interim benchmark assessments.

5. 90% of Student and Parent Survey results will display a "Satisfactory Rating" or higher for students receiving individual focus and for students facing rigorous academics as measured by the end-of-year Student and Parent Survey.

These goals have been partly established by examining the current academic achievement results of schools in DCC's target area. (For more information, please see the discussion of student achievement in area schools in *Section IV. Student Demand and Primary Attendance Area*.) After examining these results, DCC firmly believes that the goals it has established above are both ambitious and attainable.

Importantly, the goals set for ELA/Literacy, Mathematics are substantially higher than the most recent statewide elementary performance in those subject areas: 54.5% and 40.3%, respectively. They also exceed recent performance levels for the local West Ada School District (Joint SD #2) in ELA/Literacy and Mathematics: 67.5% and 53.9% and for Boise Independent School District in ELA/Literacy and Mathematics: 57.1% and 43.5%, respectively.

In addition to exceeding recent state and local district averages in ELA/Literacy and Mathematics, DCC believes these goals are appropriately ambitious for several reasons. Most notably, the proposed targets in all three subject areas meet or exceed those of the likely cohort of sending schools which are analyzed in greater detail in *Section IV. Student Demand and Primary Attendance Area*. Secondly, these targets also reflect the reality that the state has newly adopted standards in ELA and Mathematics which could impact future proficiency rates.

Additionally, since science is only assessed twice in grades 3-8, the number of students is considerably smaller within a given year and there is likely to be more variability in performance, especially in the early years of implementing a new set of standards and a new assessment. Moreover, DCC's approach to science and social studies instruction is based on a thoughtful implementation of the embedded social studies, science, and technical subject standards in grades K-5 of the Idaho ELA/Literacy Content Standards as well as the separate and aligned Literacy in History/Social Studies, Science, and Technical Subjects standards for the applicable secondary grades of our proposed middle school.

Given these and other factors, DCC administration and relevant faculty will continually monitor progress towards our academic targets and propose that the Governing Board adapt these goals as needed on a yearly basis to ensure that their mission of preparing all to perform at or above grade level is being fulfilled and that the school is on track to meet or exceed the then current standards under any applicable performance framework. Importantly, because the local district's performance is substantially higher than the state as a whole, the founding board has chosen to focus primarily upon proficiency. Based on research, however, DCC has discovered that some charter schools ultimately enroll a student body that faces greater initial academic challenges than its host district. Depending on baseline student achievement results, for example, it may ultimately be necessary to supplement these targets with internal annual academic growth and subgroup improvement targets building on those baselines to ensure that the school is meeting the needs of all of its learners and is on track to meet the proficiency targets specified above and the expectations of the Commission's Performance Framework.

Key Design Elements, Curricula, Tools, and Instructional Methods

Replicated Educational Model & Affiliation

DCC's educational program is in direct alignment with the School's mission, and moreover, supports and facilitates its implementation. DCC will provide a rigorous educational program aimed at producing future leaders who are confident, self-directed lifelong learners. The school's educational program – using a standard-based curriculum aligned to Idaho Content Standards and national best practices – is the mechanism through which this mission will be achieved. The [Idaho Content Standards](#) (ICS) are the recipe the School will employ to bring the mission to fruition. The grade/subject-specific standards define end-of-course expectations and a cumulative progression

to enable students to attain at or above grade level. The standards are designed to be robust and relevant to the real world including college and career readiness, reflecting the knowledge and skills necessary for success – thus developing “lifelong learners.”

Aligned with high expectations for all Mater Academies in Nevada and Florida, the standards serve as the framework for teachers to develop innovative lessons, utilizing rigorous content, and requiring the application of knowledge through higher-order thinking. DCC will seek to expand the students’ foundation in each core subject and build upon the preceding acquired knowledge base in each succeeding grade level, always moving forward, to ensure the student builds capacity and is not only ready for high school but also subsequently college or career. DCC begins to lay the foundation for this mindset as early as the elementary grades, instilling a culture that will yield life-long learners that are successful members of their community and a global society. Accordingly, the educational program to be implemented will engage students in activities preparing them to think critically and apply knowledge across disciplines and in real world situations, empowering them through relationships with school and community stakeholders.

The proposed educational program at DCC is rooted in the following beliefs:

- Student learning is a chief priority for the school.
- Students learn best when they are actively engaged in the learning process.³
- The curriculum will encompass enrichment activities (including, but not limited to, art, music, nutrition, guidance, life-skills, leadership, and character building).
- Teachers, administrators, parents, and the community share the responsibility for advancing the School’s mission.⁴
- The commitment to continuous improvement is imperative if DCC is going to enable students to become confident, self-directed, responsible lifelong learners.⁵

³ Marzano, R & Pickering, D. (2018). [*The Highly Engaged Classroom: The Classroom Strategies Series*](#).

⁴ Conzemuius, A. & O’Neill, J. (2001). *Building Shared Responsibility for Student Learning*. Alexandria, VA: Association for Supervision and Curriculum Development.

⁵ Institute of Education Sciences National Center for Education Evaluation and Regional Assistance. (2009). [*Using Student Achievement Data to Support Instructional Decision Making*](#).

Through a system of academic rigor, DCC will establish a supportive learning community that extends beyond the classroom. Teachers will serve as role models, principals as mentors. Parents and community members will be active volunteers invested in the common mission of promoting student success and molding future leaders. This will allow the School to provide a unique learning environment for students that: (1) fosters a sense of belonging and an appreciation of their unique talents and skills; (2) reinforces concepts in the classroom through enriching activities and real-world learning experiences; and (3) instills character development and student leadership opportunities through community service and enrichment programs. Through the implementation of this model, the school will promote a sense of personal integrity and instill values that prepare students to become effective leaders.

These instructional strategies have been proven successful in accelerating low-performing students in reading and mathematics including, but are not limited to:

- Appropriate assessments for learning (screening, progress monitoring, and diagnostic);⁶
- Data-driven differentiated instruction (DI);⁷
- Supplemental programs for pupil advancement;⁸
- Pupil intervention plans;⁹
- Monthly structured teacher planning time;¹⁰
- Grade level staff meetings and ongoing professional development;¹¹
- Tutoring for remediation and acceleration;

⁶ Ibid.

⁷ Doing What Works. (2009). [*Using Data to Differentiate Instruction*](#).

⁸ English Language Learners. (2013). [*Evidence Review Protocol for Interventions for English Language Learners, Version 2.2*](#).

⁹ National Center for Education and Evaluation and Regional Assistance. (2009). [*Assisting Struggling Students with Mathematics: Response to Intervention \(RtI\) for Elementary and Middle Schools*](#).

¹⁰ Regional Educational Laboratory at Education Northwest. (2009). [*New and Experienced Teachers in a School Reform Initiative: The Example of Reading First*](#).

¹¹ REL Southwest. (2007). [*Reviewing the Evidence on How Teacher Professional Development Affects Student Achievement*](#).

- A thematic approach to integrate core areas of study such as mathematics, reading, language arts, and social studies;
- Targeted interventions for struggling readers and students performing below grade level;
- A standards-based curriculum based on Idaho Content Standards;
- Cooperative Learning; and
- Inquiry-Based Learning.¹²

DCC's educational program fosters both a love of learning and builds a community within the School. The integration of important elements such as high expectations and ownership specifically help guide the development of students as confident, self-directed, and responsible lifelong learners by placing an emphasis on personal responsibility.

DCC will combine best practices with “powerful guiding ideas” and principles driving essential school reform nationwide. Specifically, the School will utilize as the basis for its educational program, the same core concepts implemented successfully across Mater sister schools, and further substantiated by research to close achievement gaps and high academic achievement across all student demographics.

School Culture, Vision, and Values

DCC believes that all students can and will learn and that equitable, high-quality education should be communicated and sustained at all schools. Additionally, Mater Academy schools operate on the belief that students will work up (or down) to the expectations that are set, thus setting nothing less than high expectations combined with a rigorous curriculum based on the following pillars:

Ownership

- School programs tailored to the students and community to be served;
- Stakeholders (board members, parents, teachers, students, and community) involved in the educational process; and
- Facilities which will be uniquely designed to address the needs of each of its communities.

¹² National Center for Education Evaluation and Regional Assistance Institute of Education Sciences. (2012). [*Effects of Making Sense of SCIENCE™ Professional Development on the Achievement of Middle School Students, Including English Language Learners.*](#)

The Culture

- Encouraging setting that gives students sense of belonging, including:
 - High Expectations for all;
 - Opportunities for student leadership;
 - Code of Excellence – fostering Character Development and Ethical Behavior;
 - Parental Agreements encouraging high levels of parental involvement;
 - Strong Leadership Team; and
 - Diverse extra-curricular programs, such as a variety of clubs, sports, and activities.

Community Partnerships

- Parents, Community, and Educational Institutions;
- Local Government Entities and Officials; and
- Local Businesses.

Rigorous Curriculum Framework

- Aligned curriculum in grades K-8;
- Student-centered instruction;
- Technology integration in all content areas;
- Push-in/Pull-out Remediation; and
- Robust enrichment programs.

Continuous Evaluation and Improvement

- School Mission and Vision driven program; and
- Responsibility aligned with accountability.

Growth Mindset

In addition, the School will engage students in a Growth Mindset which encourages students to set goals according to their specific abilities and needs. Students will be encouraged to celebrate incremental progress and thrive on challenges, seeing failure not as evidence of unintelligence, but

as a springboard for learning and achievement. Teachers will infuse a Growth Mindset throughout all core subjects and special area classes by celebrating efforts and strategies above intelligence and focusing on the value of learning. In addition, teachers will design classroom activities that involve cooperative learning, rather than competitive or individualistic work, encouraging students to feel a sense of responsibility and allowing them to experience positive feedback and success in a group setting.

Teaching Methods, Principles, and Essential Components

DCC will combine the best practices utilized by the schools it replicates and will utilize the same core concepts implemented successfully at Mater Academy in Nevada and Florida further substantiated by research. The following table lists themes and essential components of Mater Academy's elementary and middle school educational programs based on the research of *The Hope Study*¹³ and embedded characteristics within each theme.

Table 1. DCC Embedded Themes to Instructional Program

DCC Embedded Themes to Instructional Program	
Theme	Characteristic
Driven by Mission	Focus on goals Supportive culture
Focused on College Preparation	Rigorous curriculum Real-world experiences
Teaching for Mastery	Remediation and acceleration Data-driven teaching
Wraparound Student Support	Easily accessible adult support Family commitment Demystifying the college-going experience
Valuing Professional Learning	Principals as instructional leaders Teachers learning together Teacher induction and retention
Holding Themselves Accountable	Sound fiscal management Dedicated board Continuous improvement

Additionally, DCC's core educational program and philosophy is rooted in the research of the Coalition for Essential Schools Common Principles (CES)¹⁴:

¹³ U.S. Department of Education. (2006). [Charter High Schools Closing the Achievement Gap: Innovations in Education](#).

¹⁴ Wasley, P, Powell, B, & Hughes, D. (1992). *Interpreting the Nine Common Principles*. Coalition of Essential Schools (CES).

Table 2. Coalition for Essential Schools Common Principles

Coalition for Essential Schools Common Principles	
CES Principles	Instructional Strategies & Policies
Intellectual Mission Articulate a common intellectual mission for all students.	<p><i>We believe in a common intellectual focus of high academic standards and behavioral expectations for all.</i></p> <p>DCC's Mission Statement will be reflected in its culture, programs, and daily life. Guided by high expectations for all, DCC will foster the development of self-directed learners who think creatively and set high goals for themselves.</p>
Intellectual Focus The school should focus on helping adolescents learn to use their minds well.	<p><i>Academic Excellence and Leadership Development is at the heart of the School's educational philosophy. Accordingly, DCC's intellectual focus centers on high academic and behavioral expectations for all students communicated through the School's Code of Excellence and the Code of Student Conduct. As teachers are expected to model this behavior in a professional environment, the School will set high academic and behavioral expectations for teachers as well and communicate these through the Faculty Handbook.</i></p> <p>A Professional Development Plan will be a priority. DCC will provide staff development, support, and assessment of best teaching practices through comprehensive activities throughout the school year. This will allow us to offer continuous support as we strive for excellence.</p> <p>DCC will monitor students' academic and emotional progress through a "Push and Pull" Method of Instruction. We will identify and "pull" students in need of remediation and "push" students at grade level to take the most challenging curriculum in which they can be successful to maximize upon their potential. This will be achieved through the following strategies:</p> <p>Personalized Education Plans: Students achieving below grade level will have a Progress Monitoring Plan (PMP) designed to remediate deficiencies. The plan will consider a student's academic profile in the areas needing remediation, a timeline for remediation, and strategies to be utilized to bring the students back on track. This will aid students in preparing academic and personal goals for the school year and will allow teachers and parents to track student progress towards these goals and graduation. Additionally, parents will have access to academic reports through traditional means such as report cards and parent conferences in addition to having online access to student's grades through on-line gradebook affording parents the opportunity to be able to track their children's academic progress as well as through continuous communication with academic mentors.</p> <p>Coordinated Intervention among School Staff - Utilize the School's staff to plan intervention strategies for individual students. One example that typifies this intervention, the School's counselor will check on struggling students on a weekly basis and communicate with the parent and teacher. Communication between teachers and parents of struggling students provides a safety net for the struggling student.</p> <p>High expectations - According to a report released by the National Center for Education Statistics, the more rigorous curriculum, the more likely students are to find success in college. Students with a rigorous curriculum were found more likely to enroll in four-year college institutions and ultimately attain a bachelor's degree. The report also finds that a lack of a rigorous curriculum proves a more significant obstacle to overcome than socioeconomic</p>

Coalition for Essential Schools Common Principles	
CES Principles	Instructional Strategies & Policies
	<p>challenges, test scores, or a poor initial year in college.¹⁵ To that end, the curriculum of the School will meet, and in some cases, exceed the requirements to be considered a rigorous program.</p> <p>Target Tutoring: Teaching one student or a small number with the same abilities and instructional needs can be remarkably effective. Teachers, teacher assistants, and peers will provide tutoring at the School. It will be offered during class time at the teachers' discretion, or after school. It will be used not only to adapt instruction for students who need additional help but also to enrich instruction for students able to accelerate their learning.</p>
<p>Universal Goals</p> <p>The school's goals should apply to all students. School practice should be tailor-made to meet the needs of every group or class of adolescents.</p>	<p><i>DCC has defined specific Universal Student Goals for the targeted student population that will apply to all students at the School.</i></p> <p>These include:</p> <p>Habits of Work Goal: Students at the School will develop the work habits necessary to effectively learn subject matter, produce quality assignments, use time effectively, and use creativity to devise better solutions. Through development of effective work habits, students gain greater autonomy and realize their potential.</p> <p>Self -Esteem and Character Development Goal: Students will be able to identify their learning strengths, challenges, and passions; evaluate this knowledge in terms of their short- and long-term goals; and create a plan of action for their life-long learning based on this evaluation. Character development and behavior management techniques are an important part of the curriculum and increase self-esteem by providing opportunities for academic success. Character development will be encouraged through community service programs and volunteerism.</p> <p>Community Building Goal: The School will expect all students to be active and contributing citizens within their school and community. Students will be instructed as to the importance of community responsibility and will understand the School's focus on service learning. Students will understand the effect that they have upon the community and will take the initiative to better themselves and the community as a whole.</p>
<p>Less is More</p> <p>Curricular decisions should be guided by the aim of thorough student mastery and achievement rather than by an effort merely to cover content.</p>	<p><i>DCC values Interdisciplinary Connections. As teachers build on interdisciplinary connections, students naturally begin to link information between and among courses, increasing the relevancy of skills and content in such courses.</i></p> <p>Through Differentiated and Standards-Based Instruction, DCC will provide a learning environment that maximizes potential for student success. Teachers will use differentiated instructional strategies that connect with individual students' learning needs. Additionally, teachers will manage instructional time to meet mandated standards while providing motivating, challenging, and meaningful experiences for students to receive and process information in ways that require differentiation of experience. Classroom teachers will design lessons that recognize the diverse learning style of students and affords opportunities for student choice and creativity (e.g. some strategies include prior knowledge assessment, graphic organizers, collaborative mathematical</p>

¹⁵ National Center for Education Statistics. (2009). [America's High School Graduates](#).

Coalition for Essential Schools Common Principles	
CES Principles	Instructional Strategies & Policies
	<p>discourse, higher order thinking, continuous assessment of learning, to name a few). These instructional practices will include:</p> <p>Direct Instruction (lecturing/modeling): This methodology will be used when teachers need to explain or demonstrate specific content and skills. Explicit, systematic instruction will be based on the ICS. This instruction will be structured and based on mastery learning. Frequent curriculum-based assessments help place students in ability groups for further differentiated strategies and identify students who require additional intervention.</p> <p>Scaffolding: Teachers will identify the current developmental skills of individual students based on assessments and provide support structures to help students move to the next level. As the year progresses, students become more adept at skills and at directing their learning, and learning becomes more autonomous.</p> <p>Cooperative Learning: Teachers will guide small-group learning to increase communication and team-building skills. This strategy is based on grouping small teams of students heterogeneously according to ability, interest, background, or other commonalities. Some Cooperative learning activities may include Jigsaw II, Four Corners, Rally Table, Carousel, and Group Investigation.</p> <p>Inquiry-Based Learning: Based on the scientific method, this student-centered strategy will require students to conduct investigations independent of the teacher, unless otherwise directed or guided through the process of discovery. Teachers will use this strategy in developing critical thinking, problem-solving skills, science experimentation, hands-on technology that is integrated and problem driven.</p> <p>Cooperative Groups of Mixed Ability: Classroom teachers place students in cooperative groups of mixed abilities to complete a daily activity. Students who are struggling can benefit and learn from students with a greater mastery of the skill or better grasp of the subject matter.</p> <p>Information Processing Strategies: Teaching students “how to” process information is a key factor in teaching students how to strategically organize, store, retrieve, and apply information presented. Such strategies will include memorization, KWL, reciprocal teaching, graphic organizing, scaffolding, or webbing.</p>
<p>Teacher-As-Generalist</p> <p>Staff should expect multiple obligations (teacher-counselor-manager) and a sense of commitment to the entire school. (Participatory management, teachers developing curriculum, changing teacher practices).</p>	<p>DCC will develop a Professional Learning Community (PLC) atmosphere by using professional development throughout the school year to allow for common planning and teaching teams, both within grade levels and subject areas. Through professional development activities planned within the school calendar, teachers will have opportunities to reflect on practice, discuss research and cases of learning, and examine student work. Such a culture makes it safe for teachers to share universal goals, confront what is and is not working, and transform their own thinking and practice.</p> <p>Professional development will include:</p> <p>Vertical Alignment (by subject and grade level): Teachers will be permitted common planning time by department in order to correctly align courses by quickly assessing what students mastered in preceding grades and focusing on building skills and knowledge. This will eliminate the common problem of</p>

Coalition for Essential Schools Common Principles	
CES Principles	Instructional Strategies & Policies
	<p>consuming valuable instructional time with unnecessary reviewing and re-teaching of skills that have already been mastered.</p> <p>Horizontal Alignment (by grade level): The School will encourage teacher collaboration and cross-curricular planning, allowing all teachers of a common grade level to address specific subject matter following the same time line. Such alignment is crucial in school systems dealing with state-mandated, standards-based assessments. It also allows students to see interdisciplinary connections.</p> <p>High-quality Assessments: DCC addresses all high-quality state standards and assessments that measure student progress toward mastery of skills. DCC encourages the use of common formative assessments across all subjects and grade levels, which are aligned to the State standards. Through the utilization of standards based, common assessments, the school can participate in continuous data analysis and instructional tailoring with fidelity.</p> <p>Data-Driven Individualized Support for All Students: DCC implements strategies designed to address students' individualized learning needs, including educationally disadvantaged students who may be at-risk for falling behind. Teachers at the school will be grouped into Curriculum Council teams, by grade level and subject area. The Curriculum Council groups will meet once a month to analyze data gathered from common formative assessments, discuss best practices, and participate in common planning. This will allow the grade level and subject area teams to continuously monitor student progress and make data-driven decisions for effective delivery of instruction. Based on students' performance on common formative assessments, in combination with results from standardized assessments, each school will create a Response to Intervention (RtI) Multi-Tier System of Supports (MTSS) leadership team composed of administrators, teachers, and specialists at the school. This team will use a Problem-Solving RtI/MTSS Framework to meet the academic and behavioral needs of all students. The team will provide high quality instruction and intervention matched to student needs using learning rate over time and level of performance. Through this process the school can plan, evaluate, and revise all tiers of instruction.</p>

The Core Curriculum

The following is a substantive overview of the core curriculum and description of the content and materials proposed for each core subject area. The School will implement the *Student Progression Plan* as a vehicle to guide the progression and implementation of the curriculum to be taught. Accordingly, the curriculum is specifically tailored to ensure that all students meet the requirements for each grade - including mastery of all respective Idaho Content Standards while participating in an innovative seamless college preparatory program that begins as early as kindergarten.

Table 3. Research Based Instruction Materials

Research Based Instruction Materials				
Grades	Content	CORE Selected Curricula	Supplemental and Technology	Rationale
K-5	English Language Arts	McGraw Hill, <i>Wonders Grades K-5</i> Center for the Collaborative Classroom, <i>Being a Writer K-6</i>	Wonderworks Intervention; iReady Wordly Wise (vocabulary) Orton-Gillingham (Wilson Reading)	Adopted program designed to meet the individual needs of all learners, and utilizes small group instruction and leveled text for Differentiated Instruction (DI)
6-8	English Language Arts	College Board <i>Springboard</i> for 6-8 Houghton Mifflin Harcourt, <i>Collections 6-8</i>	iReady Holt McDougal	Adopted program designed to meet the individual needs of all learners, students read and analyze a wide range of texts in genres and also learn to write in various forms and is aligned to Advanced Placement coursework and prepares students for high-stakes assessments and college courses.
K-5	Mathematics	Curriculum Associates, <i>Ready Mathematics</i>	iReady ST Math	Adopted program designed to meet the individual needs of all learners, includes multiple resources to ensure that all students are meeting state requirements for math and provides comprehensive interventions.
6-8	Mathematics	College Board <i>Springboard</i> for 6-8	Carnegie Learning's Cognitive Tutor Programs Springboard Pre-AP Program	Adopted program fully aligned with National Council of Teachers of Mathematics (NCTM) Principles and Idaho Standards for Mathematics and designed to support students and help them learn that they can be mathematical thinkers. There is an emphasis on reasoning and problem solving, prepares students for high-stakes assessments, and college courses.

Research Based Instruction Materials				
Grades	Content	CORE Selected Curricula	Supplemental and Technology	Rationale
K-8	Science	Delmar Cengage Learning, <i>Project Lead the Way for K-8</i> Accelerate Learning, <i>STEMScopes for K-8</i>	Gizmos	Adopted program taught via modules to empower students to adopt a design-thinking mindset through compelling activities, projects, and problems that build upon each other and relate to the world around them.
K-8	Social Studies	TCI Interactive, Text <i>Social Studies Alive!</i>	Newsela Discovery Learning Facts on File SIRS - SIRS Knowledge Source (SKS)	Adopted program to prepare students to participate intelligently in public affairs, its component disciplines foster in students the knowledge and skills needed to understand current political and social issues.

English Language Arts

The Reading Wonders (K-5), Springboard and Collections (6-8), and Being a Writer curriculum will include strategies for students reading at grade level or higher, as well as for students who are reading below grade level. It is expected that students will master reading, writing, and verbal skills through continuous infusion of reading skills in all subject areas. Text which reflects the Idaho Content Standards complexity bands will be used to teach reading skills and strategies. Lessons will support students by building a strong reading foundation, accessing complex text, finding and using text evidence, engaging in collaborative conversations, and writing to sources.

To build a foundation in language, students must gain control over many conventions of Standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. The School will provide students with increasingly complex texts, including novel studies, to aide student growth in reading comprehension, and expose them to complex vocabulary.

Through Language Arts, students will also be required to develop a range of oral communication and interpersonal skills through whole group discussions as well as individual, partnered, and small group presentations. Through these, students learn and engage in contributing accurate and

relevant information; responding to and developing what others have said; making comparisons and contrasts; as well as analyzing and synthesizing a multitude of ideas through various language arts domains. Students will also get the chance to compare and contrast thematically-based texts in different genres; for example, stories and poems/historical novels and fantasy stories. They will write routinely over short and extended time frames for a variety of tasks, purposes, and audiences.

Writing

As part of the Language Arts Curriculum, students will enhance writing skills through daily writing assignments in various modes, including, but not limited to, expository, persuasive, and narrative. The tasks will require students to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. In addition, students will be required to compose writing pieces that are text based. Via the writing process, the students will plan, revise, edit, and publish their writing, with the end goal of teaching that a key purpose to writing is to communicate clearly to an external audience. In addition to the elements of focus, organization, support, and conventions described in current ISAT Writing rubrics, students will also receive instruction in the correct use of standard English conventions in preparation for the more stringent criteria on ISAT Writing scoring, which will assume few, if any, errors in the conventions of sentence structure, mechanics, usage, punctuation, and spelling in order for students to earn a passing score.

Additionally, the School will also strengthen the requirements for quality of details, requiring use of relevant, logical, and plausible support, rather than contrived statistical claims or unsubstantiated generalities, while students learn to create the expectation that relevant supporting detail for clarification of meaning are the expectation for quality writing at all grade levels. Lastly, the Writing curriculum will prepare students in the elements of writing persuasive responses that will well prepare students in the art of Writing as well as allow them to meet the muster of the new calibrated scoring rubrics and increased expectations on the ISAT ELA/Literacy assessment.

Mathematics

The School will provide a rich Mathematics curriculum and research-based instructional strategies, to develop students' mastery of mathematical concepts as well as their ability to engage mathematics to reason, communicate, and problem solve, making them able to remain competitive in an ever changing, fast-paced and technologically-advanced world. The cultivation of these skills

will help students develop numerical literacy, wherein they will have acquired the mathematical knowledge, problem solving ability, and communication skills required to excel at or above grade level expectations.

The Ready Mathematics (K-5) and Springboard (6-8) Mathematics curriculums are aligned with NCTM Principles and Idaho Standards for Mathematics by grade level for grades K-8 Mathematics. This curriculum was specifically selected due to its philosophy of inquiry and mathematical explanations required of all students. The curriculum is designed to support students and help them learn that they can be mathematical thinkers. There is an emphasis on reasoning and problem solving in all grades. Students will focus on computational fluency with whole numbers as a main goal in the elementary grades. Students will also have extensive work in the mathematical areas of rational numbers, geometry, measurement, data, and early algebra. Math games are used as a tool for students to experience mathematics in fun and engaging activities. Ongoing assessments will be utilized to ensure students understand core mathematical concepts and enrichment/remediation will be provided to meet the needs of individual students.

DCC will implement the Math ICS as the base for instruction. The School will provide quality instruction, high expectations, and consistent standards for all students. The content will be challenging for all students and based on the assumption that all students can achieve high standards if given stimulating opportunities to learn. DCC will also infuse literature and technology into Mathematics instruction.

Furthermore, the School will commit to focus on the ultimate goal being to grow the proficiency level of students in science and mathematics, preparing them for 21st century global society. Some of the strategies include:

Literacy Integration: The School will infuse literacy and technology into Mathematics instruction. This will provide for reinforcement of mathematical terminology, real world applications of mathematical concepts, and organization/visualization of mathematical concepts (e.g., word walls, journals for hypothesizing and/or subsequent reflection of mathematical conclusions and interactive white boards).

Sample Math Centers: The number of students in each group may vary based on understanding of the concepts. If a student is struggling with daily concepts, the teacher may provide scaffolding and support through:

- *Reteach* – Hands on manipulatives and/or supplemental resources to enable a better understanding of math concepts and skills.
- *Enrichment* – Teacher provides higher order thinking mathematical concepts for those students working above grade level.
- *Technology Center* – The students will utilize the online math programs providing students with all the tools they need to be successful learners, both in the classroom and beyond.

Differentiated Instruction: Classroom teachers design lessons that recognize the diverse learning style of students and afford opportunities for student choice and creativity. Teachers will utilize varying methods of instruction to address diverse learning styles.

Coordinated Intervention among School Staff: Individualized intervention strategies and lessons will be planned for students based on specific areas of deficiency. The School's Curriculum Specialist or Counselor will monitor struggling students on a monthly basis, meet with the student's teacher to discuss strategies and adjust instruction as needed. In addition, members of the RtI/MTSS team will communicate with the parent as needed.

Science

Project Lead the Way (K-8) and STEM Scopes (K-8) Science curriculum will prepare students to achieve the Idaho Content Standards by incorporating a hands-on approach to learning of the central science themes: life, earth, physical, and process science.

Through innovative initiatives such as Project Lead the Way (PLTW), students will be prepared for the ever changing and challenging world of tomorrow. These interdisciplinary methods to teaching and learning will encompass a rigorous curriculum and enable students to become higher order critical thinkers by utilizing real-world applications. The implementation of the initiative will allow students to partake in inquiry-based learning and opportunities for collaboration with peers. Through these opportunities, students will be able to engage in discovery and exploration, guided by the Scientific Method.

Literacy Integration: Teachers will provide opportunities for emphasis on text-specific complex questions and give emphasis on student's supporting answers based upon evidence from text, and provide extensive opportunities for research to increase content literacy by providing reading and writing opportunities throughout each of the science courses. The School will use state-adopted

textbooks and instructional materials to deliver course content to ensure that course material is taught sequentially, consistently, and in a challenging format.

Inquiry based learning: This student-centered strategy in Science will require students to conduct investigations independent of the teacher, unless otherwise directed or guided through the process of discovery. Teachers will use this strategy in developing critical thinking and problem-solving skills, especially through the scientific method.

Cross Curricular Alignment and Planning: Allocate time for Science and mathematics (and ELA) teachers to work together to plan the integration of science and mathematics (and literacy) to support the curriculum of their specific courses (e.g., mathematics and science teachers at the School will include meaningful mathematics and science projects that emphasize the content strands and incorporated into classroom and home learning assignments, reinforcing and integrating various subject matter capitalizes on time, increases exposure, and presents material in a different manner);

Social Studies

(K-8) TCI Interactive Text: *Social Studies Alive!* materials teach students about the world around them in ways that make them excited to learn every day. Activities like the Revolutionary War tug-of-war capture their imagination and help them long remember key content. Lessons start with a big idea - Essential Question - and incorporate graphic notetaking, group work, and step-by-step discovery. Students are the center of instruction that taps a variety of learning styles, allowing students of all abilities to learn and succeed.

Social Studies education will promote loyalty and love of country and community, and it will prepare students to participate intelligently in public affairs. Its disciplines foster in students the knowledge and skills needed to understand current political and social issues. Social studies education will provide students with an understanding of the democratic principles and ideals upon which good citizenship is founded and an understanding of the world beyond their borders. The comprehensive social studies program will:

- Emphasize content, concepts, and skills from the social sciences, the humanities, and, where appropriate, mathematics, and the natural sciences;
- Reflect a clear commitment to democratic beliefs and values;

- Encourage civic responsibility and active participation;
- Promote high expectations for all students;
- Incorporate a multicultural perspective;
- Reinforce the development of a global perspective;
- Promote understanding of social, political, and economic institutions;
- Encourage student involvement in community service;
- Focus on the identification of the potential solutions to local, national, and world problems;
- Involve students in their learning by using a variety of teaching strategies and instructional materials;
- Promote an interdisciplinary approach to learning.

Instructional Strategies

At DCC teachers will use a variety of research-based proven instructional strategies to reach all level of learners. “Intensive-Explicit Instruction (IE)” developed by Jim Knight uses a number of research based instructional approaches, including direct, explicit and strategic instruction (Hattie, 2011, Archer & Hughes 2011, Ellis, Deshler, Lenz, Shumaker and Clark, 1991). “Teachers use intensive-explicit instruction to efficiently and effectively teach content and significantly increase the likelihood that students will master the content. Intensive-explicit instruction involves teaching practices that ensure students are engaged in learning and actively mastering content.”

Explicit Instruction is systematic, direct, engaging, and has been shown to promote academic achievement with all levels of learners. Instruction is focused on the critical content that students need to develop a deep understanding of the concepts as well as the skills needed for academic success. These skills are sequenced logically and more complex skills are broken down into smaller units of instruction.

These key instructional practices are key for effective instruction for all students regardless of their proficiency or background, and provide a research-based foundation for effective intensive-explicit instruction. While teachers are working in small groups with the different tiers they decide what learning intentions and success criteria will be used to measure academic achievement. The

teacher is continually modeling, evaluating what is being learned through a variety of checks for understanding, and using formative assessment techniques to tie the material being learned together as it becomes appropriately mastered and demonstrated.

Beyond the differentiated instruction to meet the varying levels of the anticipated population, the school will create an environment for active learning. Active learning means engaged learners. The School's curriculum will require students to interact with each other, apply curriculum to real-life situations, and use a variety of technological tools beyond the classroom. Students are also exposed to opportunities for project-based learning. Students will be exposed to engineering and critical thinking as early as kindergarten through Project Lead the Way.

In accommodating individual learning styles and individual learner needs which are also found at the schools at Mater Academy across the nation, the School's curriculum incorporates the following instructional practices:

- *Gradual Release of Responsibility ("I do, We do, You do together, You do alone")*: This model allows students to be introduced to a concept while accessing prior knowledge and then applying the new information with prior knowledge; thus allowing students to have a deeper understanding of the concept introduced. It also gives the teacher the ability to model the concept effectively and address the needs of the higher-level students as well as those students that need extra support before allowing them to attack the problems on their own during the independent time. The wrap up allows the teacher assess the comprehension of the students and implement remediation strategies if necessary to ensure students have a thorough understanding. This model is used cross-curricular so the different subjects can be supportive of one another. It is beneficial to the students as each subject is structured with this model so the consistency allows for better use of time and effective comprehension.
- *Universal Design of Learning*: Used as a guide to instructional design and delivery in all curriculum development. UDL is a framework for flexible, differentiated instructional approaches that includes flexible methods for presentation, expression and active learning, and student engagement, so all students (e.g., students with disabilities, ELLs) can participate fully in core instruction.

- Systematic & Explicit Instruction: The School will use formative and summative assessment data to realign the instructional framework and provide systematic and explicit instruction for text-based vocabulary acquisition and close reading models using complex text that is grade level appropriate.
- Print Rich Environment: Each class will maintain a classroom library to include a collection of quality literature that includes material written at varying reading levels and in a variety of genre forms, inclusive of both fiction and non-fiction. This collection will offer students reading material that will support their individual interests and abilities. Frequent successful reading experiences using appropriate texts will provide the opportunity to improve their reading proficiency with regard to fluency, vocabulary, and comprehension.
- Word Walls: Word walls will consist of high frequency words, word patterns or phonic elements, and interesting, exciting words. Students will use the word wall during lessons and activities to practice recognizing words quickly and accurately.
- Project & Problem-Based Instruction: Instruction that centers on hands-on, real-world activities, projects, and problems that help students to understand the knowledge and skills they develop in the classroom may be applied in everyday life. This approach scaffolds student learning through structured activities and projects that empower students to become independent in the classroom and help them build skill sets to apply to an open-ended design problem.
- Vertical and Horizontal Teaming: Horizontal and Vertical Teams will exist throughout the School creating opportunities for success in every classroom, as both grade-level and content-area teams work together to align curriculum, instruction, and assessment. These Professional Learning Communities (PLCs) will provide opportunities within the School to engage multiple teaming patterns.
- Differentiated and Standards-Based Instruction: The School's ultimate goal is to provide a learning environment that will maximize the potential for student success. Teachers will use differentiated instructional strategies that connect with individual student's learning needs. Teachers will manage instructional time to meet the standards

while providing motivating, challenging, and meaningful experiences for students to receive and process information in ways that require differentiation of experience. Classrooms will be arranged to enable active engagement by all student whole-group instruction; teacher-led small group instruction (groups determined by data and depending on student need); cooperative learning groups and independent student centers.

- *K-5 Centers*: DI centers will be set up throughout the classroom in various areas that allow students to work independently or in a small group setting, using instructional materials to explore and expand their literacy. During this time, students are engaged in a variety of activities that reinforce and extend learning without the assistance of the classroom teacher. Students will practice reading, writing, speaking, listening, and working with letters and words. Manipulatives such as magnetic letters and sound letter cards are used to increase active participation and provide additional guided practice through multi-sensory approaches. Technology is often incorporated into the DI centers as well.
- *Technology*: DCC recognizes that instructional technology can facilitate learning and enhance the curriculum itself. All members of the school, including parents, will benefit from the success of the technology plan. The teachers will improve their lesson plans and delivery methods. The students will have the opportunity to be exposed to and to learn an enhanced curriculum with all the additional tools for computation and visualization.

Along with these instructional strategies, it is a strong belief that teachers at DCC have a collection of strategies to intuitively modify and adjust instruction based on students' understanding and responses "in the moment." Teachers will also use brain-based compatible learning strategies which uses the research about how the brain learns. Teachers teach with the brain in mind and use strategies in a purposeful way based on the research of Eric Jensen (Teaching with the Brain in Mind, Teaching and Engaging with Poverty in Mind) and Marcia Tate ("Sit and Get" Won't Grow Dendrites, Formative Assessment in a Brain-Compatible Classroom and Preparing Children for Success in School and Life).

Strategies for Serving Special Populations

DCC is committed to serving the needs of all its students, regardless of level, learning style, and/or special needs. In support of our mission, the goal remains that all students attain and demonstrate mastery of the Idaho Content Standards. Academic underperformance is first identified during the enrollment process when reviewing student records and transcripts. The use of the initial iReady assessment (and Idaho's Reading Indicator in K-3) will assist in determining student knowledge gaps and set the baseline to enable student growth to be measured. The administrative team and data specialist will work in tandem to distribute the findings of the intervention screener to teachers and paraprofessionals to provide any modifications or accommodations.

Each quarter the school meets as a team during "Data Day" which allows the school to discuss children scoring in the bottom and top 15% (or another cut score as determined by the school). Students who score in the bottom 15% and students who are failing are discussed and an intervention plan is developed. Students who score in the top 15% are identified and provided specific differentiated instruction for accelerated learners. The staff then brainstorms different interventions that may help the student progress further academically or behaviorally. In general education, intervention periods are scheduled in daily to provide instructional level academics to all students. In addition, before- and after-school tutoring clubs and online learning programs provide instructional level interventions and accelerations.

If the student is still not showing progress on the universal progress monitoring, the student will enter into a Response to Intervention (RtI) program. During the RtI process, a goal is written in the deficit academic area, the student is provided with additional interventions, and the student has weekly progress monitoring related to the goal. The data is graphed and analyzed every 6-8 points. If the student's graphed line is not moving toward the grade level trend line, then instruction becomes more intensive by increasing the amount of time in intervention, increasing the number of sessions in intervention, or changing the teaching method. If after 12-16 data points, the student's graph still shows a lack of progress, the student will be referred to special education.

Students that do not qualify for an IEP or 504 will still have the opportunity to work with their teachers one-on-one each day through small group interventions and after and before each scheduled transition. Teachers will schedule interventions with students and parents/guardians to assist in mastering their learning objectives. DCC's daily collaborative team sessions will identify

students and their areas of struggle. Each teacher, based on their expertise, will be assigned a group of students to monitor and schedule one on one or small group intervention.

Data-Driven Individualized Supports All Students

The school will have a Multi-Tier System of Supports (MTSS) Response to Intervention (RtI) team comprised of administrators, teachers, and specialists trained to use the MTSS/RtI Framework to effectively meet the academic and behavioral needs of all students. The school will implement strategies designed to address individualized learning needs, including educationally disadvantaged students and students with special needs who may be at-risk of falling behind.

Academic Support in ELA and Mathematics

The school will evaluate students and provide academic support through Intensive Reading and Intensive Mathematics courses for grades K-8 students. In grades K-5, Interventionists (teachers and qualified paraprofessionals) will work with students and provide intense individualized interventions. In grades 6-8, students receive Intensive courses in Reading and Mathematics with appropriate curriculum and interventions.

Services for Students with Special Needs

The DCC model allows educationally disadvantaged students, including Students with Disabilities (SwD) and students entering below grade level, to benefit highly from the core curriculum. SwD must be supported and challenged to excel within the general curriculum and be prepared for success in their post-school lives, including college and/or careers. In order to accomplish this, DCC will commit to instruction that incorporates supports and accommodates students including:

- (1) An Individualized Education Plan (IEP) for Special Education and progress monitoring Plan for students below grade level proficiency, which include annual goals aligned with and chosen to facilitate their attainment of grade-level academic standards;
- (2) Teachers and specialized instructional support personnel who are prepared and qualified to deliver high quality, evidence-based, individualized instruction and support services;
- (3) Instructional accommodations in materials or procedures, which do not change the standards, but allow students to learn within the framework of the Idaho Content Standards;

- (4) Assistive technology devices and services to ensure that students with special needs have equal learning and developmental opportunities;
- (5) Instructional supports for learning based on the principles of Universal Design for Learning (UDL) which foster student engagement by presenting information in multiple ways and allowing for diverse avenues of action and expression. In addition to providing the specific services listed in a student's IEP and/or ELL plan, the School will offer tutoring services or other such assistance to ensure students remain successful.

Evaluating Meeting the Needs

Components of monitoring and evaluating meeting the needs of subgroups:

- ✓ Teacher utilized flexible grouping.
- ✓ What types of flexible grouping were utilized (i.e., pairs, small groups, and/or independent practice)?
- ✓ Teacher differentiated instruction for all levels of learners.
- ✓ Did the teacher scaffold instruction for special education students and/or ELL students?
- ✓ Example of how the teacher differentiated instruction for learners.
- ✓ Assignments/assessments were meaningful, rigorous, and at/above grade level.
- ✓ Teacher grade book reflected meaningful, rigorous, and at grade level assignments/assessments.
- ✓ Teacher provided an explicit closure to ensure mastery of lesson objectives.
- ✓ How did the teacher conduct a review and emphasize the important points of the lesson?
- ✓ Teacher utilized technology in the lesson.
- ✓ Teacher maintained appropriate pacing throughout the lesson to engage students.

Informing Parents

The School will use various methods to share information with students and parents. Ongoing communication will be maintained through on-line reporting systems such as, web-based grade

book and progress reports, parent conferences, and other forms of written and oral communication that the parents may prefer. The school will make every effort for communication to take place in the home language for those students from homes where a language other than English is spoken.

Specifically, the School will ensure communication with students/parents occur as follows:

- *Written Notices & Email* – Parents will be notified, in writing, at any time during a grading period when it is apparent that the student is doing unsatisfactory work; when course or grade assignments drop abruptly or significantly; if a student is in jeopardy of failing a course, and/or if a student is in jeopardy of not meeting promotion criteria. Parents will also be notified in writing when a student is receiving instruction in an accelerated class or grade placement other than for which they are eligible.
- *Phone & In Person* – Teacher and/or administrator will call parents with updates or concerns and/or request in-person conference. The school will also host open house at the beginning of the school year wherein they will make parents aware of school policies, procedures, and how to request conferences. Parent conferences will be held as requested by parent or as deemed necessary by teacher or administration.
- *Interim Progress Reports* – Parents receive an interim report between grading periods which indicate student progress by course and contains academic, behavioral and attendance data.
- *Parent Portal / Online Gradebook* – Parents have access to all the child's grades / assignments.
- *Data Reports* – PM Tracking logs, Quarterly iReady and MYA Reports of student individual performance and progress.

Parental and community involvement in the School is a fundamental and required part of the philosophy and operation of the School. The goal is to encourage parents to be active participants in their child's education, and give the community ownership of a high-quality educational program, and teach children to be civic-minded and socially-responsible. Parents and community members will have extensive opportunities for involvement in aspects of school operations. Through the parent/teacher group, School Advisory Council (SAC), and other such committees, parent and community representation and decision-making in the educational processes of the

School is possible. Similarly, the administration will also require the faculty and staff of the School to uphold a strong belief in, and understanding of, the charter school concept through the inclusion of parents in the educational process. Through open lines of communications, faculty and staff will also encourage parental involvement through such endeavors as follow:

- *Parental Volunteers* – Parents will be welcomed to volunteer at the School during various school activities, assemblies and meetings. Parents can be active participants in the parent club and their child's homerooms. Volunteer opportunities to complete parent participation hours (communicated through newsletters, the School website, schoolnotes.com, e-mail, and calls home) will be plentiful and yearlong. Some of these will include activities such as chaperoning field trips, assisting with class and community service projects, helping in the library, participating in Career Week and Family Day, and assisting with the School store.
- *School Advisory Council (SAC)* – This group will consist of school personnel, parents, students, local business, and community members. Members will be able to address and vote on pertinent school matters on a regular basis.
- *Quarterly Parent / Teacher Conferences* – Hosted in the evenings at the School where parents can discuss topics that affect their children's educational progress.
- *Open Houses, Career Fairs, Family Day* – Events held to recruit new students, maintain communication and involvement between the School and the surrounding community.
- *School Website, Newsletters, Social Media, and Event Calendar* – Updated regularly to disseminate information and maintain open lines of communication in the community.
- *Community Service Projects* – Students, faculty, and parents will participate in activities to help, give back to, and connect with, the community.
- *PTO* – Parent Teacher Organization coordinates extra-curricular events involving the community.
- *Parent Club* – Dedicated to work in partnership with the families, faculty, and community to provide resources for the school through fundraising and volunteering. The club strives to support students in an academic environment that encourages character building.

- Parent Workshops on education-related topics, such as decision-making regarding school performance and student assessment needs will be offered.

Professional Development Plan

Professional development for teachers will be scaffolded and ongoing. Explicit Instruction, standards-based curriculum with an emphasis on mastery, active learning, and other instructional strategies central to DCC's education model will be done prior to the school year starting to set the teachers and students up for success and develop a sound foundation in which to build upon during the year. As teachers master and demonstrate understanding of these key instructional strategies additional professional learning will be added as identified through ongoing analysis of data. As walkthroughs, instructional rounds, lesson study, and formal evaluations begin professional learning will be modified, increased, or changed to meet the needs from these data points.

Student assessment and performance data will be used to not only evaluate school effectiveness and differentiate instruction, but more importantly to inform continuous improvement efforts by targeting benchmarks indicating which students need additional support to master specific standards and/or grade level skills. Assessment will serve as a feedback system to:

- Guide administrators in instructional focus areas and which teachers may need additional PD and support;
- Guide teachers in lesson planning and individualizing instruction;
- Guide students in understanding their own progress towards of each respective standard; and
- Keep parents involved and informed about student achievement and progress.

Accordingly, the responsibility to manage, evaluate, and interpret student data will be a collaborative effort as follows:

- Students are assessed at the beginning of the school year on all benchmarks (as described above).
- Administrative staff and lead teachers collect and disaggregate data on an on-going and consistent basis (bi-weekly, after every quarterly assessment, and ongoing

throughout the school year). I-Ready and other data tracking reports are generated by student, by standard, by teacher, and school-wide results are immediately available to teachers to target instruction and make adjustments as necessary.

- Teachers are trained on how to properly analyze the data and log in the individual student data folder.
- Teachers then use the data folders to group students by strengths and weaknesses for differentiated instruction and intervention. (Evidenced in their lesson plans).
- During their differentiated instruction centers/intervention, students receive remediation in the skills they are weakest in and are reassessed to determine progress.
- Periodically and as necessary in the course of classroom instruction, students are moved between groups in order to ensure that their learning needs are being met and that they are progressing towards mastery.
- Data Tracking – Students will use personal data trackers to track their growth data by benchmark. Data folders are sent home for parents to review, sign, and return to the teacher.
- Data Chats – The administrative team manages the process by conducting data chats with teachers on classroom data while teachers conduct ongoing individual data chats with students. As necessary, teachers communicate with parents via phone or in person conference.

Furthermore, DCC has access to a data specialist to assist the school in collecting, disaggregating, and processing school-wide and individual teacher/student performance and achievement data, on an on-going and consistent basis. At the beginning of each school year and at least quarterly, the data specialist will work collaboratively with the school to generate meaningful reports on assessment data to identify areas of instructional weaknesses pinpointing thresholds of student progress. State standardized assessments will be used to determine mastery of content standards and make decisions regarding school-wide improvement from year to year. The data specialist will also share data with schools and with the Governing Board to identify trend data and assist the governing body to identify necessary and targeted support that might be needed. This process has

proven to be highly effective in other high-performing Mater Academy and sister schools, as it gives students, parents, and teachers a clear understanding of how students are performing and facilitates open communication and an understanding, by all parties, as to how best support our students.

Components of student data used for evaluation and monitoring of instruction:

- *Student Achievement* – Grade level proficiency and content mastery.
- *Student Growth* – Student growth percentile (SGP) is used to compare student growth to their academic peers on a national scale.

Components of monitoring and evaluating instructional practices to guide professional development:

- Teacher started instruction promptly when the bell rang.
- Teacher stated the Idaho Content Standards.
- Standards/Objectives/Successful Performance Statements for the lesson.
- Teacher set the stage for learning and engaged students in the lesson with an effective anticipatory set.
- What creative technique did the teacher use to engage students in the lesson?
- Teacher reviewed prior learning and linked prior knowledge to new learning.
- Teacher utilized direct instruction to teach new concepts.
- What research-based techniques and appropriate methodologies were used by the teacher?
- What creative classroom activities did the teacher use to teach the lesson?
- How did the teacher present subject matter in multiple ways?
- Teacher gave clear directions throughout the lesson.
- Teacher expected/emphasized/modeled/referred to note-taking skills.
- Teacher demonstrated accurate content knowledge of the subject taught.

- Teacher checked for student understanding throughout the lesson.
- Teacher provided students time to think and gave many opportunities to answer higher order questions.
- Was effective questioning used throughout the lesson?
- Example of higher level question used during the lesson.
- Teacher grade book reflected meaningful, rigorous, and at grade level assignments/assessments.
- Teacher provided an explicit closure to ensure mastery of lesson objectives.
- How did the teacher conduct a review and emphasize the important points of the lesson?
- Teacher utilized technology in the lesson.
- Teacher maintained appropriate pacing throughout the lesson to engage students.
- Instruction took place from bell to bell.

II. FINANCE & FACILITIES PLANS

Fiscal Philosophy and Spending Priorities

The Mater Academy, A Dry Creek Charter (DCC) Governing Board will oversee all aspects of the fiscal management of the school and are dedicated to providing an enhanced educational experience by furnishing students with an academically challenging and personally meaningful learning environment. The charter school budget will serve as the financial plan of operation for the charter school and will include estimates and purposes of expenditures for a given period and the proposed means of financing the estimated expenditures. DCC will provide the budget and budget documents in accordance with the rules and regulations as specified by the Idaho Department of Education on an annual basis.

The governing body recognizes its responsibility to establish an unreserved fund balance in an amount sufficient to:

- Protect the charter school from unnecessary borrowing in order to meet cash-flow needs;
- Provide prudent reserves to meet unexpected emergencies and protect against catastrophic events;
- Meet the uncertainties of state and federal funding; and
- Help ensure a charter school credit rating that would qualify the charter school for lower interest costs.

In determining an appropriate unreserved fund balance, the governing body will consider a variety of factors with potential impact on the charter school's budget including:

- The predictability and volatility of its expenditures;
- The availability of resources in other funds;
- The potential drain upon general fund resources from other funds;
- Liquidity; and
- Designations.

DCC has presented a fiscally conservative budget for their first 3 years of operation as well as a breakeven budget for their first year of operation in case student enrollment comes in lower than

expected. DCC's largest fixed costs are salaries and benefits with categories such as educational program items, technology, furniture, and supplies fluctuating with student enrollment. This is no surprise as the largest fixed cost is the most important; in order to successfully implement an educational program, being able to hire/retain dedicated school staff is top priority. Please see *Appendices A1 – A4* for additional financial and budgetary information.

Utilizing Academica's standing relationship with the lending institution Vectra Bank will allow DCC to lease all their furniture, fixtures, equipment, and curriculum in the first year of the school over a 48-month period. The lease will include a 5% residual purchase option at the end of the 48 months or an early purchase option in the 45th month for a 6% residual. Please see *Appendix F4: Sample Vectra Lease*.¹⁶ The proposed campus will likely enter into this lease agreement in their first year of operation. DCC budgets \$1,000 per student to outfit the entire school in its first year of operation at a 5% interest rate over 4 years. The budget reflects projected FFE costs for the first three years of operation, these projected totals are divided into the three equipment categories: curriculum, technology, & furniture/fixtures.

Transportation and Food Service Plans

DCC will look to provide transportation to and from school and will contract out the service in its first few years. The budget has been based on rates paid by schools working with Academica. The budget reflects the transportation allowance of 60% of the projected transportation expenses. The transportation expenses are assumed at \$250 per route per day, for 180 school days; utilizing one route for the first two years of operation, increasing to two routes in the third year of operation. Once established, DCC's Governing Board will seek the appropriate bids for a bus transportation provider in compliance with Idaho Code. *The school will look into adding additional routes earlier than scheduled based on student enrollment.*

As outlined in *Section IV. Student Demand and Primary Attendance Area* of this application, DCC projects that 31.5% of the student population will qualify for free and reduced lunch. This data is based on the average Low Income population of students attending schools within five (5)

¹⁶ *The Committee to Form acknowledges, if the Charter Commission approves this application authorizing the Governing Board to operate DCC as a public charter school in the State of Idaho, DCC will fulfill its legal obligation to publicly disclose all required financial obligations. The amounts in the sample lease attached as Appendix F4 were redacted simply because the obligor party under that lease is not involved in the instant charter application. Moreover, DCC has no reason to believe that such information was not properly disclosed by that particular obligor party during the course of the underlying transactions involved in their own lease relationship.*

miles of the campus. Standard kitchen equipment is factored into the amount of the anticipated building space and may include up to an oven, warming cabinet, double door refrigerator, and single door freezer. These items are included in the schools anticipated FFE lease mentioned in more detail above. Additional start-up expenses may include food thermometers, a prep table, oven mitts, single use gloves, and other kitchen supplies.

Administrative costs are minimal and may include a date-stamp, envelopes, and mailing stamps. The school is looking into several options on how best to implement the National School Lunch Program (NSLP) for its campus. Based on this interest, the School plans to contact local restaurants recommended by other charters schools to provide lunches that meet the requirements of the NSLP. The School will administer the application process for all free and reduced-price meals and will submit claims for reimbursement to the state. The budget assumes that meals will be paid for by students not eligible for these programs. The amount of \$3,000 per year has been budgeted in Years 1 – 3 for any potential overages or one-time costs associated with providing food services. The operating costs associated with this expense are based on experience with similarly-sized schools in the Boise area.

Financial Management and Monitoring Plan

As outlined in *Section III. Board Capacity and Governance Structure* of this application, the Governing Board will be the ultimate policy-making body with the responsibility of operation and oversight of the school including academic direction, curriculum, and budgetary functions. The auditors, accountants, and educational management company retained by the governing body will work as a team to develop financial statements and accounting reporting templates to ensure compliance with the state and federal reporting guidelines.

Additionally, DCC intends to contract with a highly-experienced education management organization (EMO), Academica, for comprehensive, professional management of non-academic school functions. Academica's goal is to provide support to relieve charter schools from the administrative and compliance burdens that would otherwise detract from their educational mission. Academica was selected by the Governing Board based on Academica's long-term success serving a variety of student populations to help charter schools achieve academic excellence. Please see *Appendix F1: Education Service Provider* for additional information.

Academica Nevada began in 2010 working with parent groups, community leaders, non-profit

organizations, and public charter schools to replicate successful models of high-performing schools. Since its inception, Academica’s mission has been to give students from all backgrounds and socio-economic groups access to free, high-quality public education.

Academica supports high-performing public charter schools by providing management services in various non-academic areas so that schools can focus on their most important function: educating children. For instance, Academica provides charter schools with comprehensive assistance with the following non-academic school functions:



Figure 1. Academica’s Non-Academic Management Services

In addition to Las Vegas and Reno, Academica Nevada currently has additional offices to provide comprehensive non-academic support to public charter schools in Arizona (*Somerset Academy* and *Sports Leadership & Management*), Colorado (*CIVICA Academy*, *Doral Academy*, and recently-approved *American Legacy Academy*), and Idaho (*Doral Academy* and *Pinecrest Academy*).

Academica supports schools dedicated to helping students achieve their highest potential, giving each school network and teacher the autonomy to design a classroom that fits their students’ needs. These public charter schools are led by dynamic principals who have the flexibility to create a school culture that fosters student performance while creating pedagogical diversity. School networks integrate social emotional learning, leadership, English language learner education, athletics, STEAM, arts, college placement, and Career Technical Education (CTE) into curriculum that meets the student needs of their specific community.

The following figures demonstrate Academica’s substantial increases serving Nevada students who are eligible for free or reduced-price lunch (“FRL”) (*Figure 2*), ELLs (*Figure 3*), and students with special needs (*Figure 4*).¹⁷

¹⁷ This select data for student performance at Nevada charter schools was included in this “Financial Management

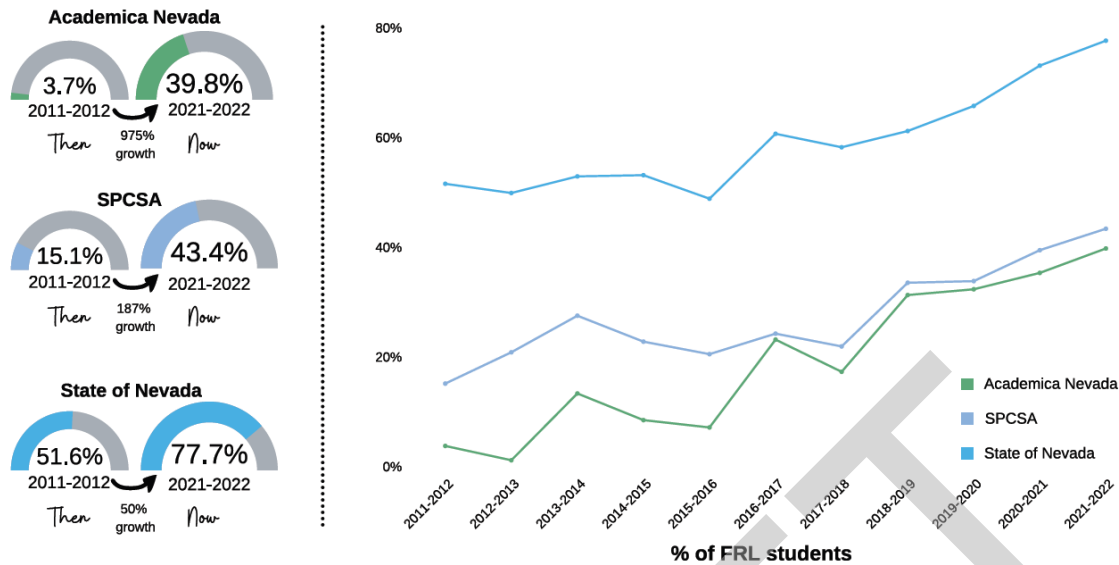


Figure 2. Academica's Growth Serving FRL Qualifying Students

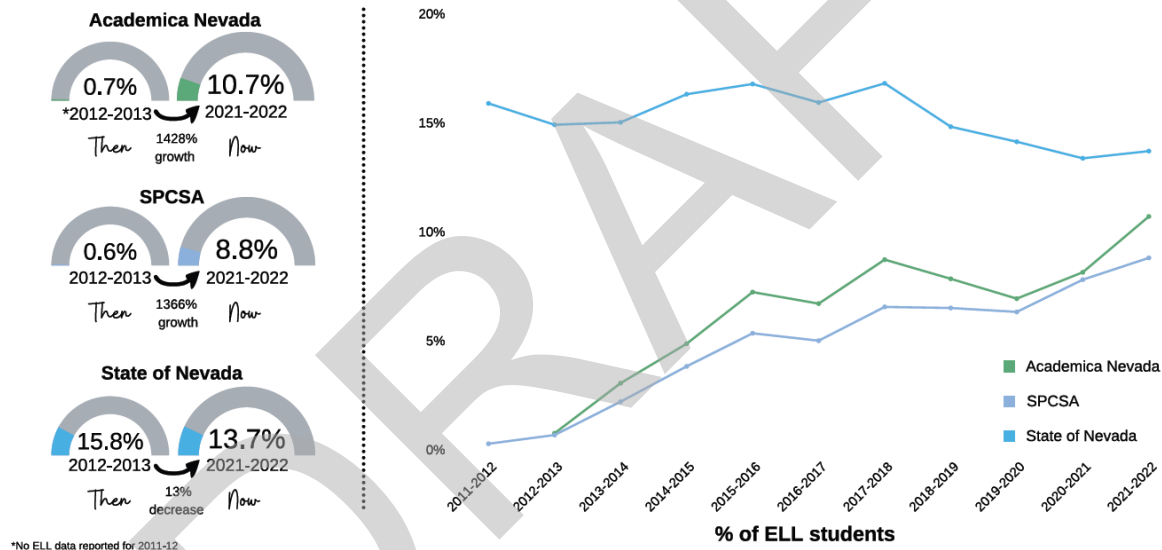


Figure 3. Academica's Growth Serving English Language Learners

and Monitoring Plan” section of the charter application simply to demonstrate that students can achieve their potential in academic excellence where Academica’s comprehensive, professional management of non-academic functions permits governing bodies and school leaders the autonomy to design high-performing charter schools.

It is important to note that similar relevant data related to Idaho charter schools supported by Academica, such as Pinecrest Academy of Idaho and Doral Academy of Idaho, was not included in this or other sections of the charter application. That is, based upon the Data Notes and Redaction Rules for the 2021 ISAT Assessment Results as published by the Idaho State Department of Education, the various Policies and Procedures promulgated by the Data Management Council designed to protect student privacy make it effectively impossible to quantify the proficiency results for small student population groups containing less than 5 students as well as other related population groups (i.e., cells with a listed value of “<25%” will have a real value of <25% but do not include an indication of how much above or below the listed value the actual percentage falls).

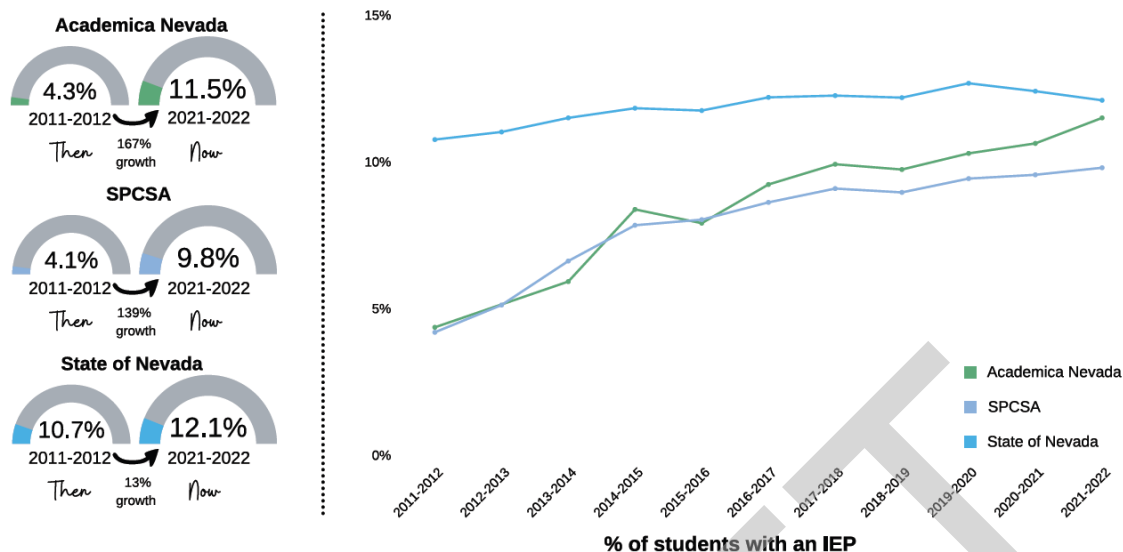


Figure 4. Academica's Growth Serving Students with Special Needs

Academica supports schools dedicated to helping students achieve their highest potential, giving each school network and teachers the autonomy to design a classroom that fits their students' needs. The entire Academica network provides comprehensive non-academic support to more than 200 public charter schools in more than 20 states, serving more than 150,000 students. The supported schools provide excellent educational outcomes.

The following information comes from Nevada, where Academica provides non-academic support to over 30,000 charter school students in 25 schools spanning 6 different charter school networks.

Figure 5 demonstrates Academica's growth in Nevada over the past eleven years.

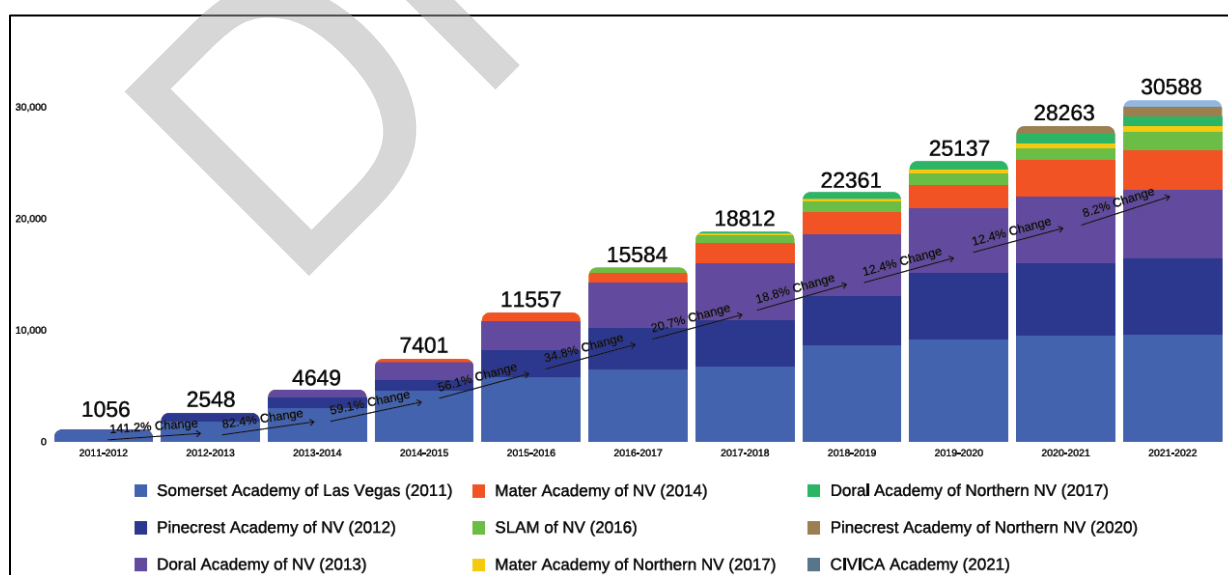


Figure 5. Enrollment Growth by Charter Network

Based on 2011-2020 data from the Nevada Department of Education (“NDE”) Nevada Report Card, 2021-22 State Data from SPCSA Enrollment Presentation (December 3, 2021), and 2021-22 ANV Data from Infinite Campus (January 12, 2022), Academica-supported schools in Nevada are recognized for their achievements of excellence in education.¹⁸ For example,

- Academica-supported charter schools in Nevada graduated more than 97% of their students in the Class of 2021.

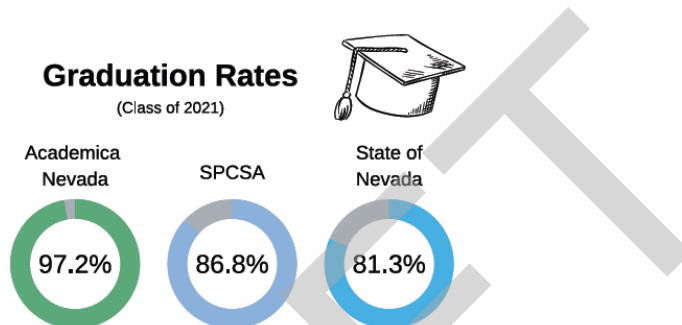


Figure 6. Academica Graduation Rates

- For the 2018-2019 school year, 81% of Academica-supported schools in Nevada were rated as either 4- or 5-star schools.¹⁹

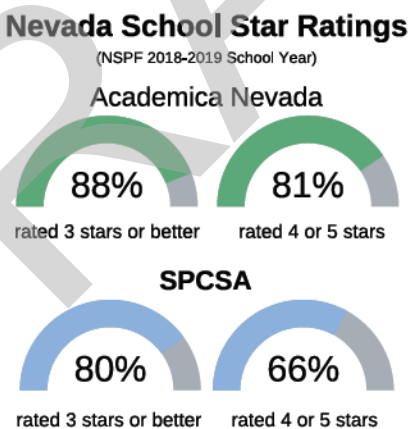


Figure 7. Academica Nevada School Star Ratings

¹⁸ “SPCSA” refers to the State Public Charter School Authority and includes public charter schools in the State of Nevada authorized and overseen by that state agency.

¹⁹ A 4-star rated school recognizes a **commendable** school that has performed well for all students and subgroups. A four-star school demonstrates satisfactory to strong academic performance for all students, and the school’s graduation rate meets expectations. The school does not fail to meet expectations for any group on any indicator.

A 5-star rated school recognizes a **superior** school that exceeds expectations for all students and subgroups on every indicator category with little or no exception. A five-star school demonstrates superior academic performance and a superior graduation rate. The school does not fail to meet expectations for any group on any indicator. These schools are recognized for distinguished performance.

- For the 2018-2019 school year, multiple Academica-supported schools made the Top 10 rated public schools in Nevada (including four Pinecrest Academy campuses).

Top 10 rated public schools in Nevada

(NSPF 2018-2019 School Year)




Elementary Schools

- #1 Somerset Sky Pointe
- #2 Doral Cactus
- #3 Doral Northern Nevada
- #5 Doral Red Rock
- #6 Pinecrest Inspirada

Middle Schools

- #1 Pinecrest Inspirada
- #4 Doral Cactus
- #4 Pinecrest St. Rose
- #4 Somerset Lone Mountain
- #9 Doral Pebble
- #10 Pinecrest Cadence

Title 1 Middle Schools

- #2 Mater Mountain Vista 
- #5 Mater Northern Nevada 
- #10 Mater Bonanza 

*By total points on NSPF framework

Figure 8. Academica Top 10 Rated Charter Schools

- For the 2018-2019 school year, four Academica-supported schools were designated as Nevada Shining Stars.

Nevada Shining Stars

(NSPF 2018-2019 School Year)



- #1 Mater Mountain Vista MS 
- #3 Mater Northern Nevada MS 
- #5 Mater Mountain Vista ES 
- #6 Mater Bonanza MS 

Figure 9. Academica Shining Stars

- In 2021, the Academica-supported Pinecrest Inspirada campus became the first public charter school in Nevada to receive the prestigious National Blue Ribbon education award in the category of Exemplar High Performing Schools.

National Blue Ribbon School

(2020-2021)

Pinecrest Inspirada



Figure 10. Academica Blue Ribbon School

The fee schedule described in **Table 4** below will be utilized to calculate the amount of Academica Idaho's professional management fee that could be charged annually to DCC based upon the student enrollment count at DCC in each school year ~~in consideration of Academica's professional management services~~. An early relationship with Academica Idaho allows DCC to have some financial flexibility during its initial growth phase. ~~The DCC's proposed multi-year~~ budget ~~presented includes~~ is based upon the following Academica Management Fee schedule:

Table 4. Academica's Management Fee Schedule

STUDENT COUNT	MANAGEMENT FEE
175 or Less	-
176 - 225	\$10,000 (flat fee)
226 - 325	\$75 (per student)
326 - 425	\$150 (per student)
426 - 525	\$225 (per student)
526 - 624	\$300 (per student)
625 or more	\$450 (per student)

For instance, in accordance with the projections in the Enrollment Capacity section below, Academica's potential management fee in Year One, if DCC were to achieve its full enrollment capacity of 305 students, would be no more than \$22,875 based on a fee of \$75 per student. Similarly, in accordance with those same projections in the Enrollment Capacity section, Academica's potential management fee in Year Two, if DCC were to achieve its full enrollment capacity of 415 students, would be no more than \$62,250 based on a fee of \$150 per student. In

Year Three, in accordance with those same projections, Academica's potential management fee, if DCC were to achieve its full enrollment capacity of 530 students, would be no more than \$159,000 based on a fee of \$300 per student.²⁰

If needed, Academica may provide DCC with a \$25,000 start-up loan for operational expenses in their first year of operation. This loan will be a non-recourse loan at an interest rate of 5% over 36 months. There is no prepayment penalty with this loan. Please see ***Appendix F5: Promissory Note with Amortization Schedule*** as an example of a draft promissory note.

Under the supervision of the Board Treasurer, and in conjunction with the School's audit firm, Academica Idaho will be responsible for the School's bookkeeping, financial reporting, and financial liability. The School Principal will supervise the day-to-day cash collections at the School.

The governing body, through the Board Treasurer, will receive and accept financial reports that include monthly bank statement reconciliations, estimates of expenditures for the general fund in comparison to budget appropriations, actual receipts in comparison to budget estimates, and the charter school's overall cash condition. Supplementary reports on other funds or accounts will be furnished upon request of the governing body or administrator.

Appropriate staff will be available at any Governing Board meeting, upon the governing body's request, to respond to questions, and to present current financial information. The administrator will notify the governing body at any time of substantial deviations in the anticipated revenues and/or expenditures.

The School Principal will be responsible for assuring budget allocations are observed and that total expenditures do not exceed the amount allocated in the budget. The Board will look to outsource payroll processes to a 3rd party vendor. Preparation of payroll, including time schedules and payroll periods, will be done in accordance with each employee's agreement with the School. Employee health, accident, dental, and other types of insurance will be provided as outlined in the agreements. Mandatory payroll deductions will be withheld as required by state and federal law.

The person designated to draw all orders for the payment of monies belonging to the charter school

²⁰ *Based upon the projections in the Enrollment Capacity section below, Academica would not be entitled to receive its maximum potential management fee of \$450 per student until, at the earliest, Year 5, assuming that DCC were to achieve its then projected full enrollment capacity of 645 students in the 2028-29 school year.*

is the Principal, and the Principal will work closely with the EMO. All claims for payment from charter school funds are processed by Academica in conformance with charter school procedures. Payment is authorized against invoices properly supported by approved purchase orders with properly submitted vouchers approved by the governing body.

DCC intends to adopt and comply with the Idaho Financial Accounting Reporting Management System (IFARMS) developed by the Idaho Department of Education. The function of charter school purchasing is to serve the educational program by providing the necessary supplies, equipment, and services. The governing body will utilize the principal as a purchasing agent. He/she will be responsible for developing and administering the school's purchasing program. An officer or member of the governing body may incur no obligation unless that expenditure has been authorized in the budget or by governing body action or policy.

In all cases, the expenditure of charter school money (except payroll) will require compliance with a requisition and purchase order system. Unless authorized by the administrator, no purchase will be authorized unless covered by an approved purchase order. No bills will be approved for payment unless purchases were made on approved orders. The administrator will review bills due and payable for the purchase of supplies and services to determine if they are within budget amounts. After appropriate administrative review, the administrator will direct payment of the just claims against the charter school. The administrator is responsible for the accuracy of all bills and vouchers.

As mentioned in ***Section I. Educational Program*** of this application, Mater Academy, A Dry Creek Charter ("Licensee") will enter into a Trademark License Agreement with Mater Academy, Inc. ("Licensor"). Mater Academy, Inc. grants Mater Academy, A Dry Creek Charter a non-exclusive, non-transferable, royalty-free license to use the trademark in connection with the development and establishment of the school of Mater Academy, A Dry Creek Charter in the State of Idaho. The budget reflects this agreement as the Mater Academy, Inc. Affiliation fee. This fee is 1% of state unrestricted revenue, half of which goes back to the school for Professional Development use and the other half going to Mater Academy, Inc. for its collaboration, accreditation, and support. Please see ***Appendix H – Mater District Membership Agreement*** for a draft of Mater's Affiliation Agreement.

Furthermore, DCC will evaluate its affiliation with Mater Academy, Inc. in three stages:

1. *Beginning of school year* – Goals will be established in alignment with the executed contract between Mater Academy, A Dry Creek Charter and Mater Academy, Inc.
2. *Middle of school year* – The Board will evaluate the services provided based on a rubric covering topics such as, but not limited to: Professional Development, Curriculum Support, Culture Training, Best Practices, etc.
3. *End of school year* – Final round of evaluations.

Facilities Plan

DCC's primary site location is a 7-acre parcel located within the Dry Creek Ranch residential development in Northwest Boise. The 7-acre parcel is relatively flat, undeveloped land with fully improved roadway frontage and utilities stubbed at the property. The parcel neighbors residential homes on the East, West and North and a planned equestrian park to its South.

According to representatives of BHH, this parcel has been sited and set aside for use as a public school since 2016. For instance, the Dry Creek Ranch is currently home to approximately 1,200 residents and continues to add 275-400 residents per year. Upon complete build-out, Dry Creek Ranch will be home to approximately 5,400 residents. Please see page B1-15 of Appendix B1 - Facility Option 1.

~~The estimated facility size is expected to be approximately 43,200 square feet or 60 square feet per student. The facility would include approximately 34 classrooms, a multipurpose room (cafeteria/gymnasium), administrative offices, and kitchen. Site improvements will include traffic management, sufficient staff and parent parking, two (2) playgrounds, a large asphalt area, and a large grass area. The Governing Board and School's principal will be involved with the design of the site and facility along with the developer and architect.~~

~~DCC is currently in discussions with the owner of the parcel, Brookside Developers, Inc., regarding a full donation of the land to DCC. The donation of land to DCC from the owner will be subject to DCC obtaining a charter approval.~~ DCC has secured a commitment from BHH regarding its desire to donate this 7.09-acre parcel within the Dry Creek Ranch community, free of charge, for the Board's use to construct the DCC public charter school. Please see page B1-15 of Appendix B1 - Facility Option 1 for the conditional commitment letter signed by Travis Hunter

as a co-owner of BHH, the developer of the Dry Creek Ranch community. The parcel of interest has already received all entitlements necessary for public school use; ~~and is pending approval by the West Ada County Commissioners for the possible donation to a public charter school.~~ For further information regarding the approved use of this proposed property, please see pages B1-6 through B1-14 in Appendix B1 - Facility Option 1.

~~DCC plans to engage a developer with a background in charter school facilities such Hawkins Companies, Galena Fund, Building Hope, or Turner Impact Charter School Facilities Fund for the development of the property. DCC and Developer will enter into a long term triple net lease (30 years +/-) with a purchase option. The lease will include stair stepped annual lease payments to allow DCC to grow into a full lease payment as the school grows in enrollment year over year. Cost estimates for the construction were taken from the Pinecrest Academy of Idaho construction project that is currently ongoing and set to open in August 2023.~~

DCC has been working with Performance Charter School Development (PCSD), a subsidiary of Hawkins Development, a Boise-based company. It is contemplated that the school will build a 43,200 square foot facility that is capable of comfortably accommodating 645 students. The cost of the building is projected to be \$10,712,292 which is \$248.00 per square foot. This was arrived at by the current costs of building a similar structure in the Boise market. The rent was arrived at by consulting with Turner Impact Fund. The lease will also contain a purchase option for the school which will be exercised when the tax-exempt market is favorable. DCC is working with Robert Baird and Company, a municipal bond firm, to determine when the optimum time would be to exercise this option. For further information regarding this proposed facility, please see **Appendix B1 - Facility Option 1.**

DCC has been working with PCSD on a second facility option if the board is unable to implement its first facility option. PCSD has access to a 12-room modular building. Two (2) of the classrooms would be connected to offices and the remaining ten (10) classrooms would house up to 250 students. The building also includes adequate bathrooms for this student count. Improvements to the donated property would be made to provide for adequate play space and parking. Permanent structures would be added as the student population grows. As market conditions permitted in phases, a 43,200 square foot building will be built that is capable of comfortably accommodating 645 students. PCSD would provide the initial funding for DCC and would finance additional

phases until the permanent facility was completed. PCSD would lease the project to DCC with a purchase option. DCC would work with Robert Baird and Company to exercise that option when the tax-exempt bond market makes the financing feasible. For further information regarding this proposed facility, please see **Appendix B1 - Facility Option 2.**

DRAFT

III. Board Capacity & Governance Structure

Governance Structure

DCC is organized exclusively for educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code. The Governing Board will be the ultimate policy-making body with the responsibility of operation and oversight of the school including academic direction, curriculum, and budgetary functions. The policies, procedures, powers, and duties by which the board will operate, including specific member powers, are detailed in the attached bylaws.

Board members will serve five-year terms, and board members may serve no more than two terms. Terms will be staggered so that no more than half of the board will be up for election in any one year, unless a vacancy needs to be filled.

The officers of the Governing Board will include a Chair, Vice Chair, Secretary, Treasurer, and such other officers as the board will deem necessary to elect. The board will elect and appoint all officers at the annual meeting of the board. Officers will serve a one-year term and may serve consecutive terms in any office. The officer responsibilities are as follows:

- *Board Chair* – The chair will preside at all meetings of the board. The chair will possess the power to sign all certificates, contracts, or other instruments of the school that are approved by the board.
- *Vice Chair* – In the absence of the chair, or in the event of the chair's disability, inability, or refusal to act, the vice chair will perform all of the duties of the chair and will have all of the powers of the chair. The vice chair will have such other powers and perform such other duties as may be prescribed from time to time by the board or by the chair.
- *Secretary* – The secretary will keep the minutes of the board with the time and place of holding, whether regular or special and if special, how authorized, the notice thereof given, the name or names of those present at the board meetings and the proceedings thereof. The Secretary will give notice of all the meetings of the board required by law.
- *Treasurer* – The treasurer will have oversight responsibility and adequate and correct accounts of the properties and business transactions of the school, including accounts of its assets, liabilities, receipts, disbursements, gains, and losses. The books of account will at all times be open to inspection by any board member. The treasurer will be charged with

safeguarding the assets of school and he or she will sign financial documents on behalf of the school in accordance with the established policies of the school. He or she will have such other powers and perform such other duties as may be prescribed by the board from time to time.

The board will be composed of between five and nine members, as set or adjusted by the Governing Board. The bylaws state that the board will seek to maintain a membership that is representative of the community and possesses the breadth of knowledge and experience to effectively support and direct the operation of the school. To support this, the board will endeavor to maintain a membership which includes:

- At least two parents of enrolled students;
- An active or retired licensed educator;
- An individual with expertise in the areas of Accounting and/or Finance; and,
- An individual with expertise in the areas of Law and/or Human resources.

Any board member of the School may be removed by two-thirds of the members then in office, excluding the member at issue, whenever such removal would serve the best interests of the School. Any member may resign at any time and their resignation will be effective upon receipt by the Chair of a written communication.

Governing Board

The policies, procedures, powers, and duties by which the board will operate are detailed in the attached bylaws. A brief overview of those powers include:

- Ratify the School's mission and vision statements, and any modification thereof;
- Establish and approve all major educational and operational policies;
- Develop and approve an annual budget and financial plan;
- Approve any management, operational, and service contracts;
- Exercise continual oversight of the charter school's operations;
- Select an independent accountant to perform an annual audit, and review and approve the audit report; and

- Hire and supervise an administrator who will oversee the day-to-day operations of the charter school.

Additionally, board members will:

- Understand the approved curriculum and agree with the educational philosophy, discipline policy, and administrative structure of the School;
- Attend PTO meetings or events to show support and encouragement for the School;
- Attend a yearly board retreat where the goals of the board are defined and a Board self-evaluation will be conducted to critique the performance of the board during the past year;
- Participate in professional development trainings; and
- Know and abide by the Idaho Open Meetings Law.

Furthermore, DCC's bylaws state that the board may create by resolution an Academic Committee, a Governance Committee, a Financial Committee, and one or more other committees which may exercise such authority in the management of the school as provided in such resolution or in the School bylaws. Each committee created will consist of at least one board member and will include key stakeholders from the school community.

Independent Support

In order to provide additional and independent assistance in legal as well as financial matters, DCC's Governing Board of Directors has engaged with preliminary discussion with several firms and businesses.

Two local firms, which are best known for providing small school financial audits, as well as small non-profits and governments in general, are:

Zwygart, John & Associates
16130 North Merchant Way, Suite 120
Nampa, ID 83687

and

Quest CPAs, PLLC
11501 Highway 95
Payette, ID 83661

These two firms have solid reputations in their industry and are considerably less expensive than larger firms in the area.

For legal representation, DCC's is pursuing discussions with the following:

Chris Yorgason
Yorgason Law Offices, PLLC
6200 N Meeker Place
Boise, ID 83713

Kenneth L. Mallea
Mallea Law Office
78 S.W. 5th Ave., Suite 1
Meridian, Idaho 83642-2923

and

Amy White
Anderson, Julian & Hull, LLP
250 South 5th St., Suite #700
Boise, ID 83702

The search for these third-party service providers is critical to the school's success. DCC's Governing Board understands that compliance with all legal requirements, including open meeting law requirements, and providing assurance to all stakeholders that the financial affairs of the school are correctly and honestly administered is vital to the success and sustainability of their school.

School Principal

The School Principal, hired by the Governing Board, will be responsible for all aspects of day-to-day administration of the school within the scope of operating policies, procedures, and budgetary functions as adopted and approved by the Board. The Principal will delegate duties to administrative support staff to ensure that daily operations, resources, policies, and procedures are being implemented in accordance with the School's mission. Please see [*Appendix E2: Principal Job Description*](#) for additional information.

The Principal will hire, oversee, and evaluate faculty and staff. The Principal will make all school-based decisions, establishing and implementing procedures for the day-to-day operations of the school including procedures for curriculum and instruction, classroom management, faculty and staff evaluation, data analysis, testing, support services, parental communication, professional development, discipline, community outreach, oversight of facilities, and internal financial controls.

The Principal will report to the Board on the School's operations and finances and is expected to communicate with the Board as often as needed by the school or Board members to ensure the School's successful operation. The Board will conduct an annual evaluation of the School Principal. Please see *Appendix E3: Principal Evaluation Framework* for additional information.

Teachers and Staff

All school personnel will report to the Principal. The Principal will determine the most appropriate staffing requirements and structure for the administrative office who will report directly to the Principal. Teachers and staff will be responsible for carrying out the procedures in their duties, activities, and interactions with students, teachers, and parents of the School.

Educational Management Organization

DCC will be contracting with Academica as its EMO. Academica's management services are designed to allow the Principal and the Governing Board to focus on day-to-day school operations. Academica's services include, but are not limited to,

- Assisting the Board in creating budgets and financial forecasts;
- Assisting the Board in preparing applications for grant funds;
- Monitoring and assuring compliance with all state reports²¹;
- Assisting the Board in locating and securing a school facility;
- Maintaining the financial books of the school;
- Assisting with systems development;
- At the Board's direction, preparing agendas and posting notices of all Board meetings;
- Providing human resources-related services such as contract preparation and review and, if necessary, dispute resolution; and
- Assisting the Board in renewing the School's charter.

²¹ Academica's contractual obligation to provide the board with comprehensive, professional management of non-academic functions includes the submission of various reports to Idaho's Department of Education. School leadership on behalf of the board will either prepare and/or approve all reports prior to being submitted by Academica to the state. Therefore, no conflict of interest exists.

Board Member Qualifications

Mater Academy, A Dry Creek Charter’s founding board consists of a diverse group of people that meets the experience and skills necessary to successfully oversee the School as detailed more fully below:

Table 5. Board Member Biographies

Board Member Biographies	
Sarrie Devore	Sarrie is currently Vice-President, Employment Law at Albertsons Companies, Inc. In this role, Sarrie provides legal guidance to human resources and management across the company as well as ensuring compliance with various federal and state laws. Sarrie has been practicing law since 2008, receiving her Juris Doctor degree from the University of Wisconsin-Madison. While in private practice, Sarrie represented numerous public employers, including multiple school districts, advising on day-to-day matters, handling arbitrations and litigation. Sarrie has been married to Michael for 10 years and has three boys, ages 8, 5 and 3.
Amanda Vuoso	Amanda is a mother to three active boys, wife to a former Los Angeles Police Sergeant, and a former Elementary School Teacher. Amanda grew up in Southern California and earned a degree in Sociology from UC San Diego and a CA Teaching Credential from CSU Long Beach. She spent more than 10 years working in a Title I elementary school both as a classroom teacher and a reading intervention and English language development teacher. Amanda has always been an active community member. Amanda is looking forward to being involved in the start of Mater Academy not just for her children, but for the community as a whole.
Natalie DuPlain	Natalie is a mom of 2 and an active community member. She has a Bachelor’s of Science degree and has worked with the public as a retail store manager for over 8 years. Natalie has expertise managing people of all ages and backgrounds. She also enjoys volunteering in her child’s classrooms and working with the students.
Ryan Andrews	Ryan Andrews is the CIO (Chief Innovation Officer) and Co-Founder of ANDbio, a leader in life sciences equipment sales, and of REUZEit, a complete surplus asset management platform created to maximize capital recovery, optimize redeployment and recycling opportunities, and reduce resource waste. Ryan is a natural-born communicator, inspirational leader, visionary, and motivator. His ability to manifest vision has been the foundation of his life’s success. Ryan lives and breathes in vision; he has a never-ending thirst for innovation, supplying his highly energetic mind. His unique skill set puts him in an upper echelon of today and tomorrow's inspirational leaders and visionaries.

<p>Lana Walsh</p>	<p>Lana grew up in Chicago, Illinois, and graduated from the University of Illinois with a bachelor's degree in Marketing. She spent many years working in large advertising firms managing social media and digital marketing campaigns for clients like Macy's, Huggies, Motorola, and Kimberly Clark. Lana is married with five children. She has spent many years being an active member of the PTO, running school events like cultural arts day, spirit day, and fun runs. She ran the Art in Action program for her children's elementary school. Lana has been a room mom and spent many hours volunteering in her children's classrooms.</p>
<p><u>Logan Toews</u></p>	<p><u>Logan is currently CEO and co-founder of a freeze-dried meal startup here in Idaho, Alpine Ranch. Before that, he was President and founder of LT Builders, a General Contractor in the California Bay Area. With almost two decades of construction experience and fifteen years as a business owner, Logan brings a unique knowledge and skill set to the board. Logan lives in Dry Creek Ranch with his wife and three young children.</u></p>

Please see ***Appendix D: Board of Directors' Resumes*** for additional information.

Transition Plan

Once the charter is approved, the board will transition to its role as a governing entity. The board anticipates to be a working board prior to the school opening and will both govern and assist with operations since minimal staff will be in place. With the mission and vision in the forefront, the Board will do anything and everything to help get the School off the ground, from seeking facilities to developing programs.

The members of the Committee to Form, upon the IPCSC's approval of this charter application, will become the Founding Board of Directors and will be solely responsible for every aspect of DCC's operation and governance. Academica will provide comprehensive, professional management of non-academic functions in order to permit the governing board and principal the autonomy to develop DCC into an outstanding and high-performing charter school. Academica, like the school leaders, are responsible to the governing board and may be removed and replaced at the board's discretion. DCC's Principal will have no obligation to report to Academica and Academica likewise has no responsibility to oversee the performance of the Principal.

Once a Principal is identified and hired, all management duties will be transferred to him or her. The board may still assist the Principal until the School opens, but the goal is to transition away

from operations. Systems will be developed to allow the board to effectively provide appropriate oversight, and the board will shift its focus to strategic issues and building the School’s reputation.

DCC structured its founding committee with the Governing Board role in mind. None of our members are seeking employment at the School, and all joined the committee because they are passionate about the School’s mission and believe they bring an expertise to ensure the School is successful and to perform as guardians of the “public trust.”

Board Member Recruitment and Training

The Governing Board strives to maintain a board that possesses the breadth of knowledge and experience to effectively support and direct the operation of the School, as well as representing the school community. The bylaws outline that the board shall seek to have the following minimum board competencies:

- At least two parents of enrolled students;
- An active or retired licensed educator;
- An individual with expertise in the areas of accounting and/or finance; and,
- An individual with expertise in the areas of law and/or human resources.

In order to further strengthen DCC’s Governing Board, the existing founding members have already met with several individuals from the community who have demonstrated committed interest in serving on the Board. While these conversations are still preliminary, **Table 6** below includes each of the individuals who have agreed to have their contact information included in the petition.

Table 6. Board Member Contact Information

Board Member Contact Information		
Sarrie Devore	[REDACTED]	[REDACTED]
Amanda Vuoso	[REDACTED]	[REDACTED]
Natalie DuPlain	[REDACTED]	[REDACTED]
Ryan Andrews	[REDACTED]	[REDACTED]

Lana Walsh		
<u><i>Logan Toews</i></u>		

As vacancies arise, the board will search for the best-qualified candidates to maintain compliance with the Board's bylaws. The board will develop a written job description of the qualifications and will advertise vacancies by posting the description on the School's website and other free or low-cost venues. The board will also disseminate it through direct communication to the parents of all enrolled students, requesting referrals of individuals with the requisite skills, beliefs, and behaviors necessary to be effective and engaged board members.

Individual board members will also circulate the notice within their professional communities and will actively seek out opportunities to broaden our networks to recruit individuals who reflect the broader community and believe in our mission and vision. Above all, it is essential that we proactively recruit members who not only embrace our mission, but who also recognize that service on a charter school board involves a substantial commitment of time and social capital in service to a multi-million dollar organization with larger revenues and more complex legal and governance obligations than many other local non-profits.

Notice of the board's intentions to elect new members will be included in the agenda for that meeting and publicly announced in accordance with open meeting requirements. Newly created board member positions resulting from an increase in the number of board members comprising the board, and all vacancies occurring on the board for any reason, will be filled by a vote of the majority of the members in office at a duly organized meeting of the Governing Board.

One member of this committee to form (Sarrie Devore) attended this year's Charter Start! 101 Virtual Workshop conducted by the Idaho Department of Education's Office of School Choice on Thursday, March 17 and Friday, March 18, 2022. The two-day workshop covered topics on ethical and effective Board governance, the charter petition process, charter school financing, accountability, and other topics relevant to starting a governing a new charter school. Between January and August 2024, the Board will participate in additional trainings that cover open meetings law, public records request, Governing Board roles and ethics, financial oversight, school leader evaluation, and academic achievement data analysis.

From December 2022 through August 2023, governing board members will participate in trainings that cover the following topics:

- Open Meetings Law (meeting notifications/agenda postings, quorum, meeting minutes, executive session)
- Public Records Request (communications publicly accessible, procedures for receiving and processing requests)
- Governing Board Roles, Ethics, and Pitfalls to Avoid
- Financial Oversight (reviewing financial statements, developing an annual budget, budget forecasting)
- School Leader Evaluation (state requirements, timeline)
- Academic Achievement (data-driven decisions, program assessment)

In future years when new members join the board, current board members will ensure proper onboarding. New members will receive a copy of the board bylaws, the charter application, the charter contract, the current budget, the strategic plan, the school leader evaluation tool, current academic data, and resources to cover open-meeting law, public records requests, and governing board roles and duties.

At the conclusion of the first year, and annually thereafter, board members will participate in a board retreat. The retreat will be a time to analyze ISAT scores and other assessment data from the prior year; complete a board self-evaluation; develop/modify a strategic plan; and set measurable performance goals for the Principal based upon his/her last year's performance review, student achievement and growth, school system health, and leadership. For example, the self-evaluation may use an evaluation tool to rate the board's performance on factors including:

- A solid board foundation (well-drafted charter contract and board bylaws, financial and legal status clear and well-understood, strategic plan in place).
- Board operations (new members oriented, members collectively possess a range of expertise, meetings well-planned with clear agendas, strong board Chair, meeting norms, minutes are taken and promptly approved, members prepare for meetings and participate

constructively, process in place for addressing ineffective, destructive, or absent Board members, committees have clear scope).

- Relationship with Principal (clear performance goals in place, plan for succession, board has understanding with staff regarding Govern Board vs. Principal responsibilities).
- Budget/Finance (adopts annual budget, monitors budget throughout the year, contracts with independent auditor, adopted a long-term financial plan, fiscal management policies in place, and board oversees fundraising activities).
- Student Achievement (board has adopted student achievement goals, assessment data is reviewed and analyzed by the board throughout the year, school reports on student achievement to authorizer).

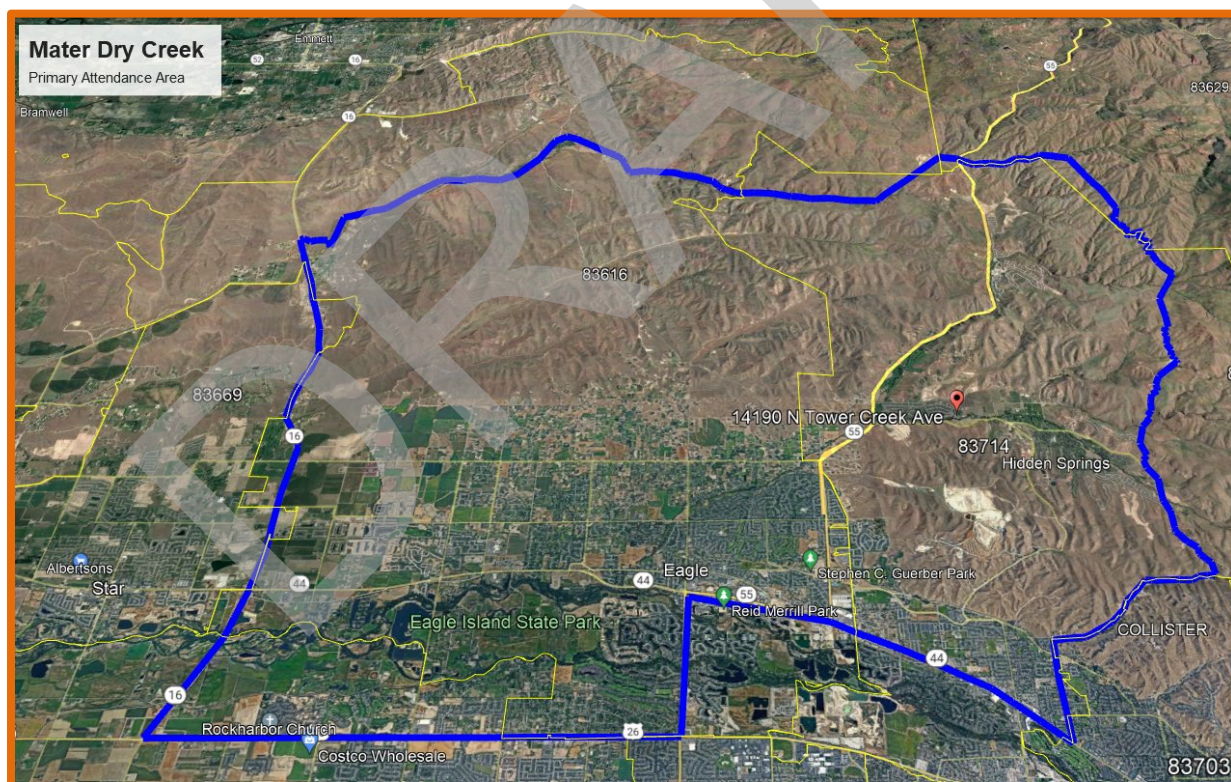
Based on the self-evaluation, authorizer feedback, and stakeholder input, the board will develop a training schedule for the upcoming year. The board will also ensure ongoing training on applicable Idaho laws, policies, and legislation affecting charter schools.

IV. STUDENT DEMAND & PRIMARY ATTENDANCE AREA

Primary Attendance Area

DCC's proposed school facility will be located at 14190 N. Tower Creek Ave., Boise, Idaho 83714. DCC will present the families in the following described primary attendance area with a high-quality school choice option for their students.

As a public charter school, Mater Academy, A Dry Creek Charter is open to all residents in the State of Idaho. However, DCC's ~~target~~ primary attendance area will ~~most likely focus on~~ include families and students ~~in the Dry Creek area and the immediately surrounding communities of Hidden Springs and Eagle (within a 3 mile radius of DCC)~~ within the following boundary in the 83616 and 83714 zip codes. ~~DCC's proposed school facility will be located at 14190 N. Tower Creek Ave., Boise, Idaho 83714. DCC will present the families in this community with a high-quality school choice option for their students.~~



The following attendance zone boundary, where practical, follows major roadways but also includes imaginary lines where such roadways are absent or impractical due to terrain and/or other limitations.

As noted above, the DCC school facility will be constructed in the Dry Creek Ranch community east of State Highway 55 just northeast of Eagle, Idaho. The intent is for the entire Dry Creek Ranch and nearby Cartwright Ranch at Hidden Springs communities to be included in this primary attendance area.

From the entrance to the Dry Creek Ranch community at N. Brookside Ln. (43.735552, -116.304159), the primary attendance area will continue north along State Highway 55 (also referred to as N. Horseshoe Bend Rd.) to the highway's intersection with South Fork Willow Creek (43.813335, -116.267085) where it will then continue eastward approximately 6 miles to the terminus of South Fork Willow Creek (43.815421, -116.205497).

From the eastern terminus of South Fork Willow Creek, the attendance area will continue southeast approximately 2 miles to the northern terminus of Cartwright Rd. (43.803204, -116.191843).

The remaining eastern boundary of the primary attendance area will follow Cartwright Rd. south until it intersects with N. Pierce Park Ln. (43.692712, -116.226761) where it will then continue in a southwesterly and then south direction where N. Pierce Park Ln. intersects with State Route 44 (also referred to as W. State St.) (43.661702, -116.268572).

The southern boundary of the primary attendance area will follow in a northwesterly direction along State Highway 44 through its transition to State Highway 55 for approximately 9 miles until it intersects with N. Eagle Rd. (43.690994, -116.354215). The boundary will then continue due south for approximately 4 miles until it intersects with U.S. Route 26 (43.663059, -116.354559). The southern boundary will continue westward along U.S. Route 26 for approximately 12 miles until it intersects with State Highway 16 (43.663085, -116.472337).

The western boundary of the primary attendance area will proceed northerly along State Highway 16 for approximately 15 miles until State Highway intersects with W. Colton Ln. (43.785829, -116.476159).

The northern boundary of the primary attendance area will then proceed easterly from W. Colton Ln. until it meets the eastern boundary point where State Highway 55 intersects with South Fork Willow Creek (43.813335, -116.267085).

Student Demand

DCC believes the majority of its students will be those attending other public schools within a 4-mile radius of its proposed facility. To determine the likely demand for high quality education options, the school's proposed governing board has examined student academic achievement data from all Kindergarten-8th Grade public schools within a 4-mile radius of DCC's proposed facility site.²² Data includes three elementary (Seven Oaks, Eagle Hills, and Eagle Elementary School of the Arts) and one middle (Eagle) schools from West Ada School District and two elementary (Hidden Springs and Shadow Hills) and one junior high (Riverglen) schools from Boise School District. These findings show an anticipated student population encompassing a variety of ethnicities as well as special needs. The current level of academic achievement from these surrounding schools is comparable to the rest of the country when examining high-stakes testing for similar grade levels (please see *Chart 1* below²³). However, there still remains room for growth and improvement.

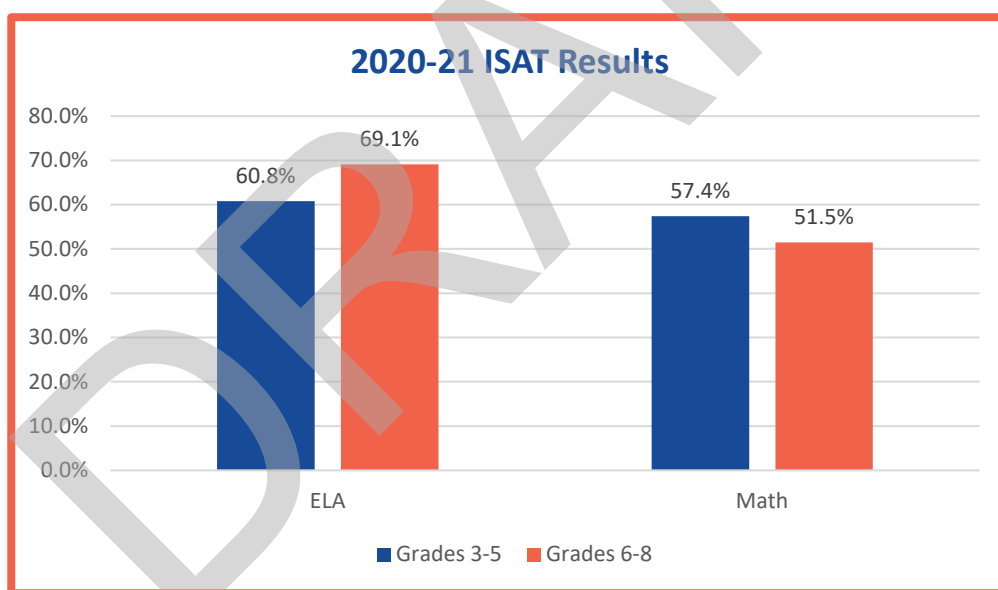


Chart 1. 2020-21 ISAT Results

Additionally, the Dry Creek area is experiencing continued growth in terms of new households to the community. The population of Eagle, Idaho, grew by 65.6% from 2010 to 2020, according

²² Data was obtained through the Idaho State Department of Education, compiled, and then averaged to produce the findings shown above.

²³ Idaho State Department of Education. *Assessment and Accountability*.

to the Census Bureau. Since then, the area has grown 5.3% each year.²⁴

The West Ada School District has seen a 2% increase in enrollment over the past five years with the exception of 2020-21 partly due to the pandemic.²⁵ Currently, there are nearly 38,000 students spread across 56 schools - 34 elementary; 11 middle; and 11 high schools.

With public schools having to deal with the challenges that come with overcrowding, families in the community are in desperate need of additional options for a quality education. DCC is a timely response to a continuously growing region with inadequate capacity in neighborhood public schools, large wait lists, and limited spaces available in similar educational programs.

There is only one other public charter school within a 5-mile radius of the school called Rolling Hills Public Charter School (Rolling Hills). Rolling Hills opened in 2005 and has an enrollment of 252 students. The Rolling Hills mission is to develop educated and engaged citizens through high expectations for student behavior and academic success in a small, safe, structured environment.²⁶

Table 7. Charter School Within 4-mile Radius of Proposed Campus

Charter School Within 4-mile Radius of Proposed Campus					
Name	Address	Opening	Instructional Method	Enrollment	Grades
Rolling Hills	8900 N. Horseshoe Bend Rd. Boise, ID 83714	2005	Harbor Method of Instruction	252 students	K-8

DCC's model has proven to produce meaningful gains for all students, including those with unique or specific needs. Specifically, Mater Academy Inc. consists of five Blue Ribbon schools. Additionally, DCC's model aligns with the Idaho Public Charter School Commission's mission to "cultivate exemplary public charter schools" as DCC's educational model and philosophy is built on sound research and best practices.²⁷ As such, DCC will provide families and students of the area surrounding Dry Creek, Idaho, area the quality educational choice they are seeking.

²⁴ United States Census Bureau. [QuickFacts for Eagle City, Idaho.](#)

²⁵ Robertson, A. [Overcrowding is a concern at West Ada with 'steady growth' in the district](#), February 2, 2022.

²⁶ Idaho Public Charter School Commission. [Rolling Hills Public Charter School.](#)

²⁷ Idaho Public Charter School Commission. [About the IPCSC.](#)

Student Population

In order to understand DCC's projected target population, the school's proposed Governing Board has examined student ethnicity demographics as well as academic achievement data from all Kindergarten-8th grade public schools within a 5-mile radius of DCC's proposed facility site.²⁸ As such, DCC anticipates these findings will reflect the school's actual student body once the school opens.

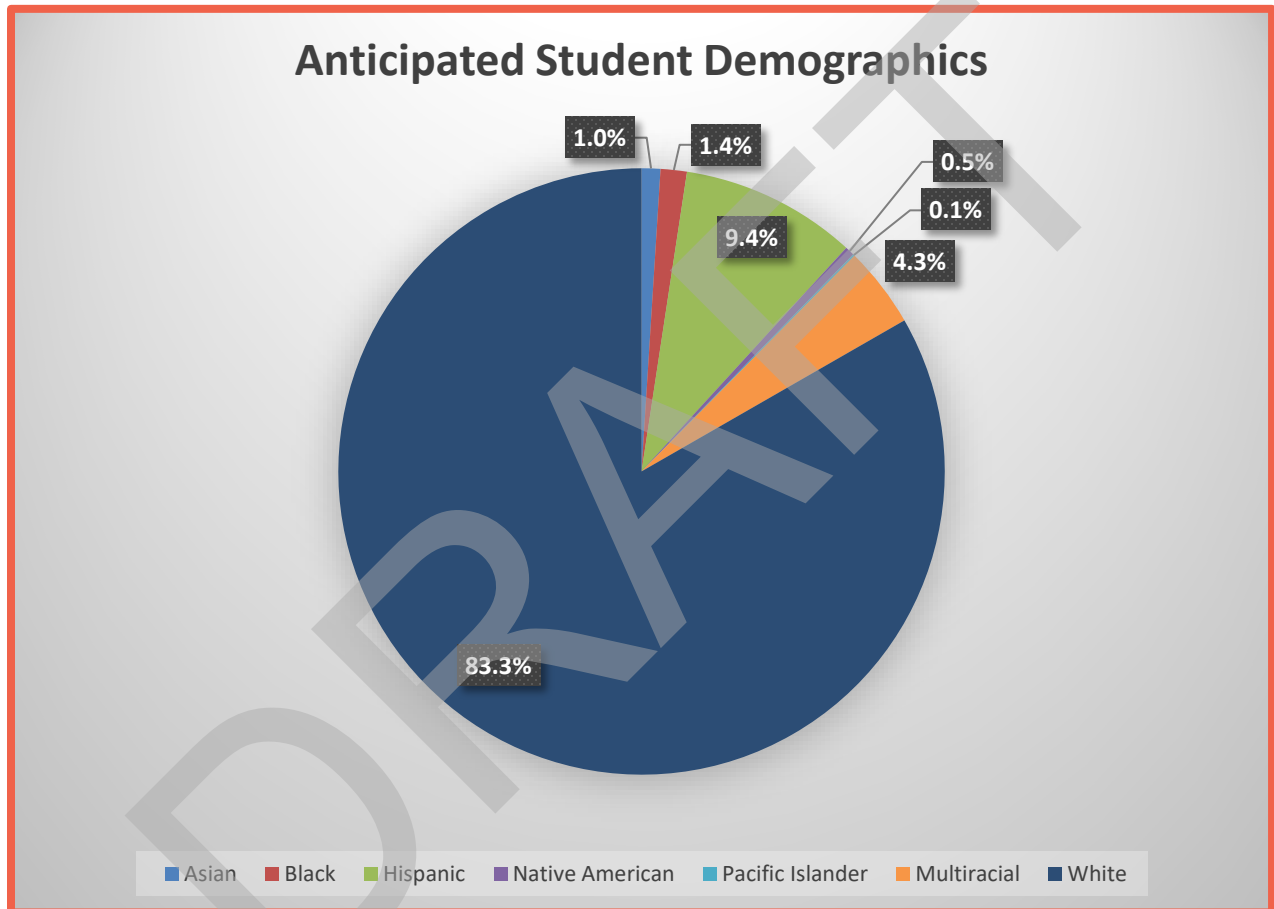


Chart 2. Anticipated Student Demographics

As demonstrated in **Chart 2** above, more than half (83%) of the students from our target community identify themselves as White. The next largest demographic at nine percent (9.4%) is Hispanic/Latino, while the smallest existing ethnic categories under one percent (<1%) as Native American and Pacific Islander.²⁹

²⁸ Idaho State Department of Education. Schools. [School Finder | Idaho Department of Education \(idahoschools.org\)](https://schools.idahoschools.org).

²⁹ Idaho State Department of Education. *Idaho School Finder*.

In addition to these projected ethnic demographics, the Governing Body of DCC has also examined special student subgroups which are detailed in **Table 8** below:

Table 8. Anticipated Student Special Populations

Anticipated Student Special Populations		
ELL	FRL	SWD
4.3%	13.6%	13.0%

DCC anticipates serving a student body in which 4.3% are identified as English Language Learners (ELL), 13.6% qualify for Free or Reduced-Priced Lunch (FRL), and at least 13.0% are students with disabilities (SwD).³⁰

Enrollment Capacity

DCC plans to open in the fall of 2024, with grades K-6, and will add subsequent grades until it reaches grade 8, as shown in **Table 9** below. The total school capacity is expected to be 645 at full build out in 2028-29.

Table 9. Projected Enrollment

Grade	2024-25	2025-26	2026-27	2027-28	2028-29
K	50	75	75	75	50
1	50	50	75	75	75
2	50	50	50	75	75
3	50	50	50	50	75
4	50	50	50	50	50
5	25	50	50	50	50
6	30	60	90	90	90
7	-	30	60	90	90
8	-	-	30	60	90
Total	305	415	530	615	645

Community Partnerships and Local Support

Community partnerships will be extremely important as they help broaden the students' opportunity to be exposed to the quality curriculum and educational experiences during the school day and outside the school day. DCC will seek partnerships with community organizations that enrich the after-school programs, field trips, guest speakers, etc.

³⁰ Ibid.

Early relationships being cultivated that will help amplify our students' educational experiences include:

- Mater Inc.
- Academica

Enrollment and Marketing of Students

DCC's plan for student recruitment involves a wide array of media and materials to promote the school to ensure that the school reaches the widest possible audience. Promotional flyers and/or brochures will be distributed via direct mail as well as to community groups and churches to ensure that harder-to-reach families are aware of the school and their eligibility to apply for enrollment. Digital and social media marketing/advertising will be used in order to reach out to a broad audience through ads which will direct parents to click on the school's website.

Informational materials will be available in multiple languages, as needed. The school commits to using Social Media accounts as a means to promote the school and inform the community of the school's opening. The school will tailor its social media strategies to target specific audiences including local businesses and community organizations.

The School will distribute press releases and/or public service announcements to various media outlets to promote the open enrollment period, open house, and other essential details about the school and its programs. A banner will also be posted on-site with relevant information, including the school's website information, grade levels to be served, and phone number. DCC will host informational meetings either on the school site, the community club house, or a nearby location which would be accessible to all interested in attending the school. These events would be promoted in the same manner as listed above. During the informational meetings, the school will highlight its program and how it will serve all students.

To get feedback from the community, ~~there have been~~ the board members have personally engaged in door-to-door grassroots efforts ~~made~~ since March 2022 to market and promote the benefits that DCC will offer to students and families. In addition, an informational table was set up at the Dry Creek Ranch Club House during various events to share information and collect contact information from interested families. ~~To date,~~ Based on the board members' ongoing recruitment efforts throughout the community, the families of 114 students have expressed interest

in enrolling in DCC upon the Charter Commission's approval of the pending petition. DCC has garnered interest from at least 18 families of 35 students. Of those students, twenty-five (25) students are kindergarten age, twelve (12) are first graders, seventeen (17) are second graders, seven (7) are third graders, ten (10) are fourth graders, five (5) are fifth graders, four (4) are sixth graders.³¹ Moreover, thirty-four (34) additional interested students are currently pre-kindergarten age who would be eligible for enrollment in DCC based on the anticipated opening date in the fall of 2024.

Once opened, parents and community partners will be encouraged to inform family, friends, and their community groups about the School. Local elected officials and community leaders will be invited to visit the School. They will also be given an update on the program's growth and will be asked to share open enrollment information with their constituents through their newsletter and upcoming community meetings.

If needed, Academica may provide DCC with a start-up loan for operational expenses in its first year of operation, a portion of which could be used for advertising/marketing as outlined in the chart below.

Table 10. Start-Up Marketing Plan

Timeline	Item	Cost
October 2023 – December 2023	Develop DCC website	\$1,500
October 2023 – December 2023	Create Facebook page and other possible social media outlets	\$0
October 2023 – December 2023	Create and print flyers/brochures with information about the educational program	\$2,500
October 2023 – March 2024	Continue conversations with business and community leaders about the School and its purpose.	\$0
November 2023 – June 2024	Host informational nights for potential families and collect contact information	\$500
December 2023 – June 2024	Purchase banners to place at the school site upon approval	\$2,500
December 2023 – March 2024	Distribute press releases announcing approval of the school and to promote open enrollment period	\$700
December 2023 – March 2024	Create and distribute direct mail pieces that includes additional information about enrollment procedures	\$1,500

³¹ Although they may no longer be eligible for enrollment in DCC by the anticipated open date, the families of two (2) seventh graders and one (1) eighth grader have also expressed interest in their children attending DCC.

December 2023 – March 2024	Run social media ads	\$1,100
December 2023 – August 2024	Host various informational nights for parents interested in learning more about the school program and enrollment procedures	\$100

Enrolling Underserved Families

To recruit all students fairly in the target area, DCC will use comprehensive outreach and marketing strategies to ensure that potentially interested students and parents have equal access to apply and enroll at the school. These include recruiting and marketing initiatives that target the entire community, provide information for economically disadvantaged students and families, those who may have limited English proficiency, special physical or academic needs, or may be at risk of academic failure.

DCC will market the opening of the school via multiple modes to ensure that all families are informed of their educational options. A grassroots recruitment campaign is especially important to make sure that “harder-to-reach” families (e.g., single-parent families, low socio-economic households, second language families, etc.) are aware of the choice program and their eligibility to apply for enrollment. A grassroots marketing campaign includes: a school website, Facebook, flyers, direct mailers, advertisements in varying media, building relationships with community groups, and a “door to door” approach. The School will post flyers in local public facilities such as the post office, community centers, libraries and other locations of public access, and will also use banner advertisement on the proposed location.

Marketing materials will contain inclusive language to inform parents that all students are welcome to apply to DCC regardless of their socio-economic status, race/ethnicity, home language, or enrolled academic program (Special Education, English Language Learners). The School’s website will be built with language translation options. Informational meetings will be hosted at varying times during the day to accommodate different work schedules.

Furthermore, DCC understands that transportation may provide a significant barrier for families from the community who are interested in attending the School. DCC has allocated revenue funds in its budget to provide transportation services for students and families who would not be able to attend otherwise. Therefore, during the School’s proposed marketing campaign, DCC’s governing board and Principal (when selected) will ensure that this vital piece of information is

also communicated clearly and effectively to ensure all interested families have an opportunity to attend Mater Academy, A Dry Creek Charter.

Priority Enrollment Groups

DCC will follow enrollment procedures and preferences as outlined in IDAPA 08.02.04 Section 203 including admission preferences for returning students, children of founders and full-time employees, siblings of current students, and students residing within the primary attendance area of the School (as described in section 33-5206, Idaho Code).

The petition defines “founder” (to be incorporated as Board policy) for the purpose of complying with enrollment preference categories which allows for children of founders to be included in the first priority enrollment group and to account for up to 10% of the School’s total enrollment at any given time. Additionally, children of full-time employees will be included in the First Preference Category of the Equitable Selection and Enrollment Process subject to the limitations therein (included in the allowable 10%).

Notes on Enrollment Preference Categories

- If so stated in its petition, a public charter school may weigh the school’s lottery to preference admission for the following educationally disadvantaged students: students living at or below one hundred eight-five percent (185%) of the federal poverty level, students who are homeless or in foster care, children with disabilities as defined in section 33-2001, Idaho Code, students with limited English proficiency, and students who are at-risk as defined in section 33-1001, Idaho Code.

V. School Leadership & Management

School Administration and Leadership

DCC understands the strong relationship between effective educational leadership and student learning. In order to improve student learning, educational leaders must focus on how they are promoting the learning, achievement, and social-emotional development of each student. To fulfill those endeavors, DCC recognizes that the domains included in the [Idaho Standards for Effective Principals](#) are essential to a successful school.

DCC's Governing Board plans to hire a school leader that promotes success for all students through a positive school culture, effectively communicates the school's mission and vision, and advocates for education to all stakeholders to garner support and involvement. The School's EMO ~~will~~ can assist with the advertising of the principal position and collection of application packets. ~~A~~ The board will develop a rubric ~~will be developed with the board~~ to identify "must haves" in applicants ~~and to~~ determine which candidates will be interviewed. ~~Sample interview questions will be provided to the board, and the~~ The board will be conducting all principal interviews and making all final decisions on the candidate selected.

The Principal is responsible for communicating school culture to all employees. This process begins during the interview for employment. Candidates for employment at DCC will be screened for personal mission, vision, and pedagogical beliefs. Candidates that have beliefs that closely align to the school's mission and vision and have the necessary pedagogical skill set will be offered employment. During orientation week, teachers and students will have the opportunity to learn about the mission and vision as a group. This allows for teachers to reiterate what they have learned in the previous week's staff development and share with their students the importance of the mission and vision of DCC. In addition, every classroom will display DCC's mission and vision. The building's atmosphere and décor will show the ethos of the school through inspirational quotes as well as the mission and vision being posted. These will showcase the importance they play in the school's culture.

The Principal will also promote a collaborative leadership style that fosters shared leadership to capitalize on the expertise of individual leaders within the school and build capacity in teacher leaders through the promotion of professional development opportunities and self-reflection. The

school leader will establish accountability for all based on professional, legal, ethical, and fiscal standards. To develop and build leadership capacity, subject-level lead teachers are chosen and provided leadership opportunities. Teacher leaders meet with administration weekly to establish goals and provide feedback. This collaboration with lead teachers will ensure teachers are able to give feedback and directives in collaborative teams with their colleagues. Collaborative teams held daily will ensure that all DCC systems are consistently enforced and evaluated for effectiveness.

Finally, the school leader will have strong instructional leadership background in order to facilitate the school's vision, goals, continuous improvement of instruction as well as the recruiting, hiring, and evaluation of teachers. The [Danielson Framework for Teaching](#) will serve as the basis for the evaluation of all teachers at DCC. This tool will be used to create classroom communities that are intellectually active and where students assume a large part of the responsibility for the success of the lesson through monitoring of their own learning. Teachers will be involved in a collaborative evaluation process between the evaluator and themselves. In addition, peer observations through Lesson Study will be a component of the evaluation process as evidenced in Domain 4: Professional Responsibilities – Participating in a Professional Community.

The affiliation between DCC and Mater Academy Inc. is a key partnership in the success of the proposed leadership and curriculum development plans, as DCC plans to replicate the highly successful Mater Academy model. Mater Academy Inc. has successfully opened and implemented this model and best practices at their schools in Florida and Nevada.

The Mater Academy, A Dry Creek Charter organization includes the Governing Board at the top. The School's Principal will be hired by, and report directly to, the Governing Board. The School's Principal will be responsible for the day-to-day operations of the building and the supervision and development of school programs. All school staff including assistant principals, instructional coaches, teachers, office staff, and support staff will report to the Principal. Mater Academy Affiliation Support from both Nevada and Florida will provide support and guidance in school operations and arts integration to both the Governing Board and the Principal. Please see [***Appendix E1: School Organization Chart***](#) for a chart summarizing the responsibilities of the stakeholders within DCC.

Table 11. Stakeholder Responsibilities

Stakeholder Responsibilities			
Function	Governing Board	School Leadership	Staff
Performance Goals	The Board will set annual goals to address student performance and organizational management.	The School leader will set quarterly student performance goals. The Administration will be responsible for monitoring student assessment throughout the school year to assess student and teacher performance.	Teaching staff will set student performance goals as well as professional goal and monitor the progress throughout the year.
Curriculum	The Board will delegate the identification of curriculum to the School's leader. The Board will verify that curriculum purchased by the School is aligned with required state / federal testing.	Based upon teacher and student feedback and student performance data, the School Leader will align curriculum to ensure success.	Teachers will implement curriculum adopted by the School and ensure alignment to the Idaho State Standards.
Professional Development	The Board will participate in a minimum of (4) hours of professional development annually.	The administrative team will oversee, coordinate, assist, and monitor the staff development process. The administrative team will collaborate with Mater Academies for joint professional development and training.	Teachers will participate in all required professional development and implement best practices shared during staff trainings.
Data Management and Interim Assessments	The Board will oversee that data management is being compiled in a compliant and effective way. The Board will provide resources to the Administration to procure highly effective assessment tools for the School.	The Administrators will determine the best possible interim assessment systems to use for the progression of their students. The Administration and teachers will be responsible for interpreting the data.	Teaching staff will administer benchmark assessment data and disaggregate the results to guide instructional decisions.
Promotion Criteria	The Board will adopt a Pay for Performance model that includes input from the teachers and administration.	Administrative team will be responsible for communicating promotion criteria to staff and making evaluations of staff.	Teachers will participate in training and utilize the rubric for professional growth.

Stakeholder Responsibilities			
Function	Governing Board	School Leadership	Staff
Culture	The Board will create/adopt policies and procedures to help create a culture that fosters the Mission and Vision of DCC.	The School Leadership will lead in a way to promote a healthy and enjoyable environment for their teachers, students, and parents.	Staff will support school administration in implementing a positive school climate among students, parents, and peers.
Budgeting, Finance, and Accounting	The Board will oversee all aspects of the fiscal management of the School. The Board's Treasurer will be responsible for reviewing and approving School Financials. The Board will adopt a financial policies and procedures manual that is in line with financial best practices of charter schools.	The Principal will oversee portions of the budget such as expenses related to office supplies, travel, copier, etc. The Principal will review his/her budget with Academics on a bi-monthly basis.	Staff will follow all financial policies put into place for the collection of money in the classroom.
Student Recruitment	The Board will develop a budget in their start-up year for marketing and student recruitment. If the School is unable to attain the full enrollment, funds will be allocated for student recruitment.	The School Leader will be responsible for attending open house meetings to help recruit students. The School Leader will be instrumental and a focal point in recruiting students to the school.	Staff will participate in student recruitment where applicable.
School Staff Recruitment and Hiring	The Board will develop and review specific personnel policies to support its goals and to ensure fairness and compliance with state and federal law. The Board will interview and hire the Principal.	The Principal and other Administrators will interview and hire all teachers and support staff. School Leadership will attend teacher recruitment fairs if needed.	Teachers will participate in the interview process of potential peers who might be joining their identified department or grade level.
HR Services (payroll, benefits, etc.)	The Board will choose a third-party payroll company for the processing of payroll. The Board will work to implement benefits and incentives for the School employees.	School Leadership will serve as a HR resource to their teachers and staff. School Leadership will also work with Academics to ensure that HR policies and procedures are followed.	Staff will participate in the onboarding process to register for payroll and benefits.

Stakeholder Responsibilities			
Function	Governing Board	School Leadership	Staff
Development / Fundraising	With the assistance of the Administration and Academics, the Board will fundraise through its relationships in the community. The Board will decide which development groups they will deal with for the building of a facility.	The Principal will assist the Board in its development and fundraising efforts.	Staff will provide input to school leaders regarding fundraising targets.
Community Relations	The Board will build relationships with groups and organizations in the community that support the school's vision and mission.	The Principal will network and engage community businesses and organizations for the purposes of after-school programs, fundraising, field trips, educational programs, guest speakers, etc.	Staff will engage students in community outreach through service projects, field trips, and invitations to guest speakers.
IT	The Board will choose a third-party IT company to contract with for IT services.	The Principal will be responsible for reviewing the service provided by the IT company.	Staff will implement classroom technology and incorporate into weekly lessons.
Facilities Management	In compliance with all public bidding laws, the Board will select vendors.	The Principal will have staff provide notice of any facility concerns. The Principal will contact Academics with any issues regarding the facility for repair if Academics is requested to manage the vendor.	Staff will notify office staff of facility concerns especially when it involves student safety.
Vendor Management / Procurement	In compliance with all public bidding laws, the Board will select vendors.	School Leadership will give feedback to the Board and Academics regarding the quality of service provided by vendors. School Leadership will contact Academics for any changes or corrective action that needs to take place with vendors.	Staff will provide feedback regarding vendors working with the school for facility maintenance or procurement.

Stakeholder Responsibilities			
Function	Governing Board	School Leadership	Staff
Student Support Services	The Board will allocate resources to the School Leader for student support services.	The Principal will develop programs to assist students in overcoming personal concerns and academic deficiencies that could impair their ability to succeed as students.	Staff will engage students in the education of the whole child – academically, socially, and emotionally.

Leadership Evaluation

The School Principal, hired by the Board, will be responsible for all aspects of day-to-day administration of the School within the scope of operating policies, procedures, and budgetary functions as adopted and approved by the Governing Board. The Principal will delegate duties to administrative support staff to ensure that daily operations, resources, policies, and procedures are being implemented in accordance with the School's mission. The Principal will hire, oversee, and evaluate faculty and staff. The Principal will make all school-based decisions, establishing and implementing procedures for the day-to-day operations of the School including procedures for curriculum and instruction, classroom management, faculty and staff evaluation, data analysis, testing, support services, parental communication, professional development, discipline, community outreach, oversight of facilities, and internal financial controls.

The Principal shall be evaluated by the Board of Directors. This evaluation will take place twice a year (mid-year and end-of-year). The evaluation process will give the administrator an opportunity to set personal and professional goals in alignment with the charter prior to the beginning of the school year. The formal evaluation will consist of documentation demonstrating evidence of the Principal's progress toward meeting school and professional goals and setting new goals. The evaluation process should also provide opportunities to recognize exemplary performance or correct concerning behavior.

The tool used to evaluate DCC's school leaders is currently in the development process but will combine elements from two successful tools already in existence: the [Idaho Principal Evaluation Framework](#) from the Idaho Department of Education. Idaho's Principal Evaluation Framework, which is built upon the Interstate School Leaders Licensure Consortium (ISLLC) standards, provides administrators a robust outline of quality and effective school administration.

Educational Services Provider

The founding team believed that it would be in the best interest of the School to hire an experienced and successful education support services provider (ESP) to assist in the planning and creation of the new charter school so that the school staff and administration can focus on implementing the School's mission and vision and concentrate on student achievement. Contracting with an EMO will ensure that the business operations are maintained and that the Governing Board is supported.

While Academica will be hired by the Board of Directors to provide back office support, the role of all school governance belongs solely to the Board of Directors.

The Governing Board chose Academica because they have experience in successfully helping to open and support quality charter schools in Idaho, Nevada, Colorado, and Arizona, which currently total twenty-nine campuses and over 30,000 students. In addition, the Governing Board feels that Academica's services in assisting the board with financial management, financial oversight, Board meeting management, and statutory compliance will complete tasks that otherwise would require the board to hire additional staff.

After comparing fees and services provided by other education service providers, DCC is inclined to select Academica. However, the Governing Board will do further due diligence in researching other ESPs and will not enter into a contractual agreement with the proposed EMO until after the charter is approved to ensure that Academica is the best fit for the School. All Mater Academy schools in Nevada and Florida contract with Academica as their educational management organization so it was a natural collaboration to begin this journey together.

Additionally, in a recent article, [Miami's Choice Tsunami](#), in the Harvard University-sponsored journal, *Education Next*, several schools which Academica services were identified for both their high student performance as well as closing achievement gaps for educationally disadvantaged students.³²

Academica is one of the nation's longest-serving and most successful charter school service and support organizations. Its mission is to facilitate each Governing Board's vision by handling the "business" of the School, allowing the School to stay student-focused. Academica was founded on

³² Matus, Ron. "Miami's Choice Tsunami". *EducationNext*. Winter 2020. *Volume 20, No. 1*. Program on Education Policy and Governance. Harvard Kennedy School, Cambridge. 2019.

the principle that each school is a unique educational environment led by an independent Governing Board. Academica works to help its clients achieve their educational and organizational goals. Academica's clients maintain complete control over their schools' academic programs, staffing needs, management, and curricula. DCC will benefit from not only the Mater Academy network of schools in Nevada and Florida, but also an existing portfolio of over 150 Academica partner schools nationwide.

Primarily, an Academica Idaho staff member will work as a liaison between the school, the DCC Board and the Academica office in Nevada. The liaison will be responsible for assisting the Board Chair on conducting Board Meetings in addition to supporting the school's leadership team, when requested. Academica Nevada has opened and supports quality charter schools in Idaho, Nevada, Colorado, and Arizona, which currently total twenty-nine campuses and over 30,000 students. All Academica-managed schools follow industry best practices in regards to financial policies and procedures in addition to passing annual financial audits.

Contact information for the Chief Operating Officer of Academica Nevada is as follows:

Ryan Reeves, Chief Operating Officer
Academica Nevada
6630 Surrey Street
Las Vegas, NV 89119

For additional information about the academic successes of Academica-supported charters, please see **Figure 6** above related to overall graduation rates, **Figure 7** related Nevada school star ratings, **Figure 8** for top rated public schools in Nevada (including four Pinecrest Academy campuses), **Figure 9** for schools rated as "Shining Stars," and **Figure 10** for the Academica-supported Pinecrest Inspirada campus which became the first public charter school in Nevada to receive the prestigious National Blue Ribbon education award in the category of Exemplar High Performing Schools.

Role of Service Providers

The educational service provider is hired by the Board of Directors and the role of the EMO, Academica, is to serve at the will and guidance of the Board. DCC expects Academica and Mater Academy to carry out their defined responsibilities found in their respective contracts in a manner that is consistent with, and assists the Board to meet, its vision and mission. All school governance and operation of the school will be the responsibility of the Board of Directors and school

administration. Academica's services will include, but are not limited to, the following:

- At the Board's direction, prepare agendas and post notices of all Board meetings;
- Assist the Board in locating and securing a school facility;
- Maintain the financial books of the school;
- Assist the Board in creating budgets and financial forecasts;
- Assist the Board in preparing applications for grant funds;
- Assist with school programs (i.e., National School Lunch Program);
- Assist with systems development;
- Assist with procurement of furniture, curriculum, and technology;
- Monitor and assure Compliance with all state reports;
- Assist with student and teacher recruitment (advertising, job fairs);
- Provide human resources-related services such as dispute resolution and contract preparation and review; and,
- Assist the Board in renewing the School's charter.

As part of the commitment and relationship between DCC and Academica, it is understood and agreed that Academica will NOT do the following:

- Employ the School Administrator or any other licensed personnel;
- Draw orders for the payment of money, as that responsibility is limited strictly to the School's Board and Principal;
- Use fees paid by DCC to subsidize schools located outside of Idaho; and,
- Permit the school's lease and management contract to be conditioned one upon the other.

The payroll and employee leasing company is a third-party vendor that will be providing a service to the school outside of the proposed EMO. That contract agreement is approved by the Board of Directors and the payroll processing fee is accounted for in the School's budget. If Academica has any affiliation with recommended vendors, this will be disclosed to the Board during an Open Meeting prior to entering into any agreements. If the DCC Board does not approve of a vendor

recommended by the EMO, there is no impact to the contract with Academica.

*For instance, As outlined in section 23 of the proposed Education Service Provider agreement (please see **Appendix F3: Services & Support Agreement** for more information), all requests for reimbursement of actual costs incurred in connection for travel, lodging, and food by Academica must be related to attending conferences or other events on behalf of the School and must be pre-approved by the Board of Directors prior to Academica incurring such expenses. The limit on these reimbursements is attributed to the expenses within the School's budget.*

*Academica, as DCC's education service provider, will strive to ensure that DCC excels in all facets of its operation of this proposed charter school. Based upon Academica's experience assisting other charter school governing boards in Idaho and elsewhere, it is not uncommon for the first few years of a new school to be financially challenging as the new school works to establish itself in its community and increase student enrollment. Thus, section 21 of the proposed Education Service Provider agreement (please see **Appendix F3: Services & Support Agreement** for more information), provides that Academica may lower its service and support fee if the charter school, such as DCC, experiences financial distress. Section 24 of the same agreement also provides that, **with the agreement of the Governing Board**, Academica may likewise defer some or all of its service and support fee, costs for additional services, and/or reimbursements. These contractual provisions are intended to help protect the ongoing financial viability of the charter school while the Governing Board fulfills its obligation to be good stewards of public funds provided by Idaho's taxpayers.*

Evaluation of the Education Service Provider

The board expects Academica to perform each of the specific duties of its contract. The Governing Board and the school administration will have an opportunity to provide feedback to Academica a minimum of three times per year through the completion of a Service Evaluation. At the outset of a school year, the Board will establish goals with Academica and will evaluate them twice during the year (a mid- and end-of year evaluation). The Service Evaluation includes a rubric for each departments/services within the Academica organization. Those departments include:

- Board Management
- Facilities

- Finance (Accounting, Accounts Payable, Budget, Payroll)
- Legal Services
- Marketing
- National School Lunch Program
- Procurement
- Registration
- School Resource Development
- State Reporting
- Teacher Recruitment

In evaluating the education service provider, the Board Members and Principal will use the Service Provider Rubric included in *Appendix F2 – ESP Evaluation Rubric* that uses the following rating metrics:

Table 12. Academics Service Provider Rubric

Academics Service Provider Rubric			
Exemplary	Solid	Approaching	Unsatisfactory
The service provider exceeds expectations of the school organization by providing excellent level of service. Provider anticipates problems and responds immediately to urgent requests, working extraordinarily flexible hours to meet the school needs.	The service provider consistently meets all performance expectations in timeliness, accuracy, responsiveness, efficiency, and integrity. In the rare instance of failing to meet expectations, the service provider acknowledges the deficiency and takes clear and decisive action to address it.	The service provider occasionally failed to meet the school organization's expectations or has made a material error but otherwise performed satisfactorily. In response to such failure, the service provider is slow to respond or challenges the facts rather than focusing on solving proactively.	The service provider consistently fails to meet the school organizations expectations, is inflexible when urgent requests are made, does not respond quickly to calls of emails, subverts the school's organization's mission by its actions and behaviors, and does not embody the values of the school

Additionally, at the Governing Board's discretion, this Service Provider Rubric may be modified in order to adequately evaluate the services provided by Academics as the needs of the School

change and develop over time. Some of these changes, may include but are not limited to, integrating standards and requirements relevant to the State of Idaho, such as those found in the [Idaho Principal Evaluation Framework](#).

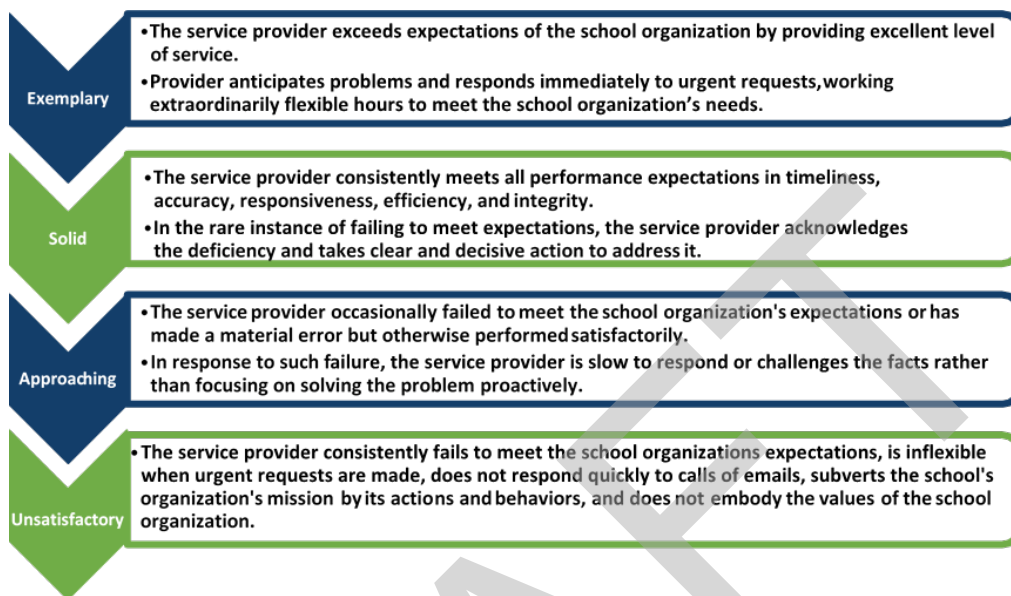


Figure 11. Idaho Principal Evaluation Framework

Appendix D: IPCSC Closure Protocol

DRAFT



Closure Protocol

Idaho Public Charter School Commission

514 West Jefferson Street, Ste. 303

Boise, Idaho 83702

208-332-1561

pcsc@osbe.idaho.gov

Alan Reed, Chairman

Jenn Thompson, Director

Purpose

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

Authority

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

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

Closure protocol is enacted when:

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

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

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

Roles

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

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

Note

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

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I. Closure Protocol Team

A. Initial Meeting

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

B. Team Members

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

Required members of this team shall include:

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

C. Subcommittees

1. Subcommittees shall be established for the purpose of managing closure tasks in the following areas:
 - i. Communication – student, teacher, family
 - ii. Financial – vendors and assets
 - iii. Business – employer and corporation
 - iv. Records – student and employee records

D. Meeting Agenda

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

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

E. Important Dates

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

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

9. The date by which all W2s will be issued for the school's final operating year; and
10. The date by which the non-profit corporation must be dissolved.

Communication

A. Initial Stakeholder Notification

1. Within 7 business days of the date written notice of closure is issued, the school is responsible to issue a letter (drafted by the IPCSC) notifying stakeholders of closure. This letter shall minimally include:
 - a. Where and when the final order will be posted online for transparency of the reasons for closure;
 - b. The last date of student services;
 - c. Transfer procedures;
 - d. Explanation of the appeal process and when a decision regarding an appeal would be published; and
 - e. Contact information for the school's administrator and the IPCSC.
2. The school may choose to include a supplemental letter drafted by the school's board, and if so, such draft must be provided to the IPCSC prior to distribution to stakeholders.
3. The school is responsible to distribute the IPCSC's letter (and the school board issued supplemental letter, if applicable) to the following recipients:
 - a. All Parents of current students and all parents currently on a waitlist;
 - b. All Teachers, Staff, and Volunteers;
 - c. All Vendors with whom the school has an active contract or has engaged with in the past 12 months;
 - d. All Lease and Loan/bond holders; and
 - e. Any Educational Services Providers with whom the school contracts.
4. The authorizer is responsible to issue a letter informing stakeholders of the closure situation to the following recipients:

- a. All potentially impacted school districts and charter schools;
 - b. The State Department of Education;
 - c. The State Board of Education;
 - d. The Office of the Governor;
 - e. The Public Employment Retirement Service of Idaho;
 - f. The chairpersons of the House and Senate Education committees; and
 - g. The Senators and Representatives serving the state legislature on behalf of the district in which the school maintains student occupied facilities or business offices.
5. Within 7 days of the date written notice of closure is issued, the IPCSC's letter informing stakeholders of the closure situation shall be posted in a prominent location on the school's website and the IPCSC's website.

B. Staff Meeting

1. Within 7 days of the date written notice of closure is issued, the school's administrator, board chair, and business manager shall hold a meeting with all staff to discuss the following:
 - a. Media contact protocol
The Director of the IPCSC is the authorized media contact for the IPCSC. The school is encouraged to establish a single point of contact to manage public relations on behalf of the school.
 - b. Maintenance of normalcy (to the best possible level) for students through the last day of student services
All instructional and student services are required to be provided in full through the last day the school is allowed to provide such services. The student experience should remain as normal as possible through this process. It is recommended that the school provide guidance for teachers and staff early-on to ensure common language and tone is used when discussing this situation with students and families.
 - c. End of Employment Impact
This date is established by the Closure Protocol Team. When determining the end of contract dates, please consider the impact of this date on health

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

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

- a. Notification of closure timeline and timeline of parallel appeal if the school has chosen to or is considering appealing the closure decision.
- b. Review of media protocol and how to discuss the issue with parents and students.
- c. Date of last paychecks and whether/who will remain on staff after end of student services and end of contract dates.
- d. Timeline for more information regarding sick leave, vacation time, and health insurance; Cobra may not be available when the charter school providing the original health insurance ceases to exist.
- e. Timeline for more information regarding any impacts to PERSI; Employees whose last place of work prior to retirement was the school being closed may lose the ability to transfer accrued sick leave into funds used for medical coverage.
- f. Timeline for winding-down and transition of duties, including, but not limited to facility access and security, access to email and software, hardware returns, and asset management of furniture, fixtures, equipment, and curriculum.
- g. Social emotional services for staff and students if the school has chosen to make such available; We acknowledge that closure can be traumatic for staff and students. Schools are encouraged to consider making additional counseling services available.
- h. Assistance with employment transition for staff (such as access to hiring fairs or letters of recommendation) if the school has chosen to make such available.

C. Ongoing Communication

1. Additional communication with stakeholders will be necessary throughout the closure process.
2. The Communication subcommittee is responsible for ensuring that any necessary communication is timely and accurate.

F. Financial Dissolution

A. Expenses

1. Within 15 business days of the date on which written notification of closure was issued a meeting shall be held between the school's business manager, the IPCSC's Finance Manager, and the Team Lead.
2. Additional attendees (such as the school's auditor) may be invited to the meeting by mutual agreement of both required attendees. Any related costs are the responsibility of the school.
3. No later than the start of the scheduled meeting, the school's business manager shall make the following available to the IPCSC:
 - a. A list of every vendor the school has paid in the last 12 months;
 - b. A copy of all arrangements with vendors including: contracts, service agreements, grants, and/or MOUs with all services providers that are currently active or that have been active in the past 12 months;
 - c. A copy of all lease agreements and all long-term loans;
 - d. A list of all insurance policies held by the school (including liability, directors and officers, worker's comp, etc.), including company, policy number, and coverage specifics; and
 - e. All bank statements for the previous 12 months.
4. The meeting agenda for this meeting shall include the following:
 - a. A review of statute, rule, policy, and regulations related to closure as presented by the Closure Team Lead.

This part of the discussion should consider requirements of the IRS, the Department

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

- b. A review of projected cash flow through end of operations as presented by the school's Business Manager.

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

- c. Development of a plan for immediately reducing spending to necessities only, which may require board action to suspend or change policies to allow for changes in who has spending authority and at what amounts.
- d. Prioritization of payment of anticipated expenditures, pursuant to Idaho Code.
- e. Documentation of a list of items requiring follow-up and who is responsible for the workload or costs.
- f. Establishment of approximate deadlines for when each account is to be closed.

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

- a. Verification that the school's account has been paid in full with each vendor as accounts are closed;
- b. Verification that the school has met with PERSI and has established a final transmission date;
- c. Documentation that any outstanding PERSI fees are paid;
- d. Verification that the school has met with the board approved auditor and has established a final audit timeline. Note that the timing of this audit may be later than usual; and
- e. Verification of end dates for leases and liability coverage (including property and directors/officers).

B. Accounting of Assets

- i. The IPCSC shall provide to the school a written guidance document with regard to the sale and dissolution of assets.
- ii. The school shall be responsible to provide the IPCSC and the SDE with a full inventory of all physical assets owned by the corporation within 30 days of the date on which the notice of closure was issued.
- iii. The inventory shall include:
 - a. A description of the item;
 - b. The fund with which each item was purchased; and
 - c. An estimate of the current value of the item.
- D. The Team Lead, the IPCSC's Finance Manager, a representative from the SDE, and the school's Business Manager shall meet to review this inventory within 15 days of receipt of the inventory, and may verify accuracy via thorough on-site review.

C. Dissolution of Assets

1. All viable special education testing materials shall be distributed to the SDE for redistribution to charter schools based on the agency's determination of need.
2. Property owned by the ESP will be claimed by the ESP. The lease by which this equipment was provided to the school must include an itemized inventory and shall be provided to the IPCSC.
3. Any items purchased with federal funds (excluding special education testing materials) shall be returned to the IPCSC for redistribution to other charter schools. The IPCSC shall retain record of what was received and to whom it was redistributed.
4. The school is responsible to arrange for delivery of assets in an organized and well-labeled manner.
5. All assets purchased with state funds shall be liquidated to the greatest degree possible. Please see the IPCSC's guidance on the sale and dissolution of assets for procedural expectations.
6. When all assets have been redistributed and liquidated, and all creditors have been paid, any remaining funds shall be returned to the Public School Income Fund via the State Department of Education.

D. Reporting

1. The school shall ensure that an audit completed by an independent auditor is conducted, the audit report is approved by the school's board, and submitted to both the State Department of Education and the authorizer.
2. The school shall ensure that all documentation required to dissolve the school as a business is filed with the IRS, including dissolution of the 501c3.
3. After the sale of assets, and the all checks are cut, any remaining funds shall be returned to the State Department of Education for distribution to operational schools.
4. File final tax reports.
5. Issue W2s for previous tax year.

IV – Records Management

i. Records Retention Procedures

1. The school's Lead Administrator is responsible to ensure the proper retention and destruction of records in accordance with the State of Idaho's records retention schedule.
2. The public charter school shall make every effort to transfer all active student records (including the cumulative file and the special education file) to the student's next school of choice prior to the date on which records are scheduled to transfer to the authorizer.
3. The public charter school shall ensure that every student file (active or inactive) includes an official transcript (signed, embossed, etc.) or final report card and a record of where and when the student's records were transferred out of the public charter school's care. This information shall be compiled in a single spreadsheet.
4. The public charter school shall ensure that all records to be transferred to the authorizer (cumulative and special education) are scanned into an electronic format. Costs incurred are the responsibility of the school.

5. The public charter school shall ensure that all records are transferred to the authorizer via a secure file transfer protocol.
6. No employee or former employee of the school shall retain copies or have access to student, employee, or financial records after the employee's end of contract date.

ii. Records to be Retained

1. Student Records:

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

2. Personnel Records:

- a. Personnel files shall be retained for five years beyond the employee's termination date.
- b. Personnel files shall include the name, address, and contact information of the employee; employment agreements or contracts signed by the employee, verification of certification (if applicable), and all employee evaluations. No other documentation shall be retained.

3. Financial Records:

- a. Monthly expenditure reports for the five years preceding the school's closure date shall be retained. Records shall be destroyed after five years.
- b. Monthly deposit records for the five years preceding the school's closure date. Records shall be destroyed after five years.
- c. All bids received and contracts awarded in the five years preceding the school's closure date. Records shall be destroyed after five years.

- d. Medicaid reimbursement records for seven years prior to the school's closure date. Records shall be destroyed after seven years.
- e. Bank statements for all accounts for five years preceding the school's closure date. Records shall be destroyed after five years.
- f. Tax documents shall be retained for the seven years prior to the school's closure date. These documents include but are not limited to IRS forms 941 and 1099. Records shall be destroyed after seven years.
- g. Annual financial audit reports and annual board approved budgets shall be retained permanently for all operational years. These documents are submitted to the IPCSC annually, and may not need to be re-submitted.

4. Governance Records:

- a. All meeting agendas shall be retained permanently.
- b. All meeting minutes shall be retained permanently.
- c. A complete copy of the most recent set of board policy shall be retained permanently.
- d. A copy of the board bylaws and articles of incorporation shall be retained permanently.

5. School Culture Records

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

6. Records Requests After Closure

- a. The IPCSC shall manage records requests for student transcripts and for personnel files after the school has closed.
- b. The school shall ensure that the school's URL redirects to the IPCSC's records request page for a minimum of 3 years after the school's closure, at the school's expense.

V. Governing Board

iii. Final dissolution

1. Final Board Meeting

- a. In accordance with OML notice a final meeting of the governing board and pursuant to I.C. § 30-30-1001, a vote to dissolve a nonprofit corporation shall be properly noticed and accompanied by the dissolution plan. In this case, the dissolution plan is the closure protocol, which should be near completion by the time this motion is made. This section of Idaho Code also requires that the agenda state that the purpose, or one of the purposes, of the meeting is to consider a resolution to dissolve of the non-profit corporation.
- b. I.C. § 33-5212 addresses the order in which payments shall be made, and state that any remaining assets after all creditors have been paid shall be distributed to the Public School Income Fund. This information should be incorporated into the dissolution motion as it is required to be noticed by the Non-Profit Corporation Act.
- c. A vote in favor of dissolution passes with a majority vote of the board directors.
- d. A copy of the resolution must be provided to the IPCSC with 24 hours of the vote.

2. Meeting Agenda

- a. Approval of the financial audit report (if not already complete).
- b. Approval of any final contracts to be paid (i.e. for the Business Manager to return at the end of the calendar year to prepare final tax documents and distribute to employees).
- c. Appointment of a designee to file dissolution of the school's 501c3 with the IRS and articles of dissolution with the Idaho Secretary of State.
- d. Appointment of a designee to complete any and all final activities that may be necessary.
- e. Signature of any final checks.

3. Articles of Dissolution

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

Secretary of State. These articles shall minimally include:

- i. The name of the corporation;
 - ii. The date dissolution was authorized;
 - iii. A statement that dissolution was approved by a sufficient vote of the board.
- b. A corporation is effectively dissolved as of the date of its articles of dissolution.
- c. The school shall provide a copy of the filed articles of dissolution to the IPCSC.
4. A dissolved corporation may continue its corporate existence but may not carry on any activities except those appropriate to wind up and liquidate its affairs.

B. Claims against a dissolved Corporation

- iv. After the date on which the articles of dissolution are filed, the corporation may dispose of the known claims against it by sending written notice, pursuant to I.C. § 30-30-1005. Written notice must include:
 - a. A description of the information that must be included in a claim;
 - b. A mailing address where a claim may be sent;
 - c. The deadline, by which the dissolved corporation must receive the claim; and
 - d. State that the claim will be barred if not received by the deadline, which may not be fewer than one hundred twenty (120) days from the effective date of the written notice.
- v. The corporation must address any unknown claims against it by publishing a notice Pursuant to I.C. 30-30-1006. The notice must:
 1. Be published one (1) time in a newspaper of general circulation in the county where the dissolved corporation's principal office is or was located, or, if none in this state, in Ada county;
 2. Describe the information that must be included in a claim and provide a mailing address where the claim may be sent; and
 3. State that a claim against the corporation will be barred unless a proceeding to enforce the claim is commenced within five (5) years after publication of the notice.

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

C. Reporting

1. The school shall ensure that all state and federal reporting is complete prior to dissolution. Verification of completed reports shall be made by the IPCSC. Required reports include, but are not limited to the following:
 - a. ISEE final data upload including, but not limited to student, course, teachers, and financial data sets;
 - b. Federal programs final reporting;
 - c. Grant final reporting; and
 - d. The school shall ensure that dissolution of the charter holder's non-profit organization is filed with the secretary of state and shall provide the IPCSC with a copy of this filing;
2. The school shall ensure that the dissolution of the school's 501c3 is on file with the IRS and shall provide the IPCSC with a copy of this filing.

VI. Final Closure Report Outline

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

i. Cover Sheet

1. A final closure report must include a cover sheet with the following information:
 - a. The legal name of the school;
 - b. The legal name of the charter holder;
 - c. The address(s) that the school occupied at time of closure;
 - d. Contact information for future questions;

- e. The following links and a statement that more information can be found at these locations,
 - i. [PCSC webpage for this school],
 - ii. [webpage for the meeting at which the charter was approved],
 - iii. [webpage for the meeting at which the charter was nonrenewed or revoked, if applicable], and
 - iv. [webpage for any related hearings]; and
- f. A description of where requests for student transcripts can be made after closure.
- g. A list of the complete closure protocol team.
- h. A list of the following key dates:
 - i. The date on which the charter was approved;
 - ii. The first and final dates on which the school was authorized to serve students;
 - iii. The date on which the school received its final distribution of state funding;
 - iv. The date on which teacher contracts ended; and
 - v. The date on which the charter holder's corporation was dissolved.

B. Required Attachments, Redacted

1. Final IPCSC Closure Order
2. Final appeal decision (if applicable)
3. IPCSC Notification of Stakeholders Letter
4. List of all vendors, including the name and address of the vendor, a description of the services provided/purchased, and the date on which the IPCSC verified account closure.
5. A list of insurance coverages, including company and the last date of coverage (including health, liability, etc.)
6. A list of all contracts, service agreements, grants, and MOUs to be retained by the IPCSC, including verification of date received.
7. A list of all lease agreements and all long-term debt held by the school at the beginning of the closure protocol, including the company and amount.
8. Documentation of the termination of any leases or loans.
9. Final bank statements indicating account closure.

10. Expense reports for the 12 months preceding dissolution.
11. A copy of the final check cut to the SDE, if applicable.
12. Inventory of assets, including the fund with which each item was purchased, the date of purchase, the estimated value.
13. For assets purchased with federal dollars, also include the final recipient of the asset, and the date of transfer.
14. The charter holder's final dissolution resolution.
15. A copy of the articles of dissolution.
16. A copy of the 501c3 dissolution notification.
17. A copy of the newspaper notice to unknown claimants.
18. Meeting minutes from all meetings of the closure protocol team and all subcommittee meetings attended by the Closure Team Lead.
19. Any other documentation that may provide important details.

VIII. Consideration of Performance Certificates

B. Renewal Certificates

APPLICABLE STATUTE, RULE, OR POLICY

I.C. §33-5205B – Performance Certificates

I.C. §33-5209B – Charter Renewals

BACKGROUND

Charters must be considered for renewal by the authorizer every five years. A school that met all the terms of its performance certificate, including the framework measures, is guaranteed another five years.

A school that does not meet one or more of the terms of its performance certificate, including the framework measures, may be considered for conditional renewal or may not be renewed.

Renewal decisions must be grounded in the school's outcomes on the pre-established standards and the terms of the operating contract (performance certificate).

DISCUSSION

On February 23, 2023 the IPCSC considered charter renewals for ten (10) charter schools who agreed with the IPCSC Director's renewal recommendation. On February 24, 2023 the IPCSC held administrative hearings for one of two (2) additional schools who participated in the administrative hearing process. One school requested the February hearing to contest the IPCSC Director's renewal recommendation; the second school's consent agreement was rejected by the Commission and went to administrative hearing on March 8, 2023.

The outcomes were as follows:

- Falcon Ridge Public Charter School – Renew with No Conditions
- Future Public School – Renew with No Conditions
- Gem Prep Meridian – Renew with No Conditions
- Heritage Community Charter School – Renew with No Conditions
- Idaho Science and Technology Charter School – Renew with No Conditions
- Idaho Virtual Academy – Renew with No Conditions
- Inspire Connections Academy – Renew with Conditions
- Legacy Charter School – Renew with No Conditions
- Monticello Montessori Charter School – Renew with Conditions
- North Idaho STEM Academy – Renew with No Conditions
- North Star Charter School – Renew with No Conditions
- North Valley Academy – Renew with No Conditions
- Palouse Prairie Charter School – Renew with No Conditions
- Project Impact STEM Academy – Renew with Conditions

- Peace Valley Charter School – Renew with Conditions
- Rolling Hills Public Charter School – Renew with Conditions
- Village Leadership Academy – Renew with Conditions

IMPACT

No charter school can begin or continue operating in any given school year without an active performance certificate. As all (17) schools considered for renewal in February & March have performance certificates that will expire on June 30, 2023, certificates for the next operating term must be executed by the Commission before that date.

STAFF COMMENTS AND RECOMMENDATIONS

The IPCSC recommends that the commission approve the performance certificates for all schools as presented.

COMMISSION ACTION 1 – Performance Certificates

A motion to approve the performance certificates to begin July 1, 2023 and end June 30, 2028 as presented for the following schools:

- Falcon Ridge Public Charter School – Renew with No Conditions
- Future Public School – Renew with No Conditions
- Gem Prep Meridian – Renew with No Conditions
- Heritage Community Charter School – Renew with No Conditions
- Idaho Science and Technology Charter School – Renew with No Conditions
- Idaho Virtual Academy – Renew with No Conditions
- Inspire Connections Academy – Renew with Conditions
- Legacy Charter School – Renew with No Conditions
- Monticello Montessori Charter School – Renew with Conditions
- North Idaho STEM Academy – Renew with No Conditions
- North Star Charter School – Renew with No Conditions
- North Valley Academy – Renew with No Conditions
- Palouse Prairie Charter School – Renew with No Conditions
- Project Impact STEM Academy – Renew with Conditions
- Peace Valley Charter School – Renew with Conditions
- Rolling Hills Public Charter School – Renew with Conditions
- Village Leadership Academy – Renew with Conditions

OR

A motion to deny the performance certificate for [state name of school] and to instruct the Director to renegotiate the terms of the certificate.

CHARTER SCHOOL PERFORMANCE CERTIFICATE

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

RECITALS

WHEREAS, **Falcon Ridge Public Charter School, Inc.** is a non-profit entity incorporated with a board of directors; and

WHEREAS, on **October 28, 2004**, the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year **2005**; and

WHEREAS, the School’s charter was renewed on **March 1, 2018**, for a five-year term of operations,

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

NOW THEREFORE in consideration of the foregoing recitals and the mutual understandings contained herein, the Authorizer and **Falcon Ridge Public Charter School, Inc.** agree as follows:

SECTION 1: TERMS OF AUTHORIZATION

- A. Establishment of School.** The Charter Holder is hereby authorized to implement at the School the program described in the Charter, attached to this Certificate as Appendix B and incorporated herein by this reference. Any significant changes to any section of the Charter, including the educational program, facilities plan, financial plan, or the management plan, during the School’s pre-operational period or first operational term shall be treated as an amendment in accordance with the Authorizer’s policy.
- B. Term of Agreement.** The School’s operational term shall be from July 1, **2023** and end on June 30, **2028**. Subsequent terms of operation may be issued by the Authorizer in accordance with Idaho Code and Authorizer policy.

SECTION 2: EDUCATIONAL PROGRAM

- A. School Mission.** **The mission of the School is as follows: Developing students who are**

competent, productive and responsible by promoting the academic skills and character to succeed in life.

- B. Grades Served.** The School may serve students in grades Kindergarten through 8.
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- i. Establish a learning environment that is safe both emotionally and physically. This can be measured via observation.
 - ii. Incorporate a “teach to the ceiling” philosophy towards ensuring that all students are challenged academically. This can be measured via curriculum, teaching plans and observation.
 - iii. Set high behavioral expectations with a focus on kindness and respect for others. This can be measured via observation.
 - iv. Establish an atmosphere that encourages student participation and engagement. This can be measured via observation.
 - v. Maintain a culture that values work ethic, personal responsibility and those habits that lead to a productive citizenry. This can be measured via observation.
- 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 3: SCHOOL GOVERNANCE

- A. Governing Board.** The School shall be governed by a non-profit board of directors (the “Board”) incorporated by the Charter Holder. The Board shall serve as public agents authorized by the Authorizer, in a manner that is consistent with the terms of this Certificate, so long as such provisions are in accordance with state and federal laws, rules and regulations. The Board shall have final authority with respect to the School’s operation, and shall have the responsibility of overseeing academic achievement, financial stability, and operational management of the School. The Charter Holder shall also be responsible for maintaining and enforcing a compliant Board and providing overall Board stewardship for the School.
- B. Articles of Incorporation and Bylaws.** The articles of incorporation and bylaws of the Charter Holder shall provide for governance of the operation of the School as a nonprofit corporation and a public charter school, and shall at all times be consistent with all applicable laws, rules, regulations, and this Certificate. The Charter Holder shall notify the Authorizer of any modification to the articles of incorporation or bylaws within five business days of approval by the Charter Holder.
- C. Charter Board Composition.** The composition of the Board shall at all times be determined by and consistent with the articles of incorporation and bylaws, and all applicable laws, rules, regulations, and policies. The Charter Holder shall notify the Authorizer of any changes to its composition and provide an amended School Leadership Roster within five business days of it taking effect.

SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

- A. Oversight Allowing Autonomy.** The Authorizer's role shall be to evaluate the School's performance outcomes according to this Certificate and the Performance Framework, and shall be to provide compliance oversight. The Authorizer shall comply with the provisions of the Charter Schools Act and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School.
- B. Charter School Performance Framework.** The Charter School Performance Framework ("Performance Framework") is attached and incorporated into this agreement as Appendix A. The Performance Framework shall be used to annually evaluate the School's academic achievement, Board stewardship, operational management, and financial stability. The specific terms of the Performance Framework are determined by the Authorizer and shall be binding on the School.
- C. Separate Academic Evaluations.** The academic performance outcomes of the K-8 on-site program operated by the School shall be aggregated across all grades for reportability.
- D. Identified Comparison Group.** For purposes of evaluating the School against the metrics and measures established in the Performance Framework, the School's comparison group shall be identified as described below and shall be established for the length of the Certificate term.
- i.** The comparison group for the School's K-12 on-site program shall be Kuna Joint School District #3.
- E. Authorizer to Monitor School Performance.** The Authorizer shall monitor and report on the School's progress in relation to the indicators, measures, metrics, and targets set out in the Performance Framework. A formal report of the School's academic, financial, and operational performance ("Performance Report") shall be provided to the school and the public by the Authorizer annually. Data necessary to conduct this evaluation will be collected throughout the year. Additional reviews may be necessary if compliance concerns arise.
- F. School Performance.** The School shall meet standard on all measures of the Performance Framework. The Authorizer shall renew any charter in which the School met all the terms of its Certificate, including all appendices, at the time of renewal.
- G. Performance Framework as Basis for Renewal of Charter.** The School's performance in relation to the Performance Framework shall provide the basis upon which the Authorizer shall decide whether to renew the School's Charter at the end of the Certificate term.
- H. Required Reports.** The School shall prepare and submit reports as required by the Authorizer's policy.
- I. Authorizer's Right to Review.** The Authorizer maintains the right to request and review additional documentation if such becomes necessary in the course of regular oversight duties or to investigate the validity of a compliance concern. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.
- J. Site Visits.** The Authorizer may conduct site visits in accordance with the Authorizer's policy. Reports from any site visit shall be made available to the School and shall be included in the School's annual Performance Report.

SECTION 5: SCHOOL OPERATIONS

- A. In General.** The School and the Charter Holder shall operate at all times in accordance with all federal and state laws, rules, regulations, local ordinances, and Authorizer policies applicable to public charter schools.
- B. Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be 303 students.
- C. Equitable Enrollment Procedures.** The School shall make student recruitment, admissions, enrollment, and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or proficiency in the English language. If there are more applications to enroll in the School than there are spaces available, the School shall select students to attend using a random selection process that shall be publicly noticed and open to the public.
- i. **Calendar.** The School shall operate on a traditional nine-month calendar in which the last day of the regular term shall fall on or before June 30.
 - ii. The School will not offer a summer school session for the purpose of acceleration and/or credit recovery.
- D. School Facilities.** The School shall operate at the following location(s): 278 S. Ten Mile, Kuna, ID 83634. The School shall provide the Authorizer with facilities documentation, including occupancy permits, fire marshal reports, building inspection reports, and health department reports for any facility newly occupied by the School, and any remodeling or construction project for which such documentation is necessary in accordance with Authorizer policy and in accordance with law, rule, regulations, and authorizer policy.
- E. Attendance Area.** The School's primary attendance area shall be used for the purposes of determining applicability of this enrollment preference category.
- i. Kuna Joint School District #3.
- F. Staff.** Instructional staff shall be certified as provided by rule of the State Board of Education. All full-time staff members of the School shall be covered by the Public Employee Retirement System of Idaho, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.
- G. Alignment with All Applicable Law.** The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are amended, the School shall be bound by any such amendment upon the effective date of said amendment.

SECTION 6: SCHOOL FINANCE

- A. General.** The School shall comply with all applicable financial and budget laws, rules, regulations, and financial reporting requirements, as well as the requirements contained in the School's Performance Framework.
- B. Financial Controls.** At all times, the Charter Holder shall ensure that the School maintains appropriate governance, managerial procedures, and financial controls, which shall include, but not be limited to: (1) commonly accepted accounting practices and the capacity to implement

them; (2) a checking account; (3) adequate payroll procedures; (4) procedures for the creation and review of monthly and quarterly financial reports, which procedures shall specifically identify the individual who will be responsible for preparing such financial reports in the following fiscal year; (5) internal control procedures for cash receipts, cash disbursements and purchases; and (6) maintenance of asset registers and financial procedures for grants, all in accordance with state and federal laws, rules, regulations, and Authorizer policy.

- C. Financial Audit.** The School shall submit audited financial statements from an independent auditor to the Authorizer no later than November 1 of each year.
- D. Annual Budgets.** The School shall adopt a budget for each fiscal year, prior to the beginning of the fiscal year. The budget shall be in the Idaho Financial Accounting Reporting Management Systems (IFARMS) format or any other format as may be reasonably requested by the Authorizer.

SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION

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

SECTION 8: MISCELLANEOUS

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

either party to this Certificate.

- D. Amendment.** This Certificate may be amended by agreement between the School and the Authorizer in accordance with Authorizer policy. All amendments must be in writing and signed by the School and the Authorizer.

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

Chairman
Idaho Public Charter School Commission

Chairman
Falcon Ridge Public Charter School, Inc. Governing Board

Appendix A: Performance Framework

Appendix B: Charter

Appendix C: IPCSC Closure Protocol

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PERFORMANCE FRAMEWORK GUIDANCE: ACADEMIC MEASURES

Adopted 8/13/2020

Revised 4/14/2022

Idaho Public Charter School Commission

514 W Jefferson, Suite 303

Boise, Idaho 83720

Phone: (208)332-1561

pcsc@osbe.idaho.gov

Alan Reed, Chairman

Jenn Thompson, Director

ACADEMIC MEASURES

All School Measures

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

Comparison Group: Specific to school.

1. MATH PROFICIENCY

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

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

2. ELA PROFICIENCY

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

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

3. MATH GROWTH

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

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

4. ELA GROWTH

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

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

5. LITERACY PROFICIENCY

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

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

6. COLLEGE AND CAREER READINESS

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

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

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

OPERATIONAL MEASURES

BOARD STEWARDSHIP

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

OPERATIONAL MANAGEMENT

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

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BOARD GOVERNANCE

1. Governance Structure Rubric

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

Governance Structure Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• Board Bylaws are compliant with ID law.• Articles of Incorporation are current.• No investigations were conducted into either ethical behavior or conflict of interest regarding any board director.• The board did not experience an Open Meeting Law violation that needed to be cured this year.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

2. Governance Oversight Rubric

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

Governance Oversight Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• The board reviews academic data in a timely and thorough manner.• The board reviews financial reports in a timely and thorough manner.• The board maintains compliant policies.• The board engages in strategic planning.• The board conducts a compliant annual evaluation of their school leader and/or management organization.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

3. Governance Compliance Rubric

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

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

OPERATIONAL MANAGEMENT

4. Student Services Rubric

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

Student Services Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	All of the following are true: <ul style="list-style-type: none">• The school's English Language Learner program is in good standing;• The school's Special Education program is in good standing; The school's college and career readiness program is in good standing; and• The school's federal programs are in good standing.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

5. Data Security and Information Transparency Rubric

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

Data Security and Information Transparency Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• The school's website is compliant with I.C. 33-133(7) (data collection, access, and security policy); I.C. 33-320 (continuous improvement plan); and I.C. 33-357 (expenditures updated monthly, contracts, performance reports, and annual budgets).• The school did not experience any issues involving data security this year.• The school did not experience any compliance issue regarding public records requests this year.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

6. Facility and Services Rubric

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

Facility and Building Services Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• The school's occupancy certificate is current.• The school maintains current safety inspections and drills.• The school provides daily transportation to students in compliance with Idaho Code. The school provides a compliant lunch program.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

7. Operational Compliance Rubric

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

Operational Compliance Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• Required reports are submitted accurately and on time.• The school maintains a compliant enrollment process.• No correct action plans were issued by the SDE this year.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

FINANCIAL MEASURES

NEAR TERM HEALTH

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

SUSTAINABLE HEALTH

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

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NEAR-TERM HEALTH

1. Current Ratio

Calculation: Current Assets divided by Current Liabilities

Data Source: Annual Fiscal Audit Report

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

2. Unrestricted Days Cash

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

Data Source: Annual Fiscal Audit Report

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

3. Default

Calculation: No calculation.

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

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

4. Enrollment Variance

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

Data Source: ISEE and direct school report

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

SUSTAINABLE HEALTH

5. Total Margin and 3Yr Aggregated Total Margin

Calculation:

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

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

Data Source: Annual Fiscal Audit Report

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

6. Cash Flow and Multi-Year Cash Flow

Calculation (example years are included as reference):

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

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

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

Data Source: Annual Fiscal Audit Report

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

7. Debt Service Coverage Ratio

Calculation:

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

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

Data Source: Annual Fiscal Audit Report

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

8. Debt to Asset Ratio

Calculation: Total Liabilities divided by Total Assets

Data Source: Annual Fiscal Audit Report

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

9. Financial Compliance Rubric

Calculation: Total Liabilities divided by Total Assets

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

Financial Compliance Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• Accounting Practices: finances are managed in compliance with GAAP.• Financial Transparency: expenditures and contracts are posted on the school's site.• Internal Controls: the school's internal controls are compliant.
Approaches Standard	The school was informed of non-compliance with accounting practices, financial transparency, or internal controls, and prompt action to correct is in evidence.
Does Not Meet Standard	<p>The school is operating under a notification of fiscal concern or a notification of possible or imminent closure</p> <p>OR</p> <p>The school was informed of non-compliance with accounting practices, financial transparency, or internal controls and the issues were not corrected within 30 days.</p>

Appendix B: Charter

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Falcon Ridge Public Charter School, Inc.

278 South Ten Mile Road

Kuna, ID 83634

208/922-9228

office@falconridgecharter.org

EIN #: 27-0095874

The Falcon Ridge Public Charter School's mission is developing students who are competent, productive, and responsible, by promoting the academic skills and character to succeed in life.

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

INTRODUCTION
COVER PAGE
TITLE PAGE 2005-2006

Amended 7-26-2012
Amended August 2022

Name of Charter School: Falcon Ridge Public Charter School, Inc. (“Falcon Ridge”)
Contact Information: Business Manager
General Location: 278 S. Ten Mile Road Kuna, Idaho 83634
Mailing Address: 278 S. Ten Mile Road Kuna, Idaho 83634
Day Time Phone: (208) 922-9228
E-mail: office@falconridgecharter.org

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EXECUTIVE SUMMARY

Falcon Ridge is a school of choice located in Kuna, Idaho. Falcon Ridge provides academics that challenge students to strive for excellence in an environment that emphasizes student character and kindness. Falcon Ridge conservatively utilizes resources and funding to reduce the financial burden on the state and its citizens while developing students to become productive members within their communities. The Falcon Ridge Public Charter model prioritizes excellent academics and solid character.

MISSION STATEMENT

Developing students who are competent, productive, and responsible by promoting the academic skills and character to succeed in life.

EDUCATIONAL PROGRAM

Philosophy and Special Emphasis

The philosophy of the Falcon Ridge is grounded in the belief that when there is low threat and content is highly challenging, accelerated learning takes place. Falcon Ridge will create this low-threat environment with a unique character education curriculum that focuses on kindness and taps into each child's innate need to know boundaries while protecting every child's dignity. This is done through expectation training, in which teachers clearly illustrate and define what kindness looks like before students have a chance to be unkind. Teachers take part in ongoing training, like Love and Logic for Educators, to understand different methods for engaging with students and in turn increasing student engagement. Daily procedures are designed to support the school's emphasis on kindness. Students who display kindness and good citizenship are given special recognition through a well-designed reward system.

Each child has the right to come to school without fear of taunting, teasing, or violence. Each parent has the right to expect a school to provide a safe, kind environment for his/her child. Each staff member has the right to teach without fear of violence. Students, parents, and teachers can be reassured that our best efforts will be put forth in creating a safe school environment.

The atmosphere created by our focus on kindness allows children to soar socially and academically. Students are not afraid to take academic risks, like asking or answering questions in front of peers, engaging in discussion, and participating in classroom activities when they feel safe and supported. They are not distracted from learning by fear. This is extremely important because our educational focus is accelerated learning, and this is the only way it can be achieved. A culture that is warm and friendly, orderly, and free from chaos is developed as a result of this philosophy.

Student Academic Achievement Standards

Falcon Ridge incorporates high academic achievement standards based upon student growth. The school assesses each student's academic level at the beginning of each school year utilizing tools, like MAPS, Istation, and other assessment tools, which provide information on both student academic level and target areas for improvement. This allows teachers to understand areas of academic focus for each student and tailor classroom instruction accordingly. It also provides data to support students on an individual level where needed. The school selects academic benchmarks for each school year in order to best anticipate the expected proficiency of students while still ensuring that they are challenged in the classroom. These benchmarks are assessed via the Idaho Reading Indicator (IRI), Idaho Standards Achievement Test (ISAT), Scholastic Aptitude Test (SAT), American College Testing (ACT), and internal school data.

These changes are captured in the [Continuous Improvement Plan](#), which is published each year on the Falcon Ridge [website](#), and compare the current and previous year's benchmarks for academic success.

Methods of Instruction

Falcon Ridge's methods of instruction are based primarily on student growth with fast-paced direct instruction. The Idaho State Standards are the floor. All students are encompassed in this method, and no child is left behind or left unchallenged. If a child doesn't understand a concept at first, they will eventually master it through daily repetition, assessment, targeted instruction, and review. The focus isn't on when a child understands a concept, but rather that they will understand it in the end. This takes the desperation out of teaching and the anxiety out of learning. Direct instruction combined with individual student attention is the key to success at Falcon Ridge.

Teachers will be engaged in the act of direct teaching throughout the day using a variety of proven teaching techniques including: tactile, visual, kinesthetic, auditory, group and independent approaches. By taking into account and addressing the varying developmental rates and learning modalities of the student population, it is possible through this direct-teaching and assessing approach to keep curricula challenging, the expectations for learning high, and foster student academic growth.

The tempo for our academic program is set by student capabilities, not by textbooks. Our students will be well-grounded in the basics, such as, reading, writing, math, science, health, humanities, and social studies. In addition, Falcon Ridge will offer other student academic enrichment during the school day and extracurricular activities. Curriculum at Falcon Ridge is developed and assessed in accordance with the board's policy for curriculum development and assessment (Instruction - 2100). All lesson plans will use approved curriculum, and adhere to the board's policy for lesson plans (Instruction – 2110).

Middle School - Realizing that the middle school years are critical to a child's self-esteem, the focus of the sixth, seventh, and eighth grades has been and will continue to provide a different environment where students experience less stress. There is less movement from room to room, fewer teachers and students, therefore a smaller arena that is not as threatening to a student's self-esteem when taking risks or making mistakes, while still providing some aspects of a traditional middle school environment in preparation for high school and beyond.

Key Design Elements

- A learning environment that is safe both emotionally and physically with students personally welcomed by staff onto the secure school campus, welcomed by teachers entering class each day, instruction and participation of all students in programs specifically focused on social and emotional learning and development, and regular visits to the classroom by the school counselor.
- High behavioral expectations with a focus on kindness and respect for each other influenced by daily reminders, a positive rewards system, and administration teaching character lessons in the classrooms each month.
- An atmosphere that encourages student participation and engagement where students ask questions, join discussions, and participate in classroom and other school activities.
- Drive student growth by using assessment tools that assess student academic levels and provide information for areas to target for improvement and concepts already mastered.
- Maintain a culture that values work ethic, personal responsibility, and those habits that lead to productive citizenry, with each student committing each year to abide by the student handbook and maintaining an orderly school environment with the daily Pledge of Allegiance, school motto, quiet hallways, straight student lines, attentive listening, and other structured transitions.
- Students will utilize, evaluate, and refine the use of multiple thinking and reasoning skills to solve a variety of problems, as evidenced by direct observation and classroom assignments.
- Students will communicate with clarity, purpose, and an understanding of audience using a variety of communication forms and skills, as evidenced by direct observation, classroom discussion, and classroom projects.

Strategies For Effectively Serving Special Populations

SPECIAL EDUCATION

Falcon Ridge will identify special needs students, provide successful special needs education for them, and adopt and comply with the “Special Education Manual” from the State Department of Education as now adopted and as may be amended. Falcon Ridge’s school counselor, or in the event that position is vacant the administrator, will be the Section 504 Compliance Officer.

If a student at Falcon Ridge is found to be eligible for special education services at the school, services will be provided for that student in one or more of the following ways: Falcon Ridge will form a multidisciplinary team to consider a student’s eligibility for special education. If a team determines the need for an evaluation by personnel, such as a school psychologist, speech therapist, or occupational therapist, not currently employed by Falcon Ridge, such evaluations will be contracted with a private provider. ESL services will also be provided at the level of the student’s need.

A certificated special education teacher will be responsible to monitor Individual Education Plans (IEPs) and supervise the implementation as written. The special education teacher or paraprofessional will provide services in an inclusion or a pullout model depending on the degree of intervention necessary to meet the student’s needs. The special education teacher will consult with the general education staff to utilize effective classroom interventions, adaptations, and modifications. Related services, such as speech or language therapy, occupational therapy, or

transportation, refer to those services necessary for a student to benefit from their special education. Falcon Ridge will contract with a private provider for the provision of related services. Direct speech, language, or a set number of occupational therapy services may be provided by a paraprofessional under the direct supervision of a licensed therapist. The supervision of paraprofessionals will be outlined in the student's IEP.

In the event that the IEP team determines that the student's academic needs cannot be met on site, Falcon Ridge will contract with a local school district to provide the needed services.

Discipline for a student with an IEP will follow the Individuals with Disabilities Education Act. If there is a need to address the behavior of the student, the IEP team will: 1) address preventative actions, 2) address how to teach the right behavior, and 3) address the consequences for the student. Falcon Ridge will follow all guidelines in the Idaho Special Education Manual as adopted, or as may be amended.

SELF-DIRECTED LEARNERS

Falcon Ridge recognizes that a number of students in its school system possess extraordinary learning abilities and specialized talents to the degree that their needs require different educational experiences. It is the responsibility of our school to identify those needs and abilities and then provide the kinds of educational experiences that hold the greatest potential for meeting the needs and developing each student's ability to the fullest degree.

Self-directed learners demonstrate or show potential for higher levels of achievement when compared to others of the same age, experience, and environment. These students may possess high-performing capabilities in the intellectual, creative, academic areas, leadership, performing arts, visual arts, or other specific abilities or aptitudes.

Students will need to meet multiple criteria to qualify as Self-directed learners. Identification will involve administering a variety of assessments, which may include the following: standardized tests, e.g., intelligence, aptitude, achievement, criterion-referenced tests, observations by trained teachers and other personnel, nominations by parents, peers, and staff, and student interviews. Students identified as Self-directed learners may be provided specialized instruction or special provisions not ordinarily provided by the school to develop such capabilities fully.

LIMITED ENGLISH PROFICIENCY

Falcon Ridge will identify the needs of LEP (Limited English Proficient) students utilizing a home-language survey annually. In addition, assessment tools designed specifically for English learners will be used to determine student's eligibility and language level, and to document student progress in both content areas and English language development.

FINANCIAL AND FACILITIES PLAN

FINANCIAL HISTORY

As of 2022, Falcon Ridge has operated for 15 years, and maintained Idaho Public Charter School Commission's highest financial ratings, "Honor", since the Commission's inception of that system in 2017. The school has maintained a fund balance in excess of \$1,000,000 since 2015 and has not had any material weaknesses identified in their independent annual financial audits, evidencing financially sound management practices. The school's enrollment and enrollment variance numbers have remained steady, maintaining a projection of 276 for at least five consecutive years and exceeding IPCSC's standard of achieving a full-term average daily attendance of at least 95% of their projection. The only debt Falcon Ridge carries is secured with the land and school facilities encumbered by two long term managed low interest USDA loans, with less than \$3.2 million outstanding as of 2022, and final payment in 2048 and 2054. The school is current and in good standing on their debts. An annual balanced budget and healthy operating reserve are fundamental to the success of Falcon Ridge.

TRANSPORTATION

Transportation will be provided for those students residing in the Kuna School District. Bussing will be contracted through a private company with all contracts approved by the Falcon Ridge school board. Contracts are available within 30 days after approval. Information is submitted to the SDE as required by 33-5208 (4).

CHILD NUTRITION

Falcon Ridge is compliant with the Federal Lunch program. A federal form is provided annually to every family regarding income and family size to determine if the student is eligible for free and reduced lunch under the IDEA and NCLB guidelines. Falcon Ridge's on-site cafeteria provides nutritious lunches for students each school day.

FACILITIES

Falcon Ridge is located at 278 S. Ten Mile Rd, Kuna, ID 83634. The school consists of one primary building, which serves an enrollment of approximately 271 students, Kindergarten through 8th grade. The school building features a gymnasium/auditorium, and the school grounds feature a fully fenced lawn with a playground. The facilities have complied with all applicable federal, state, and local laws relating to school facilities and grounds. IPCSC has found during previous site visits that the school is clean, well-maintained, and adequate for school operations, with no documented instances of noncompliance.

BOARD CAPACITY AND GOVERNANCE STRUCTURE

Description of Governance Structure

The number of Directors constituting the Board of the Corporation shall be not less than five (5) or more than seven (7) Directors. The Board shall consist of the following officers:

- Chair
- Vice Chair
- Secretary
- Treasurer

The governing board of directors shall serve staggered terms for which no more than three of five shall expire in any year.

Board Members

Current Falcon Ridge Board members can be found here - <https://falconridgecharter.com/board-of-directors/>. At the time of this charter revision the Board is comprised of the following:

Kim Schwisow – Chair
Christine Mample – Vice Chair
Tanya Ambler – Secretary
David Peterson – Treasurer
Mercy Clarkson – Director
Nathan Bushard - Director
Kelly Hodges - Director

Board Responsibilities

The ultimate responsibility of oversight of the school lies with the school board. As such, the board acts as a collective governing body, is responsible for the stewardship of taxpayer dollars allocated to the school, and follows all regulatory requirements of Title 33, Chapter 5 District Trustees, Idaho Code. The board is responsible for the following functions:

- Direct oversight of school leadership, including an annual evaluation of the Administrator.
- Ensure that the school is adequately staffed.
- Provide oversight for all operational and educational activities.
- Adopt, carry on, and provide for the financing of a total educational program for the school.
- Provide, or require students to be provided with, suitable textbooks and supplies.
- Ensure that the school complies with all applicable federal and state education standards, laws, rules, regulations, and policies.
- Ensure that the school follows the terms and conditions of the performance certificate.
- Promptly notifying the school's authorizer when non-compliance issues are identified, providing information when issues are resolved and corrected.
- Notifying the authorizer with any revisions or amendments to the articles of incorporation or bylaws.
- Submit an annual audit of the fiscal operations to the authorizer.

Board Member Recruitment and Professional Development

The Board of Directors value and support board training. Training opportunities will be encouraged to facilitate strong educational leadership, including annual conventions and leadership institutes hosted by the Idaho School Boards Association. Annual continuous training and professional development will be provided for all Board of Directors through the Idaho School Boards Association, their consultants, or Falcon Ridge legal counsel.

New Board of Directors must complete an introductory board training that outlines board meeting structure, board etiquette, board basics, basic motion practice, Open Meeting Law, and Public Records Law, within the first 60 days of each director's term.

The Board of Directors will continually strive to identify and recruit potential board members. Applications for board membership are located on the Falcon Ridge Public Charter School [website](https://drive.google.com/open?id=11urOmPI5yoDESWjdOvQMj82xKctE-YKq) at <https://drive.google.com/open?id=11urOmPI5yoDESWjdOvQMj82xKctE-YKq>.

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STUDENT DEMAND AND PRIMARY ATTENDANCE

Attendance Area

Primary attendance area will be the boundaries of Kuna Joint School District No. 3.

Enrolling Underserved Students and Notification of Enrollment Opportunities

Falcon Ridge has historically been very close to the enrollment cap of 276 students in place from the 2005-2006 to 2020-2021 school years, averaging 271 students per year over that timeframe. The school will have an enrollment cap of 303 students beginning in the 2022-2023 school year.

Historically, Falcon Ridge has had lower numbers of economically disadvantaged, English learning, and disabled students enrolled than other comparable schools in the primary attendance area. Target recruitment consists of efforts to reach groups of at-risk and underserved families and underrepresented students. The school will attempt to reach these groups in either English or a second language (e.g., Spanish, etc.) through traditional advertising approaches, including newspaper articles, website and social media posts, and word-of-mouth campaigns.

Prospective students of Falcon Ridge will be given the opportunity to enroll regardless of race, color, national or ethnic origin, religion, sex, social or economic status, or special needs. Students shall be enrolled according to an equitable selection process according to Idaho Code §33-5206.11.

Lottery and enrollment forms are accessible on the school's website, as well as information related to the enrollment process.

Admission Procedures

Admission is not limited based upon ethnicity, national origin, gender, income level, disabling condition, proficiency in the English language, or athletic ability. Falcon Ridge is accessible to all students, and will serve at-risk and underserved students. There are no tuition or fees charged for attending Falcon Ridge.

Falcon Ridge will admit all eligible pupils who submit a timely application. As a charter school, Falcon Ridge shall give enrollment preference to pupils returning to Falcon Ridge for a second or any subsequent consecutive year and to siblings of pupils already enrolled in the charter school. If, by the application deadline, the number of applications exceeds the capacity of a program, class, grade level, or building, all applications for that program, class, grade level or building will be selected for the available slots through an equitable selection process, such as a lottery, except that preference shall be given to pupils returning to Falcon Ridge as provided herein and siblings of a pupil. After the application deadline, pupils for any remaining slots or from a waiting list will be accepted in chronological order. Falcon Ridge will be accepting registration applications starting in January of each year and will accept applications until 3:00 PM on the second Friday of every March. The lottery will be held the first Monday of every April. The Falcon Ridge lottery process will be held according to Idaho State Code section 33-5205.

Enrollment Capacity and Over-Enrollment Procedures

The waiting list will remain effective until the completion of the lottery process for the following school year. The existing waiting list from the current school year will no longer be valid after the completion of the lottery process for the following school year, and the waiting list resulting from

the most recent lottery will take effect for the remainder of the current school year and for the upcoming school year.

ENROLLMENT

The maximum enrollment for Falcon Ridge Public Charter School is 303 students.

Students in Falcon Ridge Public Charter School may participate in Dual Enrollment as provided for in Chapter 2, Title 33, Idaho Code.

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SCHOOL LEADERSHIP AND MANAGEMENT

School Leader

The Administrator of Falcon Ridge is Christine Jorgensen, Ph.D. Dr. Jorgensen has previous experience in both public and private schools.

School Leadership Responsibilities

The school leadership team consists of the Administrator, Vice Principal, and Business Manager. Falcon Ridge's Administrator is responsible for the overall leadership and operation of the school. The Administrator will report to and be evaluated by the Board of Directors of Falcon Ridge. The Vice Principal will report to the Administrator and is responsible to assist with the academic leadership and educational program of the school. The Business Manager is responsible for maintaining the school's finances, including the budget and all reports required by the State and the school's authorizer, and reports to the Administrator.

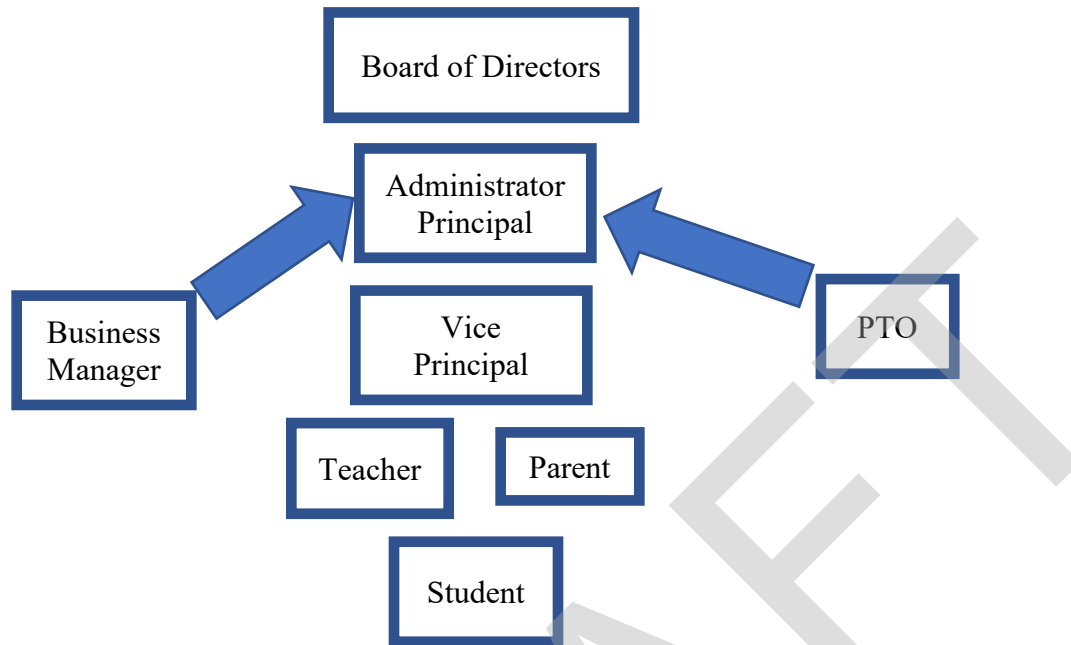
The Administrator represents the Board of Directors of Falcon Ridge, and acts as the liaison between the Board and the charter school community. The Administrator supervises, either directly or indirectly, all employees of the charter school. The Administrator shall be empowered to implement the directives of the Board, and is deeply involved in the day-to-day operations of the school. Examples of this include actively monitoring the implementation and quality of both the academic program and school culture. The Administrator, in partnership with the Business Manager, is also responsible for the school financial operations, including the development of a budget consistent with the values and goals of Falcon Ridge, and ensuring compliance with state requirements.

The Administrator will strive to maintain open communication with the Board regarding all decisions made for the benefit of the students of Falcon Ridge, and serves as the Board's conduit into the day-to-day operations of the school. The Board will meet with the Administrator each month, in addition to a formal annual review. Monthly meetings will include updates from the Administrator on key indicators for the school, including but not limited to, enrollment, attendance, academic, and financial data, stakeholder feedback, and the school's adherence to its instructional design and key design elements. The Administrator is formally evaluated on an annual basis on the performance of the school and the Administrator's progress on goals identified at the beginning of each annual review cycle. The evaluation is supported with data collected over the course of the year on the academic, operational, and financial performance of the school, and evidence supporting the Administrator's work and progress on the identified goals.

APPENDICES

(Updates to any of the following are due to the authorizer within 5 days after board action)

School Administration and Organizational Chart



[List of Board of Directors](#)

[Articles of Incorporation](#)

[Bylaws](#)

Kim Schwisow
tk_schwisow@yahoo.com

EXPERIENCE:

EMPLOYER – Paralegal, 10/15 – 8/17, Real Estate Services Manager, 8/17 - Present.

Real Estate:

- Evaluate real estate relationships and determine the best structural relationship to fit the organization's strategic plans, including land acquisition and divestiture, leasing, licensing, zoning, development, and space planning.
- Evaluate risk associated with specific real estate matters and provide lower risk alternatives when available to protect the organization.
- Draft, review, revise, negotiate, redline, collaborate on legal input and legal approval, finalize and obtain signatures, oversee and manage through completion, purchase and sale agreements, exchange agreements, assignment and assumption agreements, amendments, bills of sale, materialmen lien releases, easements, leases (as both landlord and tenant), estoppels, SNDA's, licenses, timeshares, other limited access and use type agreements, letters of intent, closing documents, including deeds, affidavits, escrow closing instructions, review title commitments and facilitate the removal of title exceptions and selection of endorsements, settlement statements, provide corporate authority documents, and ensure compliance with state and local requirements.
- Lead acquisition due diligence and inspection processes, including access for testing and inspection, appraisal requirements, bond covenant compliance, board review, environmental audits, review of necessary land use entitlements, and review of relevant planning and zoning requirements and ordinances, any applicable conditions, covenants, and restrictions affecting the property, and any other encumbrances or limitations affecting the property.
- Conduct research of tax, GIS mapping, county recorder, title company, and other miscellaneous records for ownership, valuation, net worth, property details, and other relevant information.
- New matter set up and matter updates across all files and systems to ensure accurate and up to date records, including financial data for internal accounting set up and monitoring, rent schedules, lease expiration, and other critical property management tasks.
- Coordinate, collaborate, direct communications, evaluate and suggest process improvement plans for work shared between different departments to ensure the best interests of the organization are met, including work with the construction team to ensure tenant improvement projects are completed as planned and timely.
- Provide guidance within the real estate team and other internal departments regarding industry standards.
- Review legal descriptions and surveys for accuracy and address related title issues.
- Review and revise agreements with state and local entities like Nampa Meridian Irrigation District and Ada County Highway District.
- Check and request documentation to ensure compliance with federal regulations, including Anti-Kickback and Stark regulations.
- Work with outside brokers to understand current real estate market financial data, including rental rates, free rent incentives, tenant improvement allowances and apply that information to transactions to maximize value.
- Monitor, attend, and present needed information at governmental meetings and hearings relevant to property matters.

AMRESKO COMMERCIAL FINANCE, LLC – Paralegal, 1/12 – 10/15.

- Draft, review, revise and obtain signatures on discounted payoff agreements, forbearance agreements, settlement agreements, assumption agreements, loan purchase and sale agreements, deed-in-lieu packages, loan modifications, mortgage and deed of trust modifications, assignments of loan documents, promissory notes, allonges, deeds of trust and mortgages, lien release documents, including cancellations, satisfactions, partial releases and terminations of deeds of trust and mortgages, deeds of reconveyance and UCC terminations.
- Draft and file UCC financing statements, amendments, terminations and conduct private UCC sales.
- Conduct asset/borrower information searches.
- Handle all aspects of purchase and sale transactions across the United States, including drafting, reviewing, revising and obtaining signatures for purchase and sale agreements, assignment and assumption agreements, amendments, bills of sale, materialmen lien releases, closing documents, including deeds, affidavits, escrow closing instructions, review title commitments and facilitate the removal of title exceptions, settlement statements, provide corporate authority documents and ensure compliance with state and local requirements.

- Work cooperatively with asset managers, outside counsel and other third parties to oversee foreclosures, including substitutions of trustee, notices of default and notices of trustee sale.
- Review legal descriptions, surveys, plats, subdivision restrictions and other recorded documents to communicate to third parties necessary information about specific parcels of property.
- Communicate real property status changes through transmittals, email and other methods, as needed.
- Draft and distribute memorandums that summarize lease and participation agreements and litigation.
- Draft, review, revise and finalize lease agreements, estoppels, and tenant notices.
- Handle all aspects of easements, cross-access easements, and other access issues.
- Prepare and finalize terminations of management agreements, leases, and other related agreements.
- Order and review environmental site assessment reports, appraisals, and broker price opinions.
- Manage and work with outside counsel on judicial foreclosures, collection, and other creditor litigation matters, including document production, pleading review and revision, case management and strategy.
- Draft and file creditor proof of claims.

MURPHY LAW OFFICE, PLLC – Paralegal, 6/05 – 10/11 and 12/11-1/12.

- Work cooperatively with office attorneys, clients, real estate brokers, surveyors, title company employees, intermediaries and other third parties to handle all issues arising in purchase and sale transactions of real property to facilitate timely closings.
- Draft, review and revise leases, tenant estoppels, subordination agreements and related documents.
- Responsible for all paralegal tasks during the litigation process on assigned cases, including demand letters, complaints, answers, discovery, motions, defaults, case schedule and timelines, settlement agreements and collections.
- Responsible for all paralegal tasks in Chapter 7 and Chapter 13 bankruptcy cases, including proof of claims, electronically filing all documents with the court, tracking deadlines, drafting motions, scheduling hearings, compiling exhibits, and attending court hearings.
- Address attorney and client requests for personal and business contracts and related documents, including general terms and conditions, service agreements, vendor agreements, business formation documents, Internal Revenue Service 501(c)(3) applications and UCC searching and filing.
- Work cooperatively with office attorneys and clients to research and review governmental regulations regarding client personal and business requests.

DDRS – Legal Department, Legal Administrator, 10/03 – 6/05.

Assist company property and leasing managers and handle due diligence, title review and document drafting for acquisitions; estoppel requests, subordination, nondisturbance, attornment agreements, leases, subleases, terminations, notices, assignments, extensions other leasing and property related legal agreements for multiple retail, office, and industrial properties in the United States.

BOISE CASCADE CORPORATION - Legal Department, Corporate Paralegal, 6/99 – 10/03.

EDUCATION:

BOISE STATE UNIVERSITY

- Bachelor of Arts in Political Science; Minor in Spanish; 5/99.
- Paralegal Certificate American Bar Association approved program; 5/99.
- Paralegal Intern/Case Assistant with Holland and Hart LLP; 1/99-6/99.

SPECIAL ACTIVITIES:

FALCON RIDGE PUBLIC CHARTER SCHOOL – Board Member, 07/17 - Current. - Current board chair.

IDAHO ASSOCIATION OF PARALEGALS, INC. – **Member, 05/99 – 09/16.** - Previous board advisor, past president, and eleven terms of prior board service. Perform interviews for Idaho Volunteer Lawyers Program on scheduled volunteer nights.

BOISE STATE UNIVERSITY – **Adjunct Faculty, multiple semesters 08/05-12/08.** - Team teacher for the Boise State University Paralegal Program Legal Research and Writing Course.

IDAHO STATE BAR – **Co-presenter, 7/07.** - “Using Paralegals to Enhance Productivity and Profit”

Christine Mample — 838 W. Sandbox St. Kuna, Idaho 83634 - (208) 412-1601 - mample_family@shyb.org

Objective

An experienced Flexible Benefits Specialist with an outstanding work ethic, who is ambitious, methodical and motivated, seeking to continue her career with the right team where she can put her enthusiasm for customer service and learning to use.

Experience

05/2001-06/2004 XpressFlex Boise, Idaho

Flexible Benefits Specialist

- Review and process medical claims daily.
- Used Software: P&W, Ultraflex 2000, Millennium (2&3), MS Office 2000, Microsoft CRM 1.x, and QuickBooks.
- Phone communication with all clients and employees.
- Accounts payable and Receivable.
- Company billing / Invoicing.
- Bank statement / company account reconciliation.
- Conduct enrollment meetings, create / distribute employee packets, set up New Year plans, make welcome packets for new participants.
- Set direct deposit for medical reimbursements to banking accounts.
- Report periodically to all companies and participants and prepare their annual IRS 5500 reporting form if necessary.
- Update as needed client information new employees, change in family status, leave of absence, termination, and annual administrative duties.

08/2000-06/2004 PayrollAmerica Boise, Idaho

Payroll Specialist

- Process Payrolls for hundreds of companies and thousands of employees.
- Used Software: Millennium (2&3), MS Office 2000, and Microsoft CRM 1.x.
- Phone communication with all clients and employees.
- Company account reconciliation.
- Set direct deposit for payroll to banking accounts.
- Report periodically to all companies and prepare their annual IRS forms if necessary.
- Update as needed client information new employees, change in family status, leave of absence, termination, and annual administrative duties.

09/1999-02/2000 Blockbuster Video Store Pasco, WA

Store Customer Service Representative

- Operated cash register
- Assisted customers
- Post sales
- Stocked merchandise

09/1997-08/1999

Navy Exchange (NEX)

Marysville, WA

Customer Service Clerk/NEX money transfer (Cash Office)

- Greet and provides specialized services to customers.
- Performs transactions quickly, efficiently and professionally.
- Promotion to the cash office
- Operates a cash register in accordance with established cash control procedures and is responsible for own cash fund. Completes daily cash reports and ensures proper balance, tallied sales, cash checks, issued vouchers, assisted customers.
- Quick cash service, Western Union, Quick collect service, Money orders.

Volunteering

Falcon Ridge Charter School Board June 2018 to Current

- Member of the school board
- Attending monthly meeting

Kuna Nazarene Church Kuna, Idaho

Women's Ministry year 2007 to Current

- Planning group activities outside of assigned projects
- Once a year I run a Silent Auction
- Part of the Prayer Chain
- Help anyone that needs help

Clothing Closet 2014 to Current

- I manage a free clothing closet. All clothes are free to anyone in need.
- I sort clothing donation, size, hang or tote this clothing
- I run two free clothing events to give away clothing
- I work very closely with the Kuna Schools.

Kids Quiz Team 2016 to Current

- I help lead Kids Bible Quiz Team, help the kids study

Caravans September 2010 - June 2012

- Prepare and teach "Benson's Buddies" weekly classes for 15 preschool aged students, coordinating with class aide.

Education

02/2000-02/2001

Centennial Job Corps

Nampa, Idaho

Accounting Clerk Vocational Program

- 33wpm 235kspm
- Software MS Excel, Word, Outlook
- Reception Skills
- Basic accounting- Payroll processing, accounts payable and receivable, General Ledger and General Journal
- Purchase Journal and cash payment journal
- Schedules of accounts payable and receivable
- Posting of journals and ledgers for a service business
- Bank statements reconciliation
- Preparing purchase orders and invoices
- Vocational Award-Special Recognition 27 July 2000
- Special Recognition-Vocation Safety Award 25 July 2000

Pilchuck High School, Marysville, Washington

- Diploma 1997 G.P.A 3.35
- Flawless attendance 3 years in a row

Tanya Stearns Ambler

Nampa, ID • (208) 249-8436
tanzambler@gmail.com

OBJECTIVE

To help design and implement direct differentiated instruction by focusing on meeting IEP (Individualized Education Program) goal requirements for students with special educational; many with behavioral and mental health needs.

EDUCATION

American College of Education (ACE)
Mar '19 - Oct '20
Master's degree in Differentiated Instruction

ABCTE
Oct '16-'17
Special Education and Elementary Teacher Certification

Boise State University
Sept '07 - Jun '10
All coursework completed for special education credential

Western State College
Sept '00 - '04
BA in English

EXPERIENCE

GATEWAYS, Special Education Teacher
Aug '17 - Current

- Provide an individual differentiated approach to education to assist students access traditional curriculum
- Provide a structured and safe environment for learning
- Collaborate with general education teachers and outside service providers i.e., speech/language pathologists, occupational therapists, etc., to provide differentiated instruction and classroom accommodations/modifications
- Provide tools/strategies to help students self-regulate when not in a learning space. Teach and model appropriate social skills.

GATEWAYS, Paraprofessional

Aug '16 - Jun '17

- Support in providing a multi-sensory classroom experience, including visual, auditory, tactile and kinesthetic
- 1:1 instruction with individuals with emotional/behavioral disorders and nonverbal learning disabilities

SUN RIVER EQUINE YOUTH RANCH INC., Founder/Ranch Manager

May '12 - Aug '16

- Administrative creation of a fellowship/mentoring program for children with special needs; including registering as a 501 c 3 nonprofit organization
- Daily equine sessions focused on the needs and interests of the individual child
- Volunteer management and scheduling
- Special events and fundraising for ranch animals and program supplies

PAJAMA PROGRAM IDAHO CHAPTER, Founder and President

Apr'07-May'10

- Volunteered to start a local chapter of the Pajama Program in Idaho
- Fundraising and special events to collect pajamas and books for children in need
- Volunteer management and scheduling

SKILLS

- Management
- Leadership
- Microsoft Office
- Data entry
- Organization and Efficiency
- Teaching
- Special Education
- Flexibility

REFERENCES

Dacia Crossley (208) 859-3737

Tracie Saunders (208) 899-1231

Marisa Hone (208) 989-4888

David C. Peterson
718 Whisperwood Court
Nampa ID 83686

Education:

BS Psychology, Northwest Nazarene College (University). 1970
Educational Leadership. Master's Program completed 15 credits. Seattle Pacific
University. (Left program to return to The Boeing Company.) 2000-2001

Employment experience:

1970-1987 Sears, Roebuck and Co. Credit Management. Seattle, Portland, Chicago.
1987-1990 Semantodontics. General Manager. Grew from 70 to 130 employees. Sales
grew 70% in three years. Profitable for the first time in the 19-year history of the
company.
1991-1995 The Boeing Company. Support Services Finance, Business Manager for
Boeing Licensed Transportation. 1400 vehicles, \$81,000,000 budget.
1995-2001 See below
2001-2008 The Boeing Company. Financial Analyst, 737. Senior Financial Analyst,
Commercial Airplane Finance.

Education institution employment:

1995-2001 King's Schools. Director of School Business. 1700 Students, Pre K-12 Two
campuses, Shoreline, Washington (north Seattle area) and Silverdale, Washington
(Olympic Peninsula). Developed Teacher pay scale incorporating the Superintendent's
"Life Long Learning" philosophy, utilized Parent Advisory Counsel to promulgate solid
educational processes and goals and help parents understand the link between their
preferences and tuition levels. Introduced differential pay option as required to fill key
teaching positions.

2008-2012 Northwest Nazarene University. Vice President for Financial Affairs.
Responsible for budget development and compliance, Facilities, Security, Auditing, I.T.,
Financial Aid (for one year due to sudden departure of another VP) Human Resources,
NNU Investment Committee. Worked closely with the Office of Academic Affairs to
ensure the Salary Schedule, Teacher contracts and rates of pay including stipends were
calculated and administered correctly.

Volunteer work:

1971-2020. In the period, served 40 years on local church boards where we attended.
Seven churches, four states.
1984-1988 NNU Alumni Board

1999-2002, 2005-2008 District Advisory Board, Washington Pacific District Churches of the Nazarene (This is an advisory committee aiding in the governance of 110-125 local churches)

2000-2008 NNU Trustee (Facilities Committee, Finance Committee) With two others we developed a first year trustee training regimen.

2008- City of Nampa. Served on Several committees: Storm Water, Wastewater plant improvement, Board of Appraisers, Special Assignments as requested by Mayor.

DRAFT

NATHAN BUSHARD

9328 S. Fidalgo Ave Kuna, ID 83634 | 208-371-2813 | natebushard29@gmail.com

SUMMARY

High school technology educator experienced in teaching/training students electronic theory, hands on electronic design/repair and computer support. Also 10+ years industry experience repairing and maintaining electrical, mechanical, pneumatic, hydraulic and robotic equipment.

HIGHLIGHTS

- Hard Worker
- Organized
- Problem Solver
- Volunteer at Church
- Youth Group Leader
- Adult Small Group Leader

WORK EXPERIENCE

- 7/2018 - Current High School Electronics Instructor
- Teach students electronic technician skills and electronic theory concepts.
- 1/2008 – 7/2018 Medical Repair Technician, *Norco, Inc. – Boise, ID*
- Repair and maintain various types of home use Durable Medical Equipment, such as oxygen concentrators, liquid oxygen reservoirs, ventilators, and power wheelchairs.
- 2/2017 – 5/2018 Assistant Baseball Coach, *Timberline High School – Boise, ID*
- Assist in coaching boys age 14 to 17 in skills of baseball.
- 3/2006 - 1/2008 Intern Technician, *Micron Technology – Boise, ID*
- Assist in the repair and maintenance of various process equipment, including work with electronics, hydraulics, pneumatics and robotics.

EDUCATION

- 2007 Associate of Applied Science: Industrial Electronic Technology
Boise State University – Boise, ID
GPA – 3.2
Club Baseball Team: 2006 - 2007
- 2005 High School Diploma,
Timberline High School – Boise, ID
GPA – 3.5
Baseball Team: 2003 - 2005

KELLY THOMAS HODGE

1032 W. ASHWOOD CT, KUNA, ID 83634

208-312-5277 ▪ khodge@idoc.idaho.gov - kthodge87@gmail.com

PROFESSIONAL SUMMARY

I am a confident, motivated professional, successful at making critical decisions quickly and effectively. I meet security, programming, and administrative challenges calmly and rationally. I am an exceptional team leader with an outstanding work ethic who is equipped with excellent communication and people skills.

SKILLS

- Completed IDOC Leadership -100
- Completed IDOC Leadership – 200
- IDOC Certified Field Training Officer
- On IDOC Crisis Negotiation Team / Negotiator
- POST – Certified Peace Officer
- Computer Proficiency
- Great communication skills/ ability to remain professional.
- Service-Oriented
- Desire to develop & train staff
- Ability to Facilitate Idaho Department of Corrections Programming

EXPERIENCE

Correctional Case Manager. June 2017 – Current – Southern Idaho Correctional Institution

- Transferred from ISCC to SICI
- Piloted first Advanced Practice groups at SICI, since I have trained MTC CAPP Staff and several IDOC Case Managers to effectively facilitate Advanced Practice in Prisons.
- Was Crisis Negotiations Incident Commander during the 03/2018 - ISCI staff assault, hostage barricade incident. I worked with Tactical Incident Commander, and Facility Incident Commander to effectively resolve the incident without further injury to Staff or Offender Population, or loss of life. This situation had an astounding impact on me regarding the realities that all Correctional professionals face every day at work.

- Certified as Train-the Trainer in Aggression Replacement Training, effectively trained several staff in ART Curriculum throughout the State.
- Trained several Correctional Case Managers in Interstate Compact procedures and Re-entry.
- I was Selected by Deputy Warden Michael Johnson to run the SICI DMV/ Driver's license program. Since 07/2017 over 500 offenders have successfully obtained their Driver's license or State ID through this program.
- Worked with Administrators to get DMV station here at SICI, so we can meet Federal Identification Card regulation standards for offender release.
- Effectively managed Priority 1 & 2 Caseload
- Effectively Managed Offender Re-entry.
- Facilitated and graduated several hundred offenders in the following Treatment programs: CBI-Substance Abuse, CBI- Sexual offending, Thinking for a Change, Aggression Replacement Training. Advanced Practice. Not to mention prior IDOC programming.
- Effectively worked and trained staff to conduct IDOC Risk assessment tools; LSI-R, VRAG-R, Static-99.
- Certified in PATC & FBI Hostage Negotiations, Also Certified in Federal Bureau of Prisons Crisis and Hostage Negotiations.
- Train-the-Trainer for ART
- Completed Federal Bureau of Prisons Advanced Negotiations Training in February 2020, Also Completed the FTO Program in March 2020.

Drug and Alcohol Rehabilitation Specialist/ Correctional Case Manager. July 2014 – June 2017

Idaho Department of Corrections at the Idaho State Correctional Center ▪ Kuna, ID

- Have been Actively involved in Training all DARS at ISCC that changed into CCM's.
- Assisted in Transitioning TC offenders out on Parole and jumpstarting all JPA programs.
- Have released over 250 Offenders from ISCC to the Community in 2015-2016.
- Have been on Several Committee's: Assisted in writing the new Correctional Case Manager's policy, and Program Managers Policy for IDOC.
- I was selected by ISCC Deputy Warden Tim McKay to be on the Re-Entry Committee, writing the new IDOC Re-Entry policy. This project is headed by Warden Noel Barlow.
- Have been a team leader in running ISCC's Release unit which consists of bringing in outside community provider resources to better assist paroling and Full-term offenders. This has been a success.

- On IDOC Crisis Negotiation team since 02/2016, I represented Idaho at a joint Law Enforcement Training in Sandy, Utah in 08/2016 during a Negotiation Phase 1&2 held by FBI.
- Trained in Assessments: Static-99R, Stable, Acute, VRAG-R, LSI-R
- I have trained several staff on how to do Interstate Compacts.
- Trained in UC curriculum: UCI-Sex Offender, UCI-Substance Abuse, UCI-Aggression Replacement Training, Thinking for a Change, and Advanced practice.
- Worked with and established contacts with IDOC Officials for offender release in accordance with Idaho Parole Commission.
- All of my accomplishments with IDOC, is a reflection of the great staff that I have been able to work with through the years.

EXPERIENCE

Unit Manager • February 2014 – July 2014 (Transition from CCA to IDOC)

Corrections Corporation of America at Idaho Correctional Center • Kuna, ID

- Conducted oversight to All Case Management for 248 Offenders
- Managed Schedules for Case Managers and Programming
- Conducted Staff Evaluations and Coaching reports.
- Managed Staff and Offenders while maintaining a caseload for myself.
- Conducted Investigations for unit disturbances.
- Maintained order and oversight of unit for upcoming transition from CCA to IDOC
- Member of the Risk Reduction Committee, headed by Warden Ellis

EXPERIENCE

Case Manager/ Psychosocial Rehabilitation Specialist/ Program Coordinator • April 2013 – February 2014

Corrections Corporation of America at Idaho Correctional Center • Kuna, ID

- Conducted case plan pathway assignments for offenders, enrolled and coordinated Treatment and program enrollment in accordance with assessments, risk/ needs, and pathway assignments.
- LSI- Level Severity Index trained and certified in accordance with IDOC.

- Completed Interstate Compact for offender release.
- Worked with offenders and program coordinator to establish best possible aftercare.
- Set up transitional funding for indigent offenders.
- Conducted several Substance Abuse Education classes, also Anger Management Classes.
- Conducted several Re-classifications for offenders going to close custody and non-compliant with case plan.
- Worked with and established contacts with IDOC Officials for offender release in accordance with Idaho Parole Commission.
- Submitted Offender Placement Request, and CWC applications for offenders that meet the criteria.

EXPERIENCE

Correctional Officer ▪ December 2009 – June 2013

Corrections Corporation of America at Idaho Correctional Center ▪ Kuna, ID

- Conducted several security audits per month to identify potential problems related to physical security, staff, and inmate safety.
- Maintained the custody and control of 324 inmates housed in maximum security unit.
- Conducted routine and emergency head counts.
- From 2011-2013 I was a Field Training Supervisor.
- Directed the activities of inmate crews working on maintenance, and operations projects.
- Completed intake paperwork, processing and searches.
- Made rounds at specified intervals and conducted head counts and roll calls.
- Prepared, processed and maintained forms, reports, logs, records and activity journals.
- Verified facility security by inspecting plumbing, outside areas, locks and cells for potential hazards.
- Escorted inmates to and from cells, court, hospitals and medical appointments.
- Established solid relationships with staff and maintained professional boundaries with resident offenders in the institution to help keep the institution safe and secure.
- Physically restrained offenders when disturbances required physical intervention.

- Central Control Surveillance and Radio management.
- Incident Command Management.
- Emergency Response Team.

Les Schwab Tires ▪ Mar. 2008 – Nov. 2009

Tire Technician / Shop Foreman ▪ Pole line Road Store, Twin Falls, ID

- Upheld top-quality workmanship and excellent customer service to assure life-long customers for the business.
- Communicated effectively with customers on future problems and repairs that might need to be addressed.
- Reviewed work orders and discussed them with supervisors.
- Interfaced with management and colleagues in a professional manner.
- Unload freight trucks and inventory merchandise.
- Performed tire and vehicle alignments
- Replace or repair tires or suspension parts on any make or model vehicle.
- Managed a shop crew, and upheld safety and customer service standards.

Smith's Food and Drug ▪ Aug. 2003 – Mar. 2008

Assistant Manager / Meat Department (Burley, ID and Chubbuck, ID)

- Monitored temperature of cases, shelves and storage areas and reported failures to the manager.
- Assisted the team in meeting sales, stock loss, labor objectives and margin goals to increase profitability.
- Followed proper standards for product freshness, food safety, weights and measures, refrigeration and sanitation.
- Developed knowledge about products and sales items to answer shoppers' questions.
- Packaged and labeled products.
- Cleaned meat aisles, storage areas and work areas, following all health and safety guidelines.
- Prepared and maintained inventory records.

- Conducted Staffing Meetings, Schedules, and Evaluations.
- Managed Staff hiring and lay-off schedule.
- Maintained partnerships with business owners to coordinate and meet orders.

EDUCATION

Idaho State University – Pocatello, ID 2005-2007

- General Studies –Business Management

Brown Mackie College – Boise, ID

- Bachelor of Science – Criminal Justice Law – Graduated 2013

Focus in Criminal Justice

Focus in Addiction studies

Focus in Social Sciences

Graduated with Honors - Dean's list

CERTIFICATIONS

- Idaho Peace Officer Post Certification – Corrections - 2010
- IDOC Leadership -100 – 2014
- IDOC Leadership – 200 - 2019
- PATC & FBI Hostage Negotiations Phase 1&2 -2016
- IDOC – Train-the-Trainer -2018
- Federal Bureau of Prisons – Crisis Negotiations -2018
- ART – Train-the-Trainer -2017
- CBI-Substance Abuse

- CBI-Sexual Offending
- Thinking for a Change
- Aggression Replacement Training
- UC- Advanced Practice

REFERENCES

* Colonel Ralph Powell Director of Idaho State Police - 208-884-7003

-He was my Instructor/ College Professor.

*Warden Chad Page - 208-336-1260- 5101

* Program Manager Kristi Skeem at IDOC - 208-331-2760 *20955

*Deputy Warden Tim McKay - 208-331-2760*20812

*Program Manager Ronald Cook – 208-336-1260 *5120

2004 JUL -6 P 3:04

**ARTICLES OF INCORPORATION
OF
FALCON RIDGE PUBLIC CHARTER SCHOOL, INC.**

The undersigned, in order to form a Non-Profit Corporation under the provisions of Title 30, Chapter 3, Idaho Code, submits the following articles of incorporation to the Secretary of State.

ARTICLE 1: Name

The name of the corporation shall be: Falcon Ridge Public Charter School, Inc.

ARTICLE 2: Purposes and Powers

This Corporation is organized for the basic purpose to do all things reasonable and proper in the operation of a nonprofit charter school within the state of Idaho and to deal generally therein. This corporation is organized exclusively for educational purposes within the meaning of section 501 (c) (3) of the Internal Revenue Code.

Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal income tax under section 501 (c) (3) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law), or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law).

The corporation is a nonprofit corporation under the laws of the state of Idaho, and is not formed for pecuniary profit. No part of the income or assets of the corporation are distributable to or for the benefit of its Incorporators, Directors, or Officers, except to the extent permissible under law. The Corporation shall have all powers allowed by law, including, without limitation, those powers described in Section 30-3-24 of the Idaho Code, as amended and supplemented.

ARTICLE 3: Registered Office and Agent

The address of the registered office of the Corporation is 1796 N. Doe Ave. Kuna ID 83634, and the name of its initial registered agent is Heather Dyer.

ARTICLE 4: Directors

The number of directors that shall constitute the Board of Directors of the Corporation shall be fixed by the Bylaws, but in any event shall not be less than five (5). The number of directors constituting the initial Board of Directors of the Corporation shall be five (5) and the names and addresses of the persons who are to serve as directors until their successors are elected and shall qualify are:

Heather Dyer 1796 N. Doe Ave. Kuna ID 83634
Brenda Lamphere 820 Long Valley Nampa ID
Donia Jefferies 1852 W. Bayhorse St. Kuna ID 83634
Jack Noble 3940 King Rd. Kuna ID 83634
Vince Bos 1115 W. Gold St. Kuna ID 83634

IDAHO SECRETARY OF STATE
07/06/2004 05:00
CK: 5269 CT: 177074 BH: 754845
1 @ 30.00 = 30.00 INC NONP # 2

C155419

ARTICLE 5: Incorporators

The name and address of the incorporator is Heather Dyer 1796 N. Doe Ave. Kuna ID 83634.

ARTICLE 6: Mailing address

The mailing address of the corporation shall be P.O. Box 326 Kuna ID 83634.

ARTICLE 7: Membership

The corporation shall have no members and shall exist perpetually or until dissolved according to law.

ARTICLE 8: Dissolution and Distribution

Upon the dissolution of the Corporation the assets of the Corporation shall be distributed to creditors pursuant to Sections 30-3-114 and 30-3-115 of the Idaho Code. Upon winding up and dissolution of this corporation, after paying or adequately providing for the debts and obligations of the corporation, the remaining assets shall be distributed to a nonprofit fund, foundation, or corporation which is organized and operated exclusively for charitable, education, religious, and or scientific purposes and which has established its tax exempt status under section 501 (c) (3) of the Internal Revenue Code.

ARTICLE 9: Non-stock Corporation

The Corporation shall not issue certificates of stock and no dividends or pecuniary profits shall be declared or paid to the Incorporators and Directors thereof.

ARTICLE 10: Bylaws

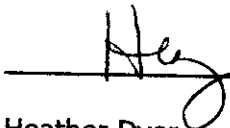
Provisions for the regulation of the internal affairs of the corporation shall be set forth in the Bylaws.

ARTICLE 11: Amendment to Articles

These Articles may be amended only upon the unanimous consent of the Directors.

Dated effective the 25th day of June 2004.

INCORPORATOR:


Heather Dyer

FILED EFFECTIVE

204



ARTICLES OF AMENDMENT (Non-profit)

2004 OCT 13 PM 4:33

To the Secretary of State of the State of Idaho
Pursuant to Title 30, Chapter 3, Idaho Code, the undersigned
non-profit corporation amends its articles of incorporation as
follows:

STATE OF IDAHO

- The name of the corporation is:
Falcon Ridge Public Charter School, Inc.

If the corporation has been administratively dissolved and the corporate name is no longer
available for use, the amendment(s) below must include a change of corporate name.

- The text of each amendment is as follows:

Article 8: Dissolution and Distribution
Upon the dissolution of the corporation the assets of the corporation shall be distributed to creditors pursuant
to Sections 30-3-114 and 30-3-115 of the Idaho Code. Upon winding up and dissolution of this corporation,
after paying or adequately providing for the debts and obligations of the corporation, the remaining assets
shall be distributed to a nonprofit fund, foundation, or corporation which is organized and operated
exclusively for charitable, educational, and or scientific purposes and which has established its tax exempt
status under section 501 (c)(3) of the Internal Revenue Code.

- The date of adoption of the amendment(s) was: 9/30/2004

- Manner of adoption (check one):

☒ Each amendment consists exclusively of matters which do not require member approval pursuant to
section 30-3-90, Idaho Code, and was, therefore, adopted by the board of directors. (Please fill spaces below)

- The number of directors entitled to vote was: 5
- The number of directors that voted for each amendment was: 5
- The number of directors that voted against each amendment was: 0

☐ The amendment consists of matters other than those described in section 30-3-90, Idaho Code, and was,
therefore adopted by the members. (Please fill spaces below)

- The number of members entitled to vote
was: _____
- The number of members that voted for each
amendment was: _____
- The number of members that voted against
each amendment was: _____

Dated: 10/13/2004

Signature:

Typed Name: Heather Dyer

Capacity: Chairperson of the Board

Customer Acct #:

(if using pre-paid account)

Secretary of State use only

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Revised 10/2003

IDAHO SECRETARY OF STATE

10/14/2004 08:04

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ARTICLES OF AMENDMENT (Non-profit)

FILED EFFECTIVE

07 FEB 27 PM 1:11

SECRETARY OF STATE
STATE OF IDAHO

To the Secretary of State of the State of Idaho
Pursuant to Title 30, Chapter 3, Idaho Code, the undersigned
non-profit corporation amends its articles of incorporation as
follows:

1. The name of the corporation is:
Falcon Ridge Public Charter School, Inc.

If the corporation has been administratively dissolved and the corporate name is no longer
available for use, the amendment(s) below must include a change of corporate name.

2. The text of each amendment is as follows:

ARTICLE 8: Dissolution and Distribution

Upon the dissolution of the Corporation, the assets of the Corporation shall be distributed to creditors pursuant to Section 30-3-114 and 30-3-115 of the Idaho Code. Upon winding up and dissolution of the corporation, the assets of the public charter school remaining after all debts of the public charter school have been satisfied must be returned to the authorized chartering entity for distribution in accordance with applicable law pursuant to Section 33-5206, Idaho Code.

3. The date of adoption of the amendment(s) was: February 21, 2007

4. Manner of adoption (check one):

☒ Each amendment consists exclusively of matters which do not require member approval pursuant to section 30-3-90, Idaho Code, and was, therefore, adopted by the board of directors. (Please fill spaces below)

- a. The number of directors entitled to vote was: 5
- b. The number of directors that voted for each amendment was: 5
- c. The number of directors that voted against each amendment was: 0

☐ The amendment consists of matters other than those described in section 30-3-90, Idaho Code, and was, therefore adopted by the members. (Please fill spaces below)

- a. The number of members entitled to vote was: _____
- b. The number of members that voted for each amendment was: _____
- c. The number of members that voted against each amendment was: _____

Dated: 2/21/07

Signature: _____

Typed Name: Bob Purbeck

Capacity: Chairman of the Board

Customer Acct #:

(If using pre-paid account)

Secretary of State use only

C155419

IDAHO SECRETARY OF STATE

02/27/2007 05:00
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Revised 10/2003

Web Form

**BYLAWS
OF
FALCON RIDGE PUBLIC CHARTER SCHOOL, INC.
An Idaho Nonprofit Corporation**

**ARTICLE I
MEMBERSHIP**

Section 1.1 No Members

The Corporation shall have no members. Any action that would otherwise by law require approval by a majority of all members or approval by the members shall require only approval of the Board. All rights, which would otherwise by law vest in the members, shall vest in the Board.

**ARTICLE II
OFFICES**

Section 2.1 Offices

The Corporation's principal office shall be fixed and located in the County of Ada, State of Idaho, as the Board of Directors ("Board") shall determine. The Board is granted full power and authority to change the principle office from one location to another within the County of Ada, State of Idaho.

**ARTICLE III
PURPOSE**

Section 3.1 Purpose

The Corporation is organized exclusively for educational purposes within the meaning of Section 501 (c) (3) of the Internal Revenue Code of 1986, or the corresponding provisions of any future Federal income tax code.

Notwithstanding any other provision of these Bylaws to the contrary, the Corporation shall not carry on any activities not permitted of:

- a) a corporation exempt from Federal income tax under Section 501 (c) (3) of the Internal Revenue Code of 1986 or the corresponding provisions of any future Federal income tax code, or
- b) a corporation, contributions to which are deductible under Section 170 (c) (2) of the Internal Revenue code of 1986, or the corresponding provisions of any future Federal income tax code.

**ARTICLE IV
BOARD OF DIRECTORS**

Section 4.1 Board of Directors

The number of Directors constituting the Board of the corporation shall be not less than five (5) or more than seven (7) Directors. The function of the Board can be described

as policy making, advising and evaluating. The Board shall have the further duty of directing the financial means by which the educational program is conducted. They shall also ensure that the community be informed of the needs, purposes, values and status of the charter school.

Section 4.2 Powers

The Board, as a board, shall have the full power and duty to manage and over see the operation of the Corporation's business and to pledge the credit, assets and property of said Corporation when necessary to facilitate the efficient operation thereof. Authority is given to the Charter School Board of Directors by the State of Idaho as provided in the "Public Charter Schools Act of 1998" (I.C. 33-5201).

Without limiting the generality of the powers here granted to the Board, but subject to the same limitations, the Board shall have the powers enumerated in these Bylaws and the following specific powers:

1. To elect and remove officers, agents, and employees of the Corporation; to prescribe powers and duties for them; and to fix their compensation.
2. To conduct, manage, and control the affairs and activities of the Corporation and to make rules and regulations.
3. To enter into contracts, leases, and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of the Corporation.
4. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, encumber, convey, or otherwise dispose of such property.
5. To indemnify and maintain insurance on behalf of any of it's Directors, officers, employees, or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of the Idaho Nonprofit Corporation Act and the limitations noted in these Bylaws.

Section 4.3 Election of Directors

- a) The original Governing Board shall be comprised of the Directors listed in the Articles of Incorporation and any other Directors elected by the then current Board.
- b) After the initial year of operation, Directors will be elected to fill vacancies on the Board by vote of stakeholders of the Corporation at the Corporation's Annual Meeting. As used herein, "Stakeholders" shall mean the parents and guardians of pupils then attending Falcon Ridge Public Charter School, faculty and employees of Falcon Ridge Public Charter School, and such other persons and entities as the Board determines to be stakeholders of the Corporation.
- c) The voting shall occur by secret ballot at the Annual Meeting of the Board of Directors. No proxies will be recognized at such election.
- d) The candidates for the seats shall be elected at large to fill the seats open for election, to the end that no candidate shall be associated with any particular seat open for election until after the ballots have been counted. The candidate receiving the most votes will fill the seat with the longest term

open for election, if there is any difference in the length of the terms standing for election, and the candidate with the next highest vote total will fill the next seat, and the seats will be filled in like fashion until the open seats have been filled by those candidates receiving the most votes.

Section 4.4 Number of Directors and Terms

The initial Governing board of five (5) Directors of the Corporation shall serve staggered terms for which not more than two (2) such terms shall expire in any year. The five (5) seats of the Directors shall be designated, solely for identification, with the letters A through E, and the expiration for the terms of the Directors currently holding such seats are as follows:

<u>Designation:</u>	<u>Name of Current Director:</u>	<u>Expiration of Term:</u>
A	Vince Bos	June 2005
B	Jack Noble	June 2006
C	Brenda Lamphere	June 2007
D	Donia Jefferies	June 2007
E	Heather Dyer	June 2008

After the initial Governing Board of five (5) Directors of the Corporation, the Governing Board shall serve staggered terms for which not more than four (4) such terms shall expire in any year. The seven (7) seats of the Directors shall be designated, solely for identification, with the letters A through G, and the expiration for the terms of the Directors currently holding such seats are as follows:

A)	Board Director A	Tawnya McKague	2 year term expires June 2015
B)	Board Director B	Bob Purbeck	2 year term expires June 2015
C)	Board Director C	Dixie Herring	2 year term expires June 2014
D)	Board Director D	Jim Negomir	3 year term expires June 2014
E)	Board Director E	Vaughn Goodman	3 year term expires June 2016
F)	Board Director F	Jennifer Graves	3 year term expires June 2015
G)	Board Director G	Derek Robinson	2 year term expires June 2015

Section 4.5 Resignation and Removal

Subject to the provisions of Section 30-3-69 of the Idaho Nonprofit Public Corporation Act, any Director may resign effective upon giving written notice to the Chairman of the Board, or the Secretary of the Board, unless the notice specifies a later effective time. If the resignation is effective at a future time, a successor may be selected before such time, to take office when the resignation becomes effective. A Director may be removed without cause by a majority of the Directors currently in office.

A Director may be removed without cause as provided by Sections 30-3-70 and 30-3-71 of the Idaho Nonprofit Corporation Act. A Director may also be removed for the following acts:

1. Has failed to attend four (4) or more of the Board's Regular Meetings in any calendar year;
2. Has been declared of unsound mind by a final order of court;
3. Has been convicted of a felony; or
4. Has been found by a final order or judgment of any court to have breached any duty imposed by the Idaho Nonprofit Corporation Act.

Section 4.6 Vacancies

- a) A Board vacancy or vacancies shall be deemed to exist if any Director dies, resigns, or is removed, or if the authorized number of Directors is increased.
- b) Removal of a Director for one or more of the reasons listed in Section 4.5 above may be initiated by any member of the Board or by a majority vote petition of the Stakeholders. The board shall hold a public meeting within ten (10) school attendance days of receiving such a request or petition. Such meeting shall be conducted with regard for the reasonable due process rights of all parties and in public, except where either the Board or the Director whose removal is sought requests a closed session. Where a closed session is held, the final action of the Board shall be taken in public.
- c) A vacancy on the Board may be filled by a majority vote of the remaining Directors, although less than a quorum.
- d) No reduction of the authorized number of Directors shall have the effect of removing any Director prior to the expiration of the Director's term of office.

Section 4.7 Compensation of Directors

Directors shall not receive any compensation for their services; however, the Board may approve the reimbursement of a Director's actual and necessary expenses incurred in the conduct of the Corporation's business. The Corporation shall carry liability insurance covering the Corporation's business.

Section 4.8 Voting

Voting by the Board shall be in person and no proxy voting on the Board may occur. Tie votes will be broken by the Chairman of the Board.

Section 4.9 Quorum

A quorum consisting of a majority or more of the then current Directors must be assembled to vote and conduct business.

Section 4.10 Rights of Inspection

Every Director has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation provided such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the Corporation's obligations to maintain the confidentiality of certain books, records and documents under any

applicable federal, state, or local law.

ARTICLE V BOARD MEETINGS

Section 5.1 Place of Meeting

The place of all meetings of the Directors shall be the principle office of the Corporation in the County of Ada, Idaho, or at such other place as shall be determined from time to time by the Board; and the place at which such meetings shall be held shall be stated in the notice and call of meeting. No change in the place of meeting shall be made within three (3) days before the day on which an election of directors is to be held.

Section 5.2 Annual Meeting

The Annual Meeting of the Directors of the Corporation for the election of Directors and Officers to succeed those whose terms expire and for the transaction of other business as may properly come before the meeting, shall be held each year on the second Tuesday of June, if not a legal holiday, and if a legal holiday, then on the day following, at 6:00 o'clock P.M. If the Annual Meeting of the Directors cannot be held as herein prescribed, the election of Directors and Officers may be held at any meeting called thereafter, pursuant to these Bylaws.

Section 5.3 Monthly Meetings

Monthly meetings of the Directors of the Corporation will not be mandatory, but will be scheduled for the second Tuesday of each month if a Director sees the need to have a meeting during the month.

Section 5.4 Notice of Meeting

Notice of the time and place of the annual meeting of the Directors or of any monthly meetings of the Directors shall not be given by mailing written or printed notice of the same but shall be posted on the Falcon Ridge Public School bulletin board, at the Kuna Public Library, and at Kuna City Hall.

ARTICLE VI OFFICERS AND DUTIES

Section 6.1 Officers

The officers of the corporation shall be the Chairman of the Board, Vice Chairman, secretary, and Treasurer. The same person may hold any number of offices, except that neither the Secretary nor the Treasurer may serve concurrently as the Chairman of the Board. Officers of the Corporation shall also be Directors of the Corporation. The Officers shall be elected each year at the Annual Meeting by the Board and serve one (1) term as per section 4.4.

Section 6.2 Chairman of the Board

The Chairman of the Board is the general manager and chief executive officer of the Corporation and has, subject to the control of the Board, general supervision, direction,

and control of the business of the Corporation. The Chairman of the Board shall preside at all meetings of the Board. The Chairman of the Board has the general management powers and duties usually vested in the office of President and General Manager of a corporation as well as such other powers and duties may be prescribed from time to time by the board.

Section 6.3 Vice Chairman

In the absence or disability of the Chairman of the Board, the Vice Chairman will perform all the duties of the Chairman of the Board and, when so acting, shall have all the powers of, and be subject to all the restrictions upon, the Chairman of the Board. The Vice Chairman shall have such other powers and perform such other duties as the Board may prescribe from time to time.

Section 6.4 Secretary

- a) The Secretary shall keep or cause to be kept, at the principal office or such other place as the Board may order, a book of minutes of all meetings of the Board and its committees, including the following information for all such meetings; the time and place of holding; whether regular or special; if special, how authorized; the notice thereof given; the names of those present and absent, and the proceedings thereof. The Secretary shall keep, or cause to be kept, at the principal office in the State of Idaho the original or a copy of the Corporation's Articles of Incorporation and Bylaws, as amended to date, and a register showing the names of all Directors and their respective addresses.
- b) The Secretary shall give, or cause to be given, notice of all meetings of the Board and any committees thereof required by these Bylaws or by law to be given, and shall distribute the minutes of meetings of the Board to all its members promptly after the meetings; shall see that all reports, statements and other documents required by law are properly kept or filed, except to the extent the same are to be kept or filed by the Treasurer; and shall have such other powers and perform such duties as may be prescribed from time to time by the Board.

Section 6.5 Treasurer

- a) The Treasurer of the corporation shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and business transactions of the Corporation, including accounts of its assets, liabilities, receipts and disbursements. The books of account shall at all times be open to inspection by any Board member.
- b) The Treasurer shall deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as may be designated from time to time by the Board. The Treasurer shall disburse the funds of the Corporation as may be ordered by the Board, shall render to the Board, upon request, an account of all transactions as Treasurer and the financial condition of the Corporation. The Treasurer shall present an operating statement and report, since the last preceding regular Board meeting, to the board at all regular meetings. The Treasurer shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

**ARTICLE VII
FISCAL AFFAIRS**

Section 7.1 Fiscal Year

The fiscal year of the corporation shall be from July 1st to June 30th.

**ARTICLE VIII
OTHER PROVISIONS**

Section 8.1 Non-liability of Directors

The Directors shall not be personally liable for the Corporation's debts, liabilities, or other obligations.

Section 8.2 Open meeting Laws

All meetings or other Board action of the Board of Directors shall be subject to the Open Meeting Laws of the State of Idaho.

**ARTICLE IX
NOTICES**

Section 9.1 Manner of Giving Notice

Whenever provisions of any statute or these Bylaws require notice to be given to any Director, Officer, or other individual, they shall not be construed to mean personal notice. Such notice shall be given in writing and placed on the bulletin board of the corporation in sufficient amount of time prior to the meeting or action to be taken as required by Statute, the Articles of Incorporation or these Bylaws; said notice need not be given individually and may be given in one notice document.

**ARTICLE X
DISSOLUTION**

Section 10.1 Dissolution

Upon the dissolution of the Corporation the assets of the Corporation shall be distributed to creditors pursuant to Sections 30-3-114 and 30-3-115 of the Idaho Code. Upon winding up and dissolution of this corporation, the assets of the public charter school remaining after all debts of the public charter school have been satisfied must be returned to the authorized chartering entity for distribution in accordance with applicable law pursuant to Section 33-5206, Idaho Code.

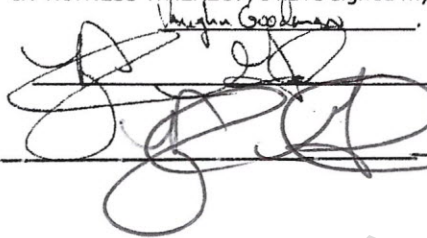
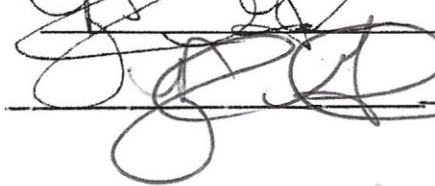
**ARTICLE XI
AMENDMENTS**

Section 11.1 Bylaws

A majority of the Directors may adopt, amend, or repeal these Bylaws.

CERTIFICATE OF BYLAWS

I certify that I am the initial agent of Falcon Ridge Public Charter School, Inc., an Idaho Nonprofit Corporation, and that the foregoing Bylaws constitute the Bylaws of such corporation. IN WITNESS WHEREOF, I have signed my name to this Certificate on

 10/19/2012
(signature)
 11/10/2014

Appendix C: IPCSC Closure Protocol

DRAFT



Closure Protocol

Idaho Public Charter School Commission

514 West Jefferson Street, Ste. 303

Boise, Idaho 83702

208-332-1561

pcsc@osbe.idaho.gov

Alan Reed, Chairman

Jenn Thompson, Director

Purpose

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

Authority

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

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

Closure protocol is enacted when:

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

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

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

Roles

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

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

Note

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

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I. Closure Protocol Team

A. Initial Meeting

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

B. Team Members

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

Required members of this team shall include:

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

C. Subcommittees

1. Subcommittees shall be established for the purpose of managing closure tasks in the following areas:
 - i. Communication – student, teacher, family
 - ii. Financial – vendors and assets
 - iii. Business – employer and corporation
 - iv. Records – student and employee records

D. Meeting Agenda

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

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

E. Important Dates

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

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

9. The date by which all W2s will be issued for the school's final operating year; and
10. The date by which the non-profit corporation must be dissolved.

Communication

A. Initial Stakeholder Notification

1. Within 7 business days of the date written notice of closure is issued, the school is responsible to issue a letter (drafted by the IPCSC) notifying stakeholders of closure. This letter shall minimally include:
 - a. Where and when the final order will be posted online for transparency of the reasons for closure;
 - b. The last date of student services;
 - c. Transfer procedures;
 - d. Explanation of the appeal process and when a decision regarding an appeal would be published; and
 - e. Contact information for the school's administrator and the IPCSC.
2. The school may choose to include a supplemental letter drafted by the school's board, and if so, such draft must be provided to the IPCSC prior to distribution to stakeholders.
3. The school is responsible to distribute the IPCSC's letter (and the school board issued supplemental letter, if applicable) to the following recipients:
 - a. All Parents of current students and all parents currently on a waitlist;
 - b. All Teachers, Staff, and Volunteers;
 - c. All Vendors with whom the school has an active contract or has engaged with in the past 12 months;
 - d. All Lease and Loan/bond holders; and
 - e. Any Educational Services Providers with whom the school contracts.
4. The authorizer is responsible to issue a letter informing stakeholders of the closure situation to the following recipients:

- a. All potentially impacted school districts and charter schools;
 - b. The State Department of Education;
 - c. The State Board of Education;
 - d. The Office of the Governor;
 - e. The Public Employment Retirement Service of Idaho;
 - f. The chairpersons of the House and Senate Education committees; and
 - g. The Senators and Representatives serving the state legislature on behalf of the district in which the school maintains student occupied facilities or business offices.
5. Within 7 days of the date written notice of closure is issued, the IPCSC's letter informing stakeholders of the closure situation shall be posted in a prominent location on the school's website and the IPCSC's website.

B. Staff Meeting

1. Within 7 days of the date written notice of closure is issued, the school's administrator, board chair, and business manager shall hold a meeting with all staff to discuss the following:
 - a. Media contact protocol
The Director of the IPCSC is the authorized media contact for the IPCSC. The school is encouraged to establish a single point of contact to manage public relations on behalf of the school.
 - b. Maintenance of normalcy (to the best possible level) for students through the last day of student services
All instructional and student services are required to be provided in full through the last day the school is allowed to provide such services. The student experience should remain as normal as possible through this process. It is recommended that the school provide guidance for teachers and staff early-on to ensure common language and tone is used when discussing this situation with students and families.
 - c. End of Employment Impact
This date is established by the Closure Protocol Team. When determining the end of contract dates, please consider the impact of this date on health

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

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

- a. Notification of closure timeline and timeline of parallel appeal if the school has chosen to or is considering appealing the closure decision.
- b. Review of media protocol and how to discuss the issue with parents and students.
- c. Date of last paychecks and whether/who will remain on staff after end of student services and end of contract dates.
- d. Timeline for more information regarding sick leave, vacation time, and health insurance; Cobra may not be available when the charter school providing the original health insurance ceases to exist.
- e. Timeline for more information regarding any impacts to PERSI; Employees whose last place of work prior to retirement was the school being closed may lose the ability to transfer accrued sick leave into funds used for medical coverage.
- f. Timeline for winding-down and transition of duties, including, but not limited to facility access and security, access to email and software, hardware returns, and asset management of furniture, fixtures, equipment, and curriculum.
- g. Social emotional services for staff and students if the school has chosen to make such available; We acknowledge that closure can be traumatic for staff and students. Schools are encouraged to consider making additional counseling services available.
- h. Assistance with employment transition for staff (such as access to hiring fairs or letters of recommendation) if the school has chosen to make such available.

C. Ongoing Communication

1. Additional communication with stakeholders will be necessary throughout the closure process.
2. The Communication subcommittee is responsible for ensuring that any necessary communication is timely and accurate.

F. Financial Dissolution

A. Expenses

1. Within 15 business days of the date on which written notification of closure was issued a meeting shall be held between the school's business manager, the IPCSC's Finance Manager, and the Team Lead.
2. Additional attendees (such as the school's auditor) may be invited to the meeting by mutual agreement of both required attendees. Any related costs are the responsibility of the school.
3. No later than the start of the scheduled meeting, the school's business manager shall make the following available to the IPCSC:
 - a. A list of every vendor the school has paid in the last 12 months;
 - b. A copy of all arrangements with vendors including: contracts, service agreements, grants, and/or MOUs with all services providers that are currently active or that have been active in the past 12 months;
 - c. A copy of all lease agreements and all long-term loans;
 - d. A list of all insurance policies held by the school (including liability, directors and officers, worker's comp, etc.), including company, policy number, and coverage specifics; and
 - e. All bank statements for the previous 12 months.
4. The meeting agenda for this meeting shall include the following:
 - a. A review of statute, rule, policy, and regulations related to closure as presented by the Closure Team Lead.
This part of the discussion should consider requirements of the IRS, the Department

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

- b. A review of projected cash flow through end of operations as presented by the school's Business Manager.

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

- c. Development of a plan for immediately reducing spending to necessities only, which may require board action to suspend or change policies to allow for changes in who has spending authority and at what amounts.
- d. Prioritization of payment of anticipated expenditures, pursuant to Idaho Code.
- e. Documentation of a list of items requiring follow-up and who is responsible for the workload or costs.
- f. Establishment of approximate deadlines for when each account is to be closed.

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

- a. Verification that the school's account has been paid in full with each vendor as accounts are closed;
- b. Verification that the school has met with PERSI and has established a final transmission date;
- c. Documentation that any outstanding PERSI fees are paid;
- d. Verification that the school has met with the board approved auditor and has established a final audit timeline. Note that the timing of this audit may be later than usual; and
- e. Verification of end dates for leases and liability coverage (including property and directors/officers).

B. Accounting of Assets

- i. The IPCSC shall provide to the school a written guidance document with regard to the sale and dissolution of assets.
 - ii. The school shall be responsible to provide the IPCSC and the SDE with a full inventory of all physical assets owned by the corporation within 30 days of the date on which the notice of closure was issued.
 - iii. The inventory shall include:
 - a. A description of the item;
 - b. The fund with which each item was purchased; and
 - c. An estimate of the current value of the item.
- D. The Team Lead, the IPCSC's Finance Manager, a representative from the SDE, and the school's Business Manager shall meet to review this inventory within 15 days of receipt of the inventory, and may verify accuracy via thorough on-site review.

C. Dissolution of Assets

1. All viable special education testing materials shall be distributed to the SDE for redistribution to charter schools based on the agency's determination of need.
2. Property owned by the ESP will be claimed by the ESP. The lease by which this equipment was provided to the school must include an itemized inventory and shall be provided to the IPCSC.
3. Any items purchased with federal funds (excluding special education testing materials) shall be returned to the IPCSC for redistribution to other charter schools. The IPCSC shall retain record of what was received and to whom it was redistributed.
4. The school is responsible to arrange for delivery of assets in an organized and well-labeled manner.
5. All assets purchased with state funds shall be liquidated to the greatest degree possible. Please see the IPCSC's guidance on the sale and dissolution of assets for procedural expectations.
6. When all assets have been redistributed and liquidated, and all creditors have been paid, any remaining funds shall be returned to the Public School Income Fund via the State Department of Education.

D. Reporting

1. The school shall ensure that an audit completed by an independent auditor is conducted, the audit report is approved by the school's board, and submitted to both the State Department of Education and the authorizer.
2. The school shall ensure that all documentation required to dissolve the school as a business is filed with the IRS, including dissolution of the 501c3.
3. After the sale of assets, and the all checks are cut, any remaining funds shall be returned to the State Department of Education for distribution to operational schools.
4. File final tax reports.
5. Issue W2s for previous tax year.

IV – Records Management

i. Records Retention Procedures

1. The school's Lead Administrator is responsible to ensure the proper retention and destruction of records in accordance with the State of Idaho's records retention schedule.
2. The public charter school shall make every effort to transfer all active student records (including the cumulative file and the special education file) to the student's next school of choice prior to the date on which records are scheduled to transfer to the authorizer.
3. The public charter school shall ensure that every student file (active or inactive) includes an official transcript (signed, embossed, etc.) or final report card and a record of where and when the student's records were transferred out of the public charter school's care. This information shall be compiled in a single spreadsheet.
4. The public charter school shall ensure that all records to be transferred to the authorizer (cumulative and special education) are scanned into an electronic format. Costs incurred are the responsibility of the school.

5. The public charter school shall ensure that all records are transferred to the authorizer via a secure file transfer protocol.
6. No employee or former employee of the school shall retain copies or have access to student, employee, or financial records after the employee's end of contract date.

ii. Records to be Retained

1. Student Records:

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

2. Personnel Records:

- a. Personnel files shall be retained for five years beyond the employee's termination date.
- b. Personnel files shall include the name, address, and contact information of the employee; employment agreements or contracts signed by the employee, verification of certification (if applicable), and all employee evaluations. No other documentation shall be retained.

3. Financial Records:

- a. Monthly expenditure reports for the five years preceding the school's closure date shall be retained. Records shall be destroyed after five years.
- b. Monthly deposit records for the five years preceding the school's closure date. Records shall be destroyed after five years.
- c. All bids received and contracts awarded in the five years preceding the school's closure date. Records shall be destroyed after five years.

- d. Medicaid reimbursement records for seven years prior to the school's closure date. Records shall be destroyed after seven years.
- e. Bank statements for all accounts for five years preceding the school's closure date. Records shall be destroyed after five years.
- f. Tax documents shall be retained for the seven years prior to the school's closure date. These documents include but are not limited to IRS forms 941 and 1099. Records shall be destroyed after seven years.
- g. Annual financial audit reports and annual board approved budgets shall be retained permanently for all operational years. These documents are submitted to the IPCSC annually, and may not need to be re-submitted.

4. Governance Records:

- a. All meeting agendas shall be retained permanently.
- b. All meeting minutes shall be retained permanently.
- c. A complete copy of the most recent set of board policy shall be retained permanently.
- d. A copy of the board bylaws and articles of incorporation shall be retained permanently.

5. School Culture Records

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

6. Records Requests After Closure

- a. The IPCSC shall manage records requests for student transcripts and for personnel files after the school has closed.
- b. The school shall ensure that the school's URL redirects to the IPCSC's records request page for a minimum of 3 years after the school's closure, at the school's expense.

V. Governing Board

iii. Final dissolution

1. Final Board Meeting

- a. In accordance with OML notice a final meeting of the governing board and pursuant to I.C. § 30-30-1001, a vote to dissolve a nonprofit corporation shall be properly noticed and accompanied by the dissolution plan. In this case, the dissolution plan is the closure protocol, which should be near completion by the time this motion is made. This section of Idaho Code also requires that the agenda state that the purpose, or one of the purposes, of the meeting is to consider a resolution to dissolve of the non-profit corporation.
- b. I.C. § 33-5212 addresses the order in which payments shall be made, and state that any remaining assets after all creditors have been paid shall be distributed to the Public School Income Fund. This information should be incorporated into the dissolution motion as it is required to be noticed by the Non-Profit Corporation Act.
- c. A vote in favor of dissolution passes with a majority vote of the board directors.
- d. A copy of the resolution must be provided to the IPCSC with 24 hours of the vote.

2. Meeting Agenda

- a. Approval of the financial audit report (if not already complete).
- b. Approval of any final contracts to be paid (i.e. for the Business Manager to return at the end of the calendar year to prepare final tax documents and distribute to employees).
- c. Appointment of a designee to file dissolution of the school's 501c3 with the IRS and articles of dissolution with the Idaho Secretary of State.
- d. Appointment of a designee to complete any and all final activities that may be necessary.
- e. Signature of any final checks.

3. Articles of Dissolution

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

Secretary of State. These articles shall minimally include:

- i. The name of the corporation;
 - ii. The date dissolution was authorized;
 - iii. A statement that dissolution was approved by a sufficient vote of the board.
- b. A corporation is effectively dissolved as of the date of its articles of dissolution.
- c. The school shall provide a copy of the filed articles of dissolution to the IPCSC.
4. A dissolved corporation may continue its corporate existence but may not carry on any activities except those appropriate to wind up and liquidate its affairs.

B. Claims against a dissolved Corporation

- iv. After the date on which the articles of dissolution are filed, the corporation may dispose of the known claims against it by sending written notice, pursuant to I.C. § 30-30-1005. Written notice must include:
 - a. A description of the information that must be included in a claim;
 - b. A mailing address where a claim may be sent;
 - c. The deadline, by which the dissolved corporation must receive the claim; and
 - d. State that the claim will be barred if not received by the deadline, which may not be fewer than one hundred twenty (120) days from the effective date of the written notice.
- v. The corporation must address any unknown claims against it by publishing a notice Pursuant to I.C. 30-30-1006. The notice must:
 1. Be published one (1) time in a newspaper of general circulation in the county where the dissolved corporation's principal office is or was located, or, if none in this state, in Ada county;
 2. Describe the information that must be included in a claim and provide a mailing address where the claim may be sent; and
 3. State that a claim against the corporation will be barred unless a proceeding to enforce the claim is commenced within five (5) years after publication of the notice.

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

C. Reporting

1. The school shall ensure that all state and federal reporting is complete prior to dissolution. Verification of completed reports shall be made by the IPCSC. Required reports include, but are not limited to the following:
 - a. ISEE final data upload including, but not limited to student, course, teachers, and financial data sets;
 - b. Federal programs final reporting;
 - c. Grant final reporting; and
 - d. The school shall ensure that dissolution of the charter holder's non-profit organization is filed with the secretary of state and shall provide the IPCSC with a copy of this filing;
2. The school shall ensure that the dissolution of the school's 501c3 is on file with the IRS and shall provide the IPCSC with a copy of this filing.

VI. Final Closure Report Outline

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

i. Cover Sheet

1. A final closure report must include a cover sheet with the following information:
 - a. The legal name of the school;
 - b. The legal name of the charter holder;
 - c. The address(s) that the school occupied at time of closure;
 - d. Contact information for future questions;

- e. The following links and a statement that more information can be found at these locations,
 - i. [PCSC webpage for this school],
 - ii. [webpage for the meeting at which the charter was approved],
 - iii. [webpage for the meeting at which the charter was nonrenewed or revoked, if applicable], and
 - iv. [webpage for any related hearings]; and
- f. A description of where requests for student transcripts can be made after closure.
- g. A list of the complete closure protocol team.
- h. A list of the following key dates:
 - i. The date on which the charter was approved;
 - ii. The first and final dates on which the school was authorized to serve students;
 - iii. The date on which the school received its final distribution of state funding;
 - iv. The date on which teacher contracts ended; and
 - v. The date on which the charter holder's corporation was dissolved.

B. Required Attachments, Redacted

1. Final IPCSC Closure Order
2. Final appeal decision (if applicable)
3. IPCSC Notification of Stakeholders Letter
4. List of all vendors, including the name and address of the vendor, a description of the services provided/purchased, and the date on which the IPCSC verified account closure.
5. A list of insurance coverages, including company and the last date of coverage (including health, liability, etc.)
6. A list of all contracts, service agreements, grants, and MOUs to be retained by the IPCSC, including verification of date received.
7. A list of all lease agreements and all long-term debt held by the school at the beginning of the closure protocol, including the company and amount.
8. Documentation of the termination of any leases or loans.
9. Final bank statements indicating account closure.

10. Expense reports for the 12 months preceding dissolution.
11. A copy of the final check cut to the SDE, if applicable.
12. Inventory of assets, including the fund with which each item was purchased, the date of purchase, the estimated value.
13. For assets purchased with federal dollars, also include the final recipient of the asset, and the date of transfer.
14. The charter holder's final dissolution resolution.
15. A copy of the articles of dissolution.
16. A copy of the 501c3 dissolution notification.
17. A copy of the newspaper notice to unknown claimants.
18. Meeting minutes from all meetings of the closure protocol team and all subcommittee meetings attended by the Closure Team Lead.
19. Any other documentation that may provide important details.

CHARTER SCHOOL PERFORMANCE CERTIFICATE

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

RECITALS

WHEREAS, **Future Public School, Inc.** is a non-profit entity incorporated with a board of directors; and

WHEREAS, on **June 2, 2017**, the Authorizer approved a charter petition for the establishment of the School; and

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

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

NOW THEREFORE in consideration of the foregoing recitals and the mutual understandings contained herein, the Authorizer and **Future Public School, Inc.** agree as follows:

SECTION 1: TERMS OF AUTHORIZATION

- A. Establishment of School.** The Charter Holder is hereby authorized to implement at the School the program described in the Charter, attached to this Certificate as Appendix C and incorporated herein by this reference. Any significant changes to any section of the Charter, including the educational program, facilities plan, financial plan, or the management plan, during the School’s pre-operational period or first operational term shall be treated as an amendment in accordance with the Authorizer’s policy.
- B. Term of Agreement.** The School’s operational term shall be from July 1, **2023** and end on June 30, **2028**. Subsequent terms of operation may be issued by the Authorizer in accordance with Idaho Code and Authorizer policy.

SECTION 2: EDUCATIONAL PROGRAM

- A. School Mission.** The mission of the School is as follows: **Future Public School equips students with the knowledge, skills, and character to succeed in college and the future world. We do so through a commitment to innovative STEM programming, equity, and individualization.**
- B. Grades Served.** The School may serve students in grades **Kindergarten** through **8**.
- C. Design Elements.** The School shall implement and maintain the following essential design

elements of its educational program:

- i. ***Innovative STEM Implementation:*** We build upon the technological fluency students bring to school, incorporate STEM across the curriculum, expand learning opportunities, and heighten human potential. This can be measured via observation, curriculum and lesson plans.
 - ii. ***Safe, nurturing, and flexible environments:*** Neuroscience research reveals that students need physical and emotional safety in order to take risks and learn from successes and mistakes. The school is built around the student, with flexible learning spaces to accommodate learners of all types. With more time for learning and extracurricular activities, the school day is reimagined and our students never imagine missing a day of school. This can be measured via observation, policy review and curriculum.
 - iii. ***Equity, identity, and access:*** Increased access to high-quality education for all students is our goal. Building up and affirming the strengths of every student through relationships and restorative practices further creates an individual sense of purpose. Zip code or parental income should not determine student destiny. We build bridges and make community together. This can be measured via observation.
 - iv. ***High Expectations:*** We expect 100% of students to be prepared to go to and through college. We partner with families to create a clearly defined plan to make this happen and measure our progress with data. This can be measured via data analysis.
- D. Standardized Testing.** Students of the School shall be tested with the same standardized tests as other Idaho public school students.
- E. Accreditation.** The School shall be accredited as provided by rule of the State Board of Education. The School shall be accredited or appropriately credentialed by Cognia. All reports issued to the School from the accrediting agency shall be submitted to the Authorizer within five days of receipt.

SECTION 3: SCHOOL GOVERNANCE

- A. Governing Board.** The School shall be governed by a non-profit board of directors (the “Board”) incorporated by the Charter Holder. The Board shall serve as public agents authorized by the Authorizer, in a manner that is consistent with the terms of this Certificate, so long as such provisions are in accordance with state and federal laws, rules and regulations. The Board shall have final authority with respect to the School’s operation, and shall have the responsibility of overseeing academic achievement, financial stability, and operational management of the School. The Charter Holder shall also be responsible for maintaining and enforcing a compliant Board and providing overall Board stewardship for the School.
- B. Articles of Incorporation and Bylaws.** The articles of incorporation and bylaws of the Charter Holder shall provide for governance of the operation of the School as a nonprofit corporation and a public charter school, and shall at all times be consistent with all applicable laws, rules, regulations, and this Certificate. The Charter Holder shall notify the Authorizer of any modification to the articles of incorporation or bylaws within five business days of approval by the Charter Holder.
- C. Charter Board Composition.** The composition of the Board shall at all times be determined by and consistent with the articles of incorporation and bylaws, and all applicable laws, rules,

regulations, and policies. The Charter Holder shall notify the Authorizer of any changes to its composition and provide an amended School Leadership Roster within five business days of it taking effect.

SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

- A. Oversight Allowing Autonomy.** The Authorizer's role shall be to evaluate the School's performance outcomes according to this Certificate and the Performance Framework, and shall be to provide compliance oversight. The Authorizer shall comply with the provisions of the Charter Schools Act and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School.
- B. Charter School Performance Framework.** The Charter School Performance Framework ("Performance Framework") is attached and incorporated into this agreement as Appendix A. The Performance Framework shall be used to annually evaluate the School's academic achievement, Board stewardship, operational management, and financial stability. The specific terms of the Performance Framework are determined by the Authorizer and shall be binding on the School.
- C. Separate Academic Evaluations.** The academic performance outcomes of the K-8 on-site programs operated by the School shall be aggregated across all grades for reportability.
- D. Identified Comparison Group.** For purposes of evaluating the School against the metrics and measures established in the Performance Framework, the School's comparison group shall be identified as described below and shall be established for the length of the Certificate term.
 - i.** The comparison group for the School's K-12 on-site program shall be Groveland Elementary School (0386); Parkridge Elementary (0215); Ridge Crest Elementary (0384); Shoshone Middle School (0839); Gooding Middle School (0102); Riverside Elementary (k-3) (0376).
- E. Authorizer to Monitor School Performance.** The Authorizer shall monitor and report on the School's progress in relation to the indicators, measures, metrics, and targets set out in the Performance Framework. A formal report of the School's academic, financial, and operational performance ("Performance Report") shall be provided to the school and the public by the Authorizer annually. Data necessary to conduct this evaluation will be collected throughout the year. Additional reviews may be necessary if compliance concerns arise.
- F. School Performance.** The School shall meet standard on all measures of the Performance Framework. The Authorizer shall renew any charter in which the School met all the terms of its Certificate, including all appendices, at the time of renewal.
- G. Performance Framework as Basis for Renewal of Charter.** The School's performance in relation to the Performance Framework shall provide the basis upon which the Authorizer shall decide whether to renew the School's Charter at the end of the Certificate term. The School's Performance Framework includes mission-specific measures, agreed to by the School and the Authorizer, and are incorporated in the Performance Framework.
- H. Required Reports.** The School shall prepare and submit reports as required by the Authorizer's policy.
- I. Authorizer's Right to Review.** The Authorizer maintains the right to request and review

additional documentation if such becomes necessary in the course of regular oversight duties or to investigate the validity of a compliance concern. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.

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

SECTION 5: SCHOOL OPERATIONS

- A. In General.** The School and the Charter Holder shall operate at all times in accordance with all federal and state laws, rules, regulations, local ordinances, and Authorizer policies applicable to public charter schools.
- B. Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be 576 students. The maximum number of students who may be enrolled per class/grade level shall be as follows:
- C. Equitable Enrollment Procedures.** The School shall make student recruitment, admissions, enrollment, and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or proficiency in the English language. If there are more applications to enroll in the School than there are spaces available, the School shall select students to attend using a random selection process that shall be publicly noticed and open to the public.
- i. **Calendar.** The School shall operate on a traditional nine-month calendar in which the last day of the regular term shall fall on or before June 30.
 - ii. The School will not offer a summer school session for the purpose of acceleration and/or credit recovery.
- D. School Facilities.** The School shall operate at the following location(s): 511 East 43rd St., Garden City, ID. The School shall provide the Authorizer with facilities documentation, including occupancy permits, fire marshal reports, building inspection reports, and health department reports for any facility newly occupied by the School, and any remodeling or construction project for which such documentation is necessary in accordance with Authorizer policy and in accordance with law, rule, regulations, and authorizer policy.
- E. Attendance Area.** The School's primary attendance area shall be used for the purposes of determining applicability of this enrollment preference category.
- F. Located in Garden City within the Boise Independent School District area.** Future Public School's primary area of attendance will include the shaded portion of the attendance map found in Appendix D. From State St. and Glenwood St., south on Glenwood St. to Mountain View Dr., west on Mountain View Dr. to Milwaukee St., south on Milwaukee St. to Emerald St., east on Emerald St. to Cole Rd., south on Cole Rd. to W Overland Rd., east on W. Overland Rd. to S. Latah St., north on S. Latah St. to Americana Blvd., north on Americana Blvd. to Shoreline Dr., north on Shoreline Dr. 27th St. to State St.,

east on State St. to Glenwood St.

- G. Staff.** Instructional staff shall be certified as provided by rule of the State Board of Education. All full-time staff members of the School shall be covered by the Public Employee Retirement System of Idaho, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.
- H. Alignment with All Applicable Law.** The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are amended, the School shall be bound by any such amendment upon the effective date of said amendment.

SECTION 6: SCHOOL FINANCE

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

SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION

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

decision to revoke directly to the State Board of Education.

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

SECTION 8: MISCELLANEOUS

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

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

Chairman
Idaho Public Charter School Commission

Chairman
Future Public School, Inc. Governing Board

Appendix A: Performance Framework

Appendix B: Charter

Appendix C: IPCSC Closure Protocol

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Appendix A: Performance Framework

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PERFORMANCE FRAMEWORK GUIDANCE: ACADEMIC MEASURES

Adopted 8/13/2020

Revised 4/14/2022

Idaho Public Charter School Commission

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Alan Reed, Chairman

Jenn Thompson, Director

ACADEMIC MEASURES

All School Measures

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

Comparison Group: Specific to school.

1. MATH PROFICIENCY

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

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

2. ELA PROFICIENCY

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

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

3. MATH GROWTH

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

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

4. ELA GROWTH

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

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

5. LITERACY PROFICIENCY

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

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

6. COLLEGE AND CAREER READINESS

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

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

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

OPERATIONAL MEASURES

BOARD STEWARDSHIP

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

OPERATIONAL MANAGEMENT

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

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BOARD GOVERNANCE

1. Governance Structure Rubric

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

Governance Structure Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• Board Bylaws are compliant with ID law.• Articles of Incorporation are current.• No investigations were conducted into either ethical behavior or conflict of interest regarding any board director.• The board did not experience an Open Meeting Law violation that needed to be cured this year.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

2. Governance Oversight Rubric

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

Governance Oversight Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• The board reviews academic data in a timely and thorough manner.• The board reviews financial reports in a timely and thorough manner.• The board maintains compliant policies.• The board engages in strategic planning.• The board conducts a compliant annual evaluation of their school leader and/or management organization.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

3. Governance Compliance Rubric

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

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

OPERATIONAL MANAGEMENT

4. Student Services Rubric

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

Student Services Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	All of the following are true: <ul style="list-style-type: none">• The school's English Language Learner program is in good standing;• The school's Special Education program is in good standing; The school's college and career readiness program is in good standing; and• The school's federal programs are in good standing.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

5. Data Security and Information Transparency Rubric

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

Data Security and Information Transparency Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• The school's website is compliant with I.C. 33-133(7) (data collection, access, and security policy); I.C. 33-320 (continuous improvement plan); and I.C. 33-357 (expenditures updated monthly, contracts, performance reports, and annual budgets).• The school did not experience any issues involving data security this year.• The school did not experience any compliance issue regarding public records requests this year.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

6. Facility and Services Rubric

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

Facility and Building Services Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• The school's occupancy certificate is current.• The school maintains current safety inspections and drills.• The school provides daily transportation to students in compliance with Idaho Code. The school provides a compliant lunch program.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

7. Operational Compliance Rubric

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

Operational Compliance Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• Required reports are submitted accurately and on time.• The school maintains a compliant enrollment process.• No correct action plans were issued by the SDE this year.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

FINANCIAL MEASURES

NEAR TERM HEALTH

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

SUSTAINABLE HEALTH

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

NEAR-TERM HEALTH

1. Current Ratio

Calculation: Current Assets divided by Current Liabilities

Data Source: Annual Fiscal Audit Report

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

2. Unrestricted Days Cash

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

Data Source: Annual Fiscal Audit Report

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

3. Default

Calculation: No calculation.

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

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

4. Enrollment Variance

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

Data Source: ISEE and direct school report

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

SUSTAINABLE HEALTH

5. Total Margin and 3Yr Aggregated Total Margin

Calculation:

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

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

Data Source: Annual Fiscal Audit Report

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

6. Cash Flow and Multi-Year Cash Flow

Calculation (example years are included as reference):

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

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

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

Data Source: Annual Fiscal Audit Report

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

7. Debt Service Coverage Ratio

Calculation:

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

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

Data Source: Annual Fiscal Audit Report

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

8. Debt to Asset Ratio

Calculation: Total Liabilities divided by Total Assets

Data Source: Annual Fiscal Audit Report

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

9. Financial Compliance Rubric

Calculation: Total Liabilities divided by Total Assets

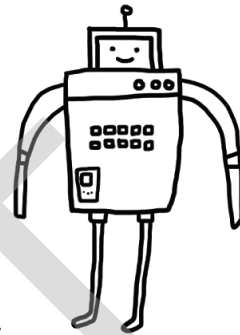
Data Source: Annual Fiscal Audit Report, Desk Audit of Policies, Other Formal Notifications Received by School

Financial Compliance Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• Accounting Practices: finances are managed in compliance with GAAP.• Financial Transparency: expenditures and contracts are posted on the school's site.• Internal Controls: the school's internal controls are compliant.
Approaches Standard	The school was informed of non-compliance with accounting practices, financial transparency, or internal controls, and prompt action to correct is in evidence.
Does Not Meet Standard	<p>The school is operating under a notification of fiscal concern or a notification of possible or imminent closure</p> <p>OR</p> <p>The school was informed of non-compliance with accounting practices, financial transparency, or internal controls and the issues were not corrected within 30 days.</p>

Appendix B: Charter

DRAFT

FUTURE PUBLIC SCHOOL



A petition to create a public charter school in the Boise School District serving grades K-8.

Submission Date: June 02, 2017

Contact Person: Brad Petersen

Contact Address: 1010 W. Jefferson St., Ste. #210, Boise, ID 83702

Contact Phone: (208) 357-6073

Fax: (208) 336-8400

Contact Email: bradcpetersen@gmail.com

Physical Location: Within Boise School District

Enrollment will be available to all Idaho students within the primary attendance area of the Boise School District.

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

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Tab 1 – Executive Summary, Vision, Mission, Legislative Intent

Executive Summary

Technology continues to change industry and daily life. Small teams and individuals now hold influence in the palm of their hand, influencing and changing the world. A negative review online can disrupt months of marketing. A social media post can sell out a product in minutes. Individuals can not only disrupt industry as consumers, but also in creation of new ideas. Human capital is the most valuable resource of the future, especially as that capital becomes more diverse, and diverse ideas come from diverse groups of people. With the increased importance of human capital, McKinsey and Co. estimates that the rise of automation will affect over 50% of current jobs.¹ People will need to work more nimbly, and collaboration, empathy, and critical-thinking are more important than ever. These are the facts that drive us at Future Public School.

How are we developing and nurturing our human capital in the area of our state's capital city? Many classrooms are largely didactic and teacher-driven. Few schools exist that provide students the chance to individualize their learning in a future-focused pedagogy, preparing the skills necessary in a future automation and innovation economy. A rigorous curriculum of entrepreneurship, computer-science, engineering, and creative project-based learning can prepare students for this future - for college and a life of choice. When surveying the local area, however, these opportunities are largely missing, especially from a STEM point of view. Given the importance of the STEM domains for children's futures, as seen in part by recent legislation to identify some schools being STEM-certified, we will offer an important choice for families. The students we plan to serve currently have limited opportunities to access high quality STEM and computer science-based programs in their schools.

We live in a time of rapidly advancing computer-science and technology. Similar to the rise of literacy after the printing press, the advance of computer-science learning opportunities now makes a lack of literacy in code unthinkable. Joining computer-science curriculum together with our future-focused pedagogy, honing the capacity to collaborate, create, communicate, and critically think, will prepare 100% of our students for this rapidly changing future. It will also prepare 100% of students for college and a life full of access and choice.

A future-focused pedagogy encompasses STEM as well as critical soft-skills that lead to long-term success in life. Building character strengths in areas of social intelligence, grit, gratitude, curiosity, optimism, and zest prepares students for life just as profoundly as mathematics and literacy.

In this rise of technology it is also important to consider restructuring time and space in school. According to Dr. Paul Reville of the Harvard School of Education, the average k-12 student will only spend about 20% of his or her waking hours in school.² This is true in Idaho. K-6 students attend school for approximately 1,144 hours per year vs. 5,840 total waking hours.

For all students, but especially our most vulnerable, underserved students, this may not be enough. Vulnerable students do not always have the option for extracurricular supplemental learning activities, and summer slide may hamper and delay learning. In the Boise Independent

¹ <http://www.mckinsey.com/global-themes/digital-disruption/harnessing-automation-for-a-future-that-works>

² <https://www.gse.harvard.edu/ppe/program/education-redesign-building-new-model-all>

School District, economically disadvantaged students were proficient or advanced on the most recent (2015-2016) math ISAT at rates of 30.3% compared to 60% non-economically disadvantaged students. For ELA, the rates were 39.8% vs. 73%.³ An extended school day and school year allows for extended learning opportunities while restructuring learning spaces, making them more flexible and individualized, will further drive forward student achievement. Partnering with community organizations such as the Boys and Girls Club to provide after-school programming expands flexible learning opportunities beyond the bounds of a typical school day.

Future Public School is a school of equity and access to opportunity. We work together to address inequities and help students achieve their highest potential through focused identity work and a commitment to the Anti-bias framework created by Teaching Tolerance. While many schools may seek to embrace a piecemeal approach to equity, ours, on the other hand, fully integrates a strong framework across content and curriculum. Our students are engineers of the future as well as engineers of society and community. 100% of our students are expected to achieve their highest potential, including being prepared for college acceptance and enrollment.

The school will reflect our surrounding community. Teachers understand the value of students from different backgrounds working together and help facilitate such opportunities to promote collaboration and teamwork. Our central location in the Garden City area serves multiple purposes. First, as one of the central areas of the surrounding population, it allows access to students from across the area. Secondly, the school will be located in a historically diverse area socioeconomically and racially. As we prepare for the future, we understand that more equitable opportunities for all students is something that must be addressed.

Vision

Developing engineers of the future and of our community.

Mission

Future Public School equips students with the knowledge, skills, and character to succeed in college and the future world. We do so through a commitment to innovative STEM programming, equity, and individualization.

Measures of Success

The Board of Directors will evaluate the success of Future Public School against the following measures:

- School meets measurable proficiency outcomes as detailed in Tab 3
- 100% Future Public School alumni acceptance/enrollment in 2 or 4 year college
- 90% parent/family satisfied or very satisfied on semi annual parent survey
- 90% students satisfied or very satisfied on semi annual student survey
- 90% faculty satisfied or very satisfied on annual faculty survey
- 200+ community members attend quarterly student quest showcase nights

Community Need and Interest

The Boise School District has a current student population of 27,275.⁴ School districts have the challenge of keeping up with the pace of student population growth. From the year 2000 through

³ <https://apps.sde.idaho.gov/ReportCard/SchoolYear/22>

⁴ http://www.boiseschools.org/our_district/academic_statistics/demographics/enrollment/

2014 school-age population of the Treasure Valley grew from 87,745 to 121,907. This school-age population is estimated to expand to 125,300 by the year 2019.⁵ Furthermore, the Hispanic population has more than doubled between 2000-2014, and is projected to expand to 26,700 in the region by 2019.⁶ Currently, 12 of Boise School District's 32 elementary schools utilize portable classrooms in order to provide enough space for each child.⁷ There is a need for more school buildings of choice in Boise; Future Public School can help address this challenge.

The Treasure Valley area and its surrounding mountains incubate a large number of technology companies. Technology will play an ever-increasing role in our local economy. Idaho Business for Education (IBE) conducted a survey of 466 employers from every corner of Idaho and the top degree area ranked by these employers for the future was Computer Science / Technology.⁸ At the same time, few educational opportunities to dive deeply into Computer Science and Technology exist, especially for low-income and less-privileged students. A future-focused curriculum will also enable students to build the future of Idaho. Communication, creativity, critical-thinking, and collaboration are elements demanded by the Boise community economy. The Boise School District recently implemented the AP Computer-Science course and 300 students enrolled. Demand in younger age students is even higher, with such relevant learning material.

Interest in charter schools is high in the region, as evidenced by the current wait lists throughout the area. For the 2015-2016 school year, Anser Charter School had a waitlist of 477 students and Sage International had a waitlist of 757 students. Future Public School can provide another choice for families in the area of attendance.

Founding Team Leveraging Experience & Success

Future Public School brings together community-minded innovators and leaders in the education, public, and business world to accelerate the opportunities for students of the Boise area.

The founding Board of Directors provides in-depth experience in finance, engineering, law, operations, governance, education, community building, and leadership. It is the Board's aim to leverage these skills and expertise in order to provide another educational choice for Boise families.

Key Elements

Our success is driven by:

- *Innovative STEM Implementation:* We build upon the technological fluency students bring to school, incorporate STEM across the curriculum, expand learning opportunities, and heighten human potential.
- *Safe, nurturing, and flexible environments:* Neuroscience research reveals that students need physical and emotional safety in order to take risks and learn from successes and mistakes. The school is built around the student, with flexible learning spaces to accommodate learners of all types. With more time for learning and extracurricular

⁵ U.S. Census, Nielson, and ECONorthwest - <http://www.bluum.org/treasure-in-the-valley/>

⁶ U.S. Census, Nielson, and ECONorthwest - <http://www.bluum.org/treasure-in-the-valley/>

⁷ <https://www.idahoednews.org/news/look-two-boise-elementary-schools-embracing-wrecking-ball/>

⁸ *Field Guide to Idaho Education Vol. 2*, https://issuu.com/jkaf/docs/idaho_ed_field_guide_v2

activities, the school day is reimagined and our students never imagine missing a day of school.

- *Equity, identity, and access:* Increased access to high-quality education for all students is our goal. Building up and affirming the strengths of every student through relationships and restorative practices further creates an individual sense of purpose. Zip code or parental income should not determine student destiny. We build bridges and make community together.
- *High Expectations:* We expect 100% of students to be prepared to go to and through college. We partner with families to create a clearly defined plan to make this happen and measure our progress with data.

As we focus on the future, our optimism is boundless. We recognize the work to be done, but our relationships with the community and families thus far has clearly demonstrated what is possible. Our children build the future of Idaho today.

Legislative Intent

Future Public School's vision and mission highlight our adherence to the legislative intent of public charter schools (Idaho Code 33-5201), including the following:

1. Future Public School's STEM and equity approach increases learning opportunities for all students as we offer these choices through Idaho's public school system. Our model will implement proven instructional strategies, scientific materials, and staffing methods to increase student performance. Student performance will be measured continuously in order to best enhance the learning process.
2. Future Public School expands the array of choices for parents and students in the Treasure Valley. Whereas no k-8 school in the Boise School District currently dedicates its curriculum and model to STEM and equity work, we provide a rare combination for parents and families to pursue.
3. Future Public School will be held accountable by a local governing board, families, and the authorizing authority to meet measurable academic outcomes, including the State of Idaho's academic standards.

Tab 2 – Proposed Operations

Legal Status

Future Public School is a non-profit organization organized and managed under the Idaho Nonprofit Corporation Act. The Corporation is organized exclusively for educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986 (“IRS Code”), or the corresponding provisions of any future federal income tax code. Future Public School shall further be classified as a supporting organization under Section 509(a) IRS code, with Future Public School, a properly constituted 501c(3) organization under IRS code, as the supporting organization. In this document, Future Public School is the petitioning entity and is referred to as “Future.” Future Public School will apply to become its own Local Education Agency (LEA) and will be responsible for all programs, finances, reporting, and monitoring.

Articles of Incorporation

Future’s Articles of Incorporation may be found in Appendix A.

Bylaws

Future’s Bylaws may be found in Appendix A.

Proposed Operations

Future Public School will operate as a non-profit organization organized and managed under the Idaho Nonprofit Corporation Act. It will be located in the Boise School District boundaries and enroll a diverse student population that reflects demographics of the surrounding school district. Future will operate under the leadership of the Board of Directors with the day-to-day operations managed by the school administrator. Future Public School will operate with a unique K-8 STEM educational approach guided by equity and access to opportunity.

Proposed Location: Primary Attendance Area

The school is planned to be located in Garden City within the Boise Independent School District area. Future Public School’s primary area of attendance will include the shaded portion of the attendance map found in Appendix D. From State St. and Glenwood St., south on Glenwood St. to Mountain View Dr., west on Mountain View Dr. to Milwaukee St., south on Milwaukee St. to Emerald St., east on Emerald St. to Cole Rd., south on Cole Rd. to W Overland Rd., east on W. Overland Rd. to S. Latah St., north on S. Latah St. to Americana Blvd., north on Americana Blvd. to Shoreline Dr., north on Shoreline Dr./27th St. to State St., east on State St. to Glenwood St. A total of approximately 10.9 square miles. Residents on both sides of the streets will be included in the attendance area. Based on census data as well as a recent research report, “Treasure in the Valley,”⁹ this area is an area with a large population of low-income, diverse students and families which would align with Future’s mission and vision to provide more equitable educational opportunities for all students.

The school may also draw students from the remainder of the Boise School District or from the West Ada School district provided students from the primary area of attendance do not enroll the school to capacity first. Boise School District recently passed bond elections to build more

⁹ <http://www.bluum.org/treasure-in-the-valley/>

schools to relieve overcrowding.¹⁰ The Treasure Valley is growing rapidly and many families are seeking a new approach to education.

See Appendix D for a map of primary attendance area

Charter School's Potential Effects

With a strategic location in the Treasure Valley, one of the fastest growing areas in Idaho, Future Public School is poised to alleviate pressure on local schools. The population of school-age students in the Treasure Valley is projected to grow from 121,907 in 2014 to 125,300 by 2019.¹¹ This is after an overall student enrollment growth of nearly 12,000 between 2010-2015. By 2019 it is estimated there will be a net increase of approximately 9,000 households in the region earning less than \$50,000 per year, with half of those earning less than \$25,000. With this growing population of low-income students, it is critical that a high-performing, future-focused school option be available to better cater to our most vulnerable communities.

At the same time, demand for charter schools in the Treasure Valley exceeds the current capacity of existing charter schools. As of 2015-2016 there are 1,234 students on charter waitlists within the target school districts. Though there is likely overlap of students across various waitlists, there is also the question of access and opportunity, where many families are not properly informed about availability of charter schools. Given this notion, charter waitlists are likely smaller than they might be with amplified marketing and information.

Future's impact will likely be felt the strongest in the primary attendance area as well as the rest of the Boise School District. Enrollment and funding will reduce in the local district as Future draws students and families from these local schools, although the impact will be minimized as it coincides with the overall population growth of the region. In its first year of operation, and assuming all students come from Boise School District, there will be a reduction of 10.98 support units (assuming an ADA of 95%) with an estimated reduction of State revenue support to BSD of \$1,197,428 which is approximately .0089% of their State revenue support for FY 2016-2017 (\$134,979,193).

As Future provides full-day kindergarten to families at no cost, our model will also provide long-term benefits to the surrounding school district as students are further prepared for rigorous curriculum and success in high school and beyond. Future will work in cooperation with the district in the primary attendance area and regularly share enrollment information in order to assist the district in its enrollment planning.

Anticipated Enrollment

Anticipated class size will not exceed 32 students per learning space, with the instructional staff-to-student ratio down to 1:15. After kindergarten, classes may be comprised of students of several different ages and several academic grades. Enrollment caps are listed through the 2022-2023 school year. Demographics will reflect surrounding Boise School District demographics, as we will emphasize a diverse student and family recruitment process.

¹⁰ <http://kboi2.com/news/local/boise-school-board-votes-to-hold-1725-million-bond-election>

¹¹ <http://www.bluum.org/treasure-in-the-valley/>

The enrollment table below reads as follows:

Column 1: Years of operation

Column 2: Total enrollment for the school for each school year

Column 3: Total kindergarten enrollment, including how many classes, and how many students for each grade.

Column 4: Total 1-3 grade enrollment, including how many classes, and how many students for each grade.

Column 5: Total 4-6 grade enrollment, including how many classes, and how many students for each grade.

Column 6: Total 7-8 grade enrollment, including how many classes, and how many students for each grade.

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Year	Total Enrollment	Kindergarten	1-3 Multi-grade classroom	4-6 Multi-grade classroom	7-8 Multi-age classroom
Year 1 2018-2019	320 Students	2 classes 64 students 64 - K	6 classes 192 students 64 - 1st 64 - 2nd 64 - 3rd	2 classes 64 students 64 - 4th 0 - 5th 0 - 6th	0 classes 0 students 0 - 7th 0 - 8th
Year 2 2019-2020	384 students	2 classes 64 students 64 - K	6 classes 192 students 64 - 1st 64 - 2nd 64 - 3rd	4 classes 128 students 64 - 4th 64 - 5th 0 - 6th	0 classes 0 students 0 - 7th 0 - 8th
Year 3 2020-2021	448 students	2 classes 64 students 64 - K	6 classes 192 students 64 - 1st 64 - 2nd 64 - 3rd	6 classes 192 students 64 - 4th 64 - 5th 64 - 6th	0 classes 0 students 0 - 7th 0 - 8th
Year 4 2021-2022	512 students	2 classes 64 students 64 - K	6 classes 192 students 64 - 1st 64 - 2nd 64 - 3rd	6 classes 192 students 64 - 4th 64 - 5th 64 - 6th	2 classes 0 students 64 - 7th 0 - 8th
Year 5 2022-2023	576 students	2 classes 64 students 64 - K	6 classes 192 students 64 - 1st 64 - 2nd 64 - 3rd	6 classes 192 students 64 - 4th 64 - 5th 64 - 6th	4 classes 128 students 64 - 7th 64 - 8th

Signatures of Qualified Electors

Signatures of at least 30 qualified electors of the proposed charter school are included in Appendix B.

Demand

Future Public School has garnered significant public support in advance of its opening. Over 50 students have participated in our first two pilot educational programs at the Boys & Girls Club Moseley Center and Meridian Center - the number of students was limited by capacity, but approximately 150+ students showed interest in participating. A number of teachers and families have expressed interest in Future's model and ongoing community meetings as well as a free summer school pilot program will continue to expand our outreach efforts to the community. With over 330 active social media followers, Future continues to build connections with community members and organizations. Similarly, we have significant support from community organizations. Please see letters of support from the Executive Director of Boys & Girls Club and Garden City Developer, Parkway Station, in Appendix F.

Facilities

While facilities can be a challenge for charter schools in Idaho, Future is aware that a successful facility is crucial to school success and student learning. Given that Future will not have access to school district facilities, securing the best facility will be one of the more challenging pieces of the school's plan.

At its full operating capacity, Future will require approximately 35,000-40,000 square feet of space. Based on Future's flexible learning space, mixed-age model, Future will require more than the 850 square feet recommended size of elementary school classrooms recommended by the Idaho State School Facility Recommendations. Fully built out, Future will have:

- 18 learning spaces (classrooms), each approximately 1,000 square feet
- 5,000 square feet for multi-purpose use such as cafeteria, library, and gymnasium
- 4,000-5,000 more square feet for science labs and workshop areas
- 2,000 square feet administrative space
- 20% additional overall square feet for restrooms and circulation

In early years, the total space requirements reach between 34,000-35,000 approximate square feet, leaving approximately 5,000-6,000 square feet for future innovation. Future would like to secure a site with ample space as to accommodate this learning space and provide for parking and green/play space or secure a site with partnership opportunities to share underutilized space.

In evaluating the following options, Future carefully considered traffic flow, zoning options, and location in relation to target student market.

Option #1: Lease portables and then new facility at 511 East 43rd St., Garden City, ID

Our connections through Building Hope have shown high interest in purchasing the land located at this address. Representatives from Building Hope in Salt Lake City and Washington, D.C. have been to Garden City and Boise to tour the area and undergo talks and express interest with the owner about a potential purchase. The owner/developer has also expressed interest in

selling to Building Hope. Once the property is purchased, Building Hope would also construct a building on site, which would then be sub-leased back to Future at a low rate (no more than 4% cap). Before construction would begin, Future would spend the first two years of operations working out of portable classroom units on the property, followed by construction and entrance of new building. (See Appendix I)

The Garden City location is centrally located in the primary attendance area and provides easy access for families across Garden City and Boise with its location near Veterans Parkway and Adams Street. Furthermore, it provides access to a diverse range of students located nearby throughout Garden City. The presence of a charter school in this area would align with the city's work to provide more opportunities for students, especially historically underserved students. The Mayor has shown support for the initiative to bring a new school to the area. As part of the Garden City's plan to increase access to opportunities, it has recently constructed a beautiful park and is a great supporter of the Boys & Girls Club Moseley Center.

The building would be finished and ready for the 2020-21 school year, ADA compliant, and have with over 42,000 square feet, plentiful bathrooms, an elevator service, and accessible entry points. This school building would become a part of a larger community hub through a partnership with the adjacent Boys & Girls Club, allowing students to participate in before and after-school learning opportunities. Future has an excellent relationship with the Boys & Girls Club and a shared agreement would take place, with the school utilizing the gym and cafeteria facilities of the Club during the day and the Club using Future's space to amplify its impact and serve more children after school. Safe/dedicated loading zones for students and families to be dropped off by bus or car are available, and parking is plentiful.

Potential challenges could be securing an agreement with the city of Garden City to utilize the adjacent public park for recess purposes and the transition from portables to fully built-out facility.

Option #2 Lease new facility at 511 East 43rd St., Garden City, ID contingent upon Albertson's funding

With the potential revenue stream of further grants from the Albertson's Family Foundation, a second option is to build the new building immediately and open 2018-19 in the new facility. Our connections through Building Hope have shown high interest in purchasing the land located at this address and building a new building right away. Once the property is purchased, Building Hope would also construct a building on site, which would then be sub-leased back to Future at a low rate (no more than 4% cap). Before construction would begin, Future would spend the first two years of operations working out of portable classroom units on the property, followed by construction and entrance of new building. (See Appendix I)

This second option emphasizes our school's commitment to the Garden City community and the partnership with the Boys & Girls Club. We believe that this location is the perfect location for a community hub, for organizations to partner together for the betterment of our entire community.

The building would be finished and ready for the 2018-19 school year, ADA compliant, and have with over 42,000 square feet, plentiful bathrooms, an elevator service, and accessible entry points. This school building would become a part of a larger community hub through a partnership with the adjacent Boys & Girls Club, allowing students to participate in before and after-school learning opportunities. Future has an excellent relationship with the Boys & Girls

Club and a shared agreement would take place, with the school utilizing the gym and cafeteria facilities of the Club during the day and the Club using Future's space to amplify its impact and serve more children after school. Safe/dedicated loading zones for students and families to be dropped off by bus or car are available, and parking is plentiful.

Potential challenges could be securing an agreement with the city of Garden City to utilize the adjacent public park for recess purposes and the transition from portables to fully built-out facility. Another challenge would also be ensuring funding from the Albertson's Family Foundation.

Future intends to comply with applicable state and federal guidelines as provided in Section 39-4130, Idaho Code, and the Americans with Disabilities Act. We will provide certification that facilities meet all requirements for health, safety, fire, and accessibility for those with disabilities. Future will also engage in regular inspections of the facilities for health, safety, and fire compliance - and provide copies of such reports upon request.

Administrative Services

School administrative services and operations will be provided by Future Public School's K-8 administrators and school leadership (state certification required). The Board of Directors will hire and evaluate said school administrator/leader(s). The Board will approve a job description and an evaluation plan for this position. The hired administrator will be responsible for carrying forth the mission and vision of the school. The administrator will recommend personnel for hiring to the Board and will conduct evaluations as well as provide professional development and coaching opportunities for staff. The administrator will be responsible for building a strong, positive school culture and climate, and will facilitate this by being present throughout the school, in classrooms, meetings, drop offs, and pick-ups. The school leader will also spearhead school-wide culture-building assemblies and special events. The administrator will be responsible to oversee the development of the curriculum, equipment, supplies, and technology. He or she will also supervise other administrative staff, including a business manager, office manager, clerk, and bookkeeper. These positions may be hired as part-time employees or contracted to other entities, with the exception of the office manager who will be required to meet time and place requirements consistent with contracting guidance provided by the Internal Revenue Service. One individual may hold multiple positions as the school builds enrollment.

The administrator may also contract for services related to accounting, legal services, and other contract services that may include transportation, special education, faculty training, and/or other budgeted expenses approved by the Board of Directors.

The Board of Directors will hire an independent auditor to conduct an annual audit of the finances and internal controls of Future. The auditor will provide a report to the authorizer and the State of Idaho as required by law. The report will also be kept as an open public record at Future.

See Tab 5 - Governance for additional detail on responsibilities and for the organizational chart.

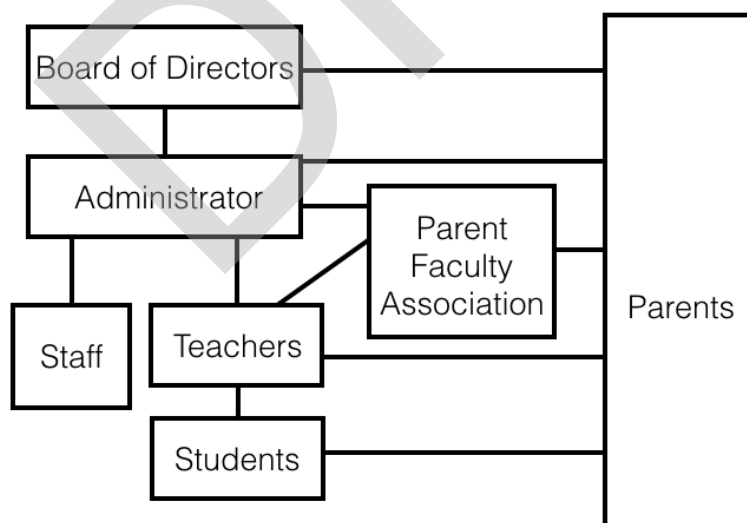
Liability and Insurance

Future Public School will have the same responsibilities as any other public school in matters of civil liability. The Idaho Public Charter School Commission, Idaho State Department of Education, and Boise School District shall have no liability for the acts, omissions, debts, or other obligations of Future Public School, except as may be provided in an agreement or contract between the authorizer and charter school.

To the fullest extent permitted by law, Future Public School agrees to indemnify and hold harmless the State of Idaho, the authorizing entity, or any other sending districts and their officers, directors, agents, or employees from and against all claims, damages, losses and expenses, including but not limited to attorney's' fees arising out of or resulting from any action of the school provided that such claim, damage, loss, or expense (a) is attributable to bodily injury, sickness, disease or death, or to injury or to destruction of tangible property including the loss of use resulting therefrom; and (b) is issued in whole or in part by any negligent act or omission of the school, any contractor of the school, or anyone directly or indirectly employed by any of them who may be liable, regardless of whether or not it is caused in part by a party indemnified hereunder. Such obligation will not be construed to negate, abridge, or otherwise reduce any other right or obligation of indemnity, which would otherwise exist as to any part or person described in this paragraph. No host, or receiving district, will be held liable for damages in an action to recover for bodily injury, personal injury, or property damage arising out of the establishment or operation of the school. Pursuant to Idaho Code 33-5204(2), the Idaho State Board of Education and the Idaho Public Charter School Commission shall have no liability for the acts, omissions, debts, or other obligations of this charter school, except as may be provided in an agreement or contract between the State and Future Public School.

Future Public School will procure and maintain a policy of general liability insurance, errors and omissions insurance, adequate property insurance, and directors and officers insurance, in the amount required by State law. Future Public School will have the same role as a public school in matters of civil liability. The appropriate insurance and legal waivers of all district liability will be obtained as required of other nonprofit users of district resources and facilities.

Organizational Chart



Tab 3 – Educational Program and School Goals

An Educated Person

An educated person is one that solves problems, manages failure, thinks creatively, communicates well, navigates collaboration opportunities, and thinks critically. In Eric Schmidt's book, *How Google Works*, he terms the kinds of people Google needs as 'smart creatives,'¹² implying that knowledge workers are becoming obsolete. An educated person must be able to solve problems intelligently and creatively. As we now enter the innovation age, an educated person not only learns and retains knowledge, but he or she must create and analyze new forms of knowledge.

An educated person is also agile. In our quickly changing society and economy, lifetime employment with a large corporation is increasingly unlikely. Adults will change jobs, industries, and fields multiple times within their lives. An ability to invent, iterate, pivot, develop new competencies, and be agile is evidence of an educated person.

An educated person considers and connects with the human experience. Empathy, kindness, and an open-mind are evidence of an educated person. According to recent research, income inequality in the United States is as high as it was during the Great Depression.¹³ An educated person works to proactively make society a better place for all to enjoy. In this sense, an educated person works for tolerance and equity, and seeks to build community.

An educated person stays true to his or her values and character strengths. Soft skills such as resilience, social intelligence, curiosity, zest, self-control, optimism, and gratitude provide pathways for success in life, and are signs of an educated person.

How Learning Best Occurs

Individualized

Research indicates that most lecture-based teaching contributes very little to real learning. Consequential learning takes place when applying knowledge to new experiences, testing assumptions, researching questions, and working on projects that inspire the individual student. As students pursue their own passions and interests, guided by teachers, true learning occurs. Each student grows at his or her own level and needs learning experiences based on said level.

Project-based

We agree with John Dewey that there exists a "fundamental unity in the idea that there is an intimate and necessary relation between the process of actual experience and education."¹⁴ Experiencing learning through questions and cross-curricular projects provides for tangible learning. As an educated person is a creative problem-solver, we provide many rounds of practice for our students. This is especially true in the STEM fields of technology and computer-science. Teaching the theories of computer-science, technology, and engineering pales in comparison to actually creating and building projects. Learning through projects allows for development of soft skills such as collaboration, creativity, resilience, and curiosity. Composing

¹² Wagner & Dintersmith. 2015. *Most Likely to Succeed*. P.27

¹³ Golden & Katz. (2008). *Race Between Education and Technology*, p.3

¹⁴ Dewey, John. (1937) *Experience Education*

cloud-based portfolios of student projects cements learning experiences and allows students to look back on specific key lessons learned.

Comfortable Environment

Learning best occurs in agile, adaptive environments where students are provided with choice. Natural light, ample space, and comfortable furnishings dramatically improve student academic outcomes. As more science and research pours into this aspect of education the findings all point to safe, comfortable environments as strong predictors of success. Students must also feel safe and cared for. As noted by Louis Cozolino, noted professor of psychology at Pepperdine University, “Brains grow best in the context of supportive relationships, low levels of stress, and through the creative use of stories.”¹⁵ A comfortable learning space allows relationships to grow, stress to remain at low levels, and creates an environment rich for storytelling and creativity.

Continuum

Learning is a lifelong process. Research into neural plasticity reveals the flexibility of the brain to mold itself and learn new skills regardless of age. As we prepare children for a life of learning, we understand that learning happens best at a child’s instructional level. This means arbitrary age groupings are not necessarily a key component of schooling. Flexible learning space with multi-age groupings helps students along this continuum of learning at their own pace.

Equitable

Learning best occurs when each child receives what he or she needs, factoring in socioeconomic status, race, immigration status, health, and special education services. We seek to provide each child with what he or she needs so that all our students are able to go to and through college. A high-quality education should be available to all students from all walks of life.

Educational Program and Goals

School Goals

School Goals	As Measured By
1. 90% of students growing 1.25-1.75 years in reading and math per year	1. Measured via growth tracked in NWEA MAP Assessment taken Fall, Winter, and Spring.
2. 90% student, family, and staff satisfaction in learning journey	2. Measured via semi annual survey taken by students, families, and staff.
3. 100% student fluency in computer-science by 6th grade	3. Measured via ongoing student portfolio completion with PencilCode, Lego Robotics projects, CS-First student badges earned Scratch Awards, developing CS tools, and 6th-grade final coding quest.

¹⁵ Cozolino, Louis. 2013. *Social Neuroscience of Learning*

4. 100% of students prepared for success in college and life	4. Measured via ongoing growth scores with NWEA MAP and I-Station ISIP. NWEA MAP scores are correlated with ACT scores and college admittance. Also measured via proficiency on Idaho state ISAT scores.
5. Safe, inclusive learning culture and environment.	5. Measured with ADA, school surveys, and semi annual poll.

Overview of Educational Program

Our students will be engineers of technology and society. They will engineer future computer and science solutions while also engineering ways to expand access to opportunity and justice for people of all backgrounds and walks of life. In our dynamic world of constant evolution, students must be prepared for a future of change. City University of New York professor and futurist Cathy Davidson has estimated that as many as 65% of the jobs our children will hold do not yet exist. We can no longer automate the education process and teach all children the precise facts and figures that prepare them for a 40-year career at a certain firm. We expand the vision of success projected out 10, 20, and 30 years by preparing students for a rapidly changing future.

Our expanded vision of student success includes preparing students for a life of constant agility, pivots, and iteration. Students will develop the social and emotional skills required to do so, including resilience, social intelligence, curiosity, creativity, critical thinking, and communication. They will also require guidance and a strong one-on-one mentor relationship. We develop these skills and prepare for such a life on a daily basis, making it the norm. Failure is not seen as taboo, rather it is a chance to learn and grow. Students are successful based on their ability to navigate problems, find solutions, and work together - not based on whether they receive an A, B, or C.

At the same time, we envision a future of equity and fairness, where we dismantle structures and systems of oppression. Students at Future will learn the nature of tolerance and acceptance, while also forming their own vision of justice for our community. They will create methods of action on a daily basis and seek to understand and embrace their own identity.

A Day in the Life of a Future Public School Student:

We invite you to experience a day in the life of Nina, a future student at Future Public School, to more fully engage with our instructional model:

8:00 am: Nina, a first-grader at Future, arrives early to school. After eating breakfast, she excitedly heads to the Future Room, a large open learning space with a lot of choices, like a robotics and engineering area, comfy furniture to read books in, and laptops to work on various projects. Nina is excited to see her friends and Nina's parents are thankful for the free before and after-school program facilitated by the Boys & Girls Club!

9:00 am: A drum signals students to begin forming a circle in the middle of the Future Room. Students at Future begin each day with this meaningful ritual of a community circle. In this space they daily connect their learning and experiences to the social justice standard of the day; today, Future students are talking about how to "... feel good about myself without being mean or making other people feel bad." After a few songs and affirmations, students break into their learning groups.

9:20-11:20 am: Nina spends the morning moving flexibly between several mixed-age learning spaces. During this time, she'll participate in a guided reading group, spend time discussing texts with peers, and she might find a comfy spot to read a favorite book or complete a new lesson on I-Station. Nina will then spend some time on a writing unit, creating a story about a topic she has chosen. All of these learning experiences are designed based on Nina's specific instructional needs. Before heading to lunch, Nina snaps a photo of her writing project and posts it on her digital portfolio using the Seesaw app.

11:20-12:20: At lunch, Nina enjoys a meal that Future students helped pick out! She then heads outside with her friends to play in the sunshine.

12:20-1:00: Nina joins her peers for their class Quest. She and her first-grade friends are helping to design Future's playground! They will need to research different playground equipment, learn about safety, and research the costs of different materials.

1:00-3:30: Nina spends the afternoon moving flexibly between several mixed-age learning spaces as they explore STEM subjects. During this time, she'll participate in a teacher led small group centered on core math concepts, independently work on I-Station Math, and collaborate with small group on a Lego Robotics project. Nina is growing in her understanding of what it means to be have a "growth mindset" and is excited to daily try new tasks. Nina's teacher leads a small group dialogue about what it means to be a designer, asking questions such as, "How do our actions impact others?" and "What steps can we take to design rules for a game that is fair for everyone?"

3:30-3:45: Future students return to a community circle to close out the day, sharing how they learned through their mistakes of the day and connecting shout-outs to Future's core values.

Student Programs

All students will participate in a workshop model academic program with the following:

- Daily mathematics, literacy (reading/writing), and Quest (science);
- A World Language program in Spanish, which incorporates cultural studies;
- Physical education 2x/week: Yoga/Pilates, Sports Skills & Taekwondo; classes switch every 12 weeks;
- Advisory 3-5x/week in addition to a weekly advisory team building session and a weekly grade-level assembly;
- Daily lunch and recess for all students; daily free play for kindergarten and first graders;
- Enrichment Class 2x/week: Music, Art, or Theater (switch every 12 weeks).

The calendars below represent the daily and weekly schedule for each student group (K, 1-3, 4-6, and 7-8). By providing an additional hour of daily instruction beyond the standard school hours of neighboring districts, students at Future will receive 180 additional hours of instruction, equating to roughly 22 additional days, or approximately one month, in school over the course of the year.

Kindergarten	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:15-8:30am	Homeroom				
8:32-9:42am	Rotation 1: A - Spanish, B - Math/Quest, C - ELA				
9:44-10:54am	Rotation 2: A - Math/Quest, B - ELA, C - Spanish				
10:55-11:30am	Social Centers	PE	Social Centers	PE	Social Centers
11:30am-12:00pm	Advisory Team-building	Advisory	Advisory	Advisory	Learning Lab
12:00-12:25pm	Lunch				
12:25-1:35pm	Rotation 3: A - ELA, B - Spanish, C - Math/Quest				
1:35-2:20pm	Enrichment	Social Centers	Enrichment	Social Centers	Advisory Assembly
2:20-3:00pm	Recess / Snack				
3:00-3:40pm	Learning Lab / Homeroom				
3:40-3:45pm	Dismissal				

1st -3rd Grade	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:15-8:30am	Homeroom				
8:32-9:42am	Rotation 1: A - Spanish, B - Math/Quest, C - ELA				
9:44-10:54am	Rotation 2: A - Math/Quest, B - ELA, C - Spanish				
10:55-11:30am	PE	Social Centers	PE	Social Centers	Learning Lab
11:30am-12:00pm	Advisory Team-building	Advisory	Advisory	Advisory	Social Centers
12:00-12:25pm	Lunch				
12:25-1:35pm	Rotation 3: A - ELA, B - Spanish, C - Math/Quest				
1:35-2:20pm	Social Centers	Enrichment	Social Centers	Enrichment	Advisory Assembly
2:20-3:00pm	Recess / Snack				
3:00-3:40pm	Learning Lab / Homeroom				
3:40-3:45pm	Dismissal				

4th - 6th Grade	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:15-8:30am	Homeroom				
8:32-9:42am	ELA	ELA	ELA	ELA	ELA
9:44-10:54am	Math	Math	Math	Math	Math
10:55-11:30am	Enrichment	Advisory	Enrichment	Advisory	Advisory Assembly
11:30am-12:00pm		PE		PE	Advisory Team-building
12:05-12:35pm	Recess	Recess	Recess	Recess	Recess
12:35-1:05pm	Lunch	Lunch	Lunch	Lunch	Lunch
1:08-2:18pm	Quest	Quest	Quest	Quest	Quest
2:20-3:30pm	Spanish	Spanish	Spanish	Spanish	Spanish
3:32-3:45pm	Homeroom / Dismissal				

7th-8th Grade	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:15-8:30am	Homeroom				
8:32-9:42am	Math	Math	Math	Math	Math
9:44-10:54am	ELA	ELA	ELA	ELA	ELA
10:55-11:30am	Advisory	Enrichment	Advisory	Enrichment	Advisory Team- building
11:30am-12:00pm	PE		PE		Advisory Assembly
12:05-12:35pm	Lunch	Lunch	Lunch	Lunch	Lunch
12:35-1:05pm	Recess	Recess	Recess	Recess	Recess
1:08-2:18pm	Quest	Quest	Quest	Quest	Quest
2:20-3:30pm	Spanish	Spanish	Spanish	Spanish	Spanish
3:32-3:45pm	Homeroom / Dismissal				

Our Approach to English Language Arts Instruction:

While no subject exists within a vacuum at Future, specific reading curricula and methodology grow the skills and habits needed to master reading and metacognition, especially at the younger age levels. Beginning in kindergarten, and according to evolving levels of students, some students might participate in guided reading with teachers or assistant teachers while other students might practice fluency or engage in the online reading program I-Station. All students will participate in reading workshops developed by Fountas and Pinnell as well as Lucy Calkins. Reading workshops allow for student ownership as students read a variety of self-selected and teacher-selected books for an extended period of time. Students then make personal and textual connections as they construct meaning from the reading. An essential component of personalization in reading involves all students seeing themselves in the books that they read, both fiction and nonfiction.

All students will develop the routines and habits of successful reading and expand upon those skills as they grow older. In the lower grades post kindergarten, students continue building upon the workshop model adding more depth and independent reading time as well as an increased focus on nonfiction science and technology areas. As students grow older, reading to learn is a habit, and we create space to read deeply each day. Cross-curricular projects require reading and synthesizing of academic research. Reading progress will be measured yearly with NWEA MAP assessment as well as the monthly I-Station ISIP assessment. These assessments will allow for personalization of learning by targeting each student's instructional level.

We also believe in the power of writing as one of the strongest forms of communication. Writing workshops build student writing capacity from kindergarten, where students spend 1 hour per day writing in independent writing, guided writing, and collaborative writing chunks. Students continue spending significant time writing through Fountas and Pinnell's writing workshop model. In mixed age groups 4-6 and 7-8, students approach writing through a scientific lens, both academic and real world. This includes research methodology, technical writing, and entrepreneurial writing.

Our Approach to Math Instruction:

At Future, we know that 100% of our students are "math people" and we teach accordingly - with a growth mindset. According to Jo Boaler, of Stanford University, teaching math with a growth mindset requires 3 primary techniques: 1.) Providing open-ended tasks, 2.) Offering a choice of tasks, and 3.) Individualizing pathways.

Future values depth over speed and we dive deep into mathematics through cross-curricular projects as well as Deep Learning daily math-focused time. Beginning in early grades, students develop number sense and fluency as they put these skills into mini projects. Students are given a short pre-assessment prior to a new topic of instruction, and then, based on the results, students are grouped into 4-5 groups ranging from students who are ready for enrichment, to students who need additional practice, to students who need small group re-teaching. Students work in these ability groups for a week or two, learning and practicing the skill(s) at the appropriate level. They then move forward with a project that may vary in length from one to six weeks. Students own the learning as they move forward through projects that solve problems or questions that are important to the student, especially as they pertain to engineering, computer-science, robotics, and technology. As students progress to the older age bands, projects become more complex and students will participate in the Invent Idaho statewide competition and other national events. 8th grade students will be prepared to take advanced math courses in high school such as geometry, algebra, trigonometry, and calculus. Students will navigate their personal journey through math with an ongoing online portfolio. A high degree of accountability is present as we hold exhibition nights on a quarterly basis, inviting family and friends to explore and inspect student work.

Cross-curricular projects will be enhanced with online math curriculum via I-Station, Khan Academy, and I-Station Math. Students will be assessed monthly in math progress through I-Station, 3 times per year with NWEA MAP assessments, and at the end of every project (via rubric).

Our Approach to Science Instruction:

In science, Future students grow inquiry, discovery, innovation, and creativity through real world projects and individualized pathways.

Future values depth over speed and we dive deep into science through cross-curricular projects. Beginning in early grades, students develop familiarity with scientific inquiry and critical thinking strategies as they put these skills into practice via STEM Quest projects of varying length. Projects may be as short as two weeks, or as long as 9 weeks. Students own the learning as they move forward through projects that solve problems or questions that are important to the student, especially as they pertain to engineering, computer-science, robotics, artificial intelligence, virtual reality, and other emerging technology. Younger students will participate in the Jr. First Lego League and interweave story telling with science as they engage with StoryStarter. As students progress to the older age bands, projects become more complex and students will participate in the Invent Idaho statewide competition, First Lego League (older students), and the First Tech Challenge. Projects involve students finding a problem they are passionate about, building a dataset to examine the problem, and then using the dataset and science to solve it. Students will navigate their personal journey through science with an ongoing online portfolio. A high degree of accountability is present as we hold exhibition nights on a quarterly basis, inviting family and friends to explore and inspect student work.

Cross-curricular projects will be enhanced with online science curriculum via STEM 101; Engineering is Elementary (from the Museum of Science, Boston), and teacher-curated projects. Students will be assessed monthly in science at the end of every project (via rubric).

Academic and Nonacademic Outcomes:

Academic outcomes measured primarily focus on individual student growth based on each student's instructional level. Reading growth outcomes will be measured via I-Station monthly ISIP and three times yearly via NWEA MAP Assessments. Math growth outcomes will be

measured via I-Station, Khan Academy, and I-Station Math. All outcomes will be aligned with and inform the Idaho State Content Standards.

Performance-based measurement will be a hallmark of Future. Student projects will be recorded digitally with photos and videos and uploaded along with a performance-based evaluation. Project outcomes will be measured with the Stanford Center for Assessment, Learning, and Equity's (SCALE) cognitive skills rubric. State proficiency in math, reading, and science will be measured with the Idaho Common-Core aligned ISAT exam.

Non-academic outcomes will also be measured with the SCALE rubric, including collaboration, communication, and creativity of ideas. In addition, each week every student will have a coach meeting with a teacher. During the coach meeting, teachers will guide students through personal goals and plans for the student, and track progress toward goals based on student priorities. We will measure soft skills such as resilience through the Angela Duckworth Grit test on an annual basis. Holding every student to high expectations for success builds confidence and a personal narrative of academic success. The coach meeting also provides time for positive relationship building so that every student has a firm level of support from an adult in the building.

Furthermore, Future limits excessive homework due to homework's promulgation of inequity. Instead, Future focuses on core academic work during school hours and encourages every child and family to pursue play and reading outside of school, building social-emotional connections and a connection to reading for pleasure.

Our Approach to Diversity, Equity, and Inclusiveness

At Future Public School, we seek to build a community in which all voices and contributions are valued and there is shared access to resources and opportunities – we believe that diversity, equity and inclusiveness do not happen by chance; they require explicit design and innovative approaches. Our foundational belief is that every individual in our community brings unique perspective, experiences, and talent, and we clearly define equity within our mission and core values. In pursuit of creating this community, we ascribe to several principles of the National Equity Project:

We hold an equity imperative. We articulate clear, ambitious goals, while also acknowledging the reality and roots of structural inequity. We understand the shared fate of all people and communities, and commit to target strategies and resources so that students furthest from opportunity can reach their goals – no matter how wide the current gaps.

We foster a culture of inquiry and innovation; a community in which all stakeholders manifest a spirit of curiosity and questioning, rooted in a growth mindset. We encourage our community to take risks, explore ideas, experiment, and innovate. Diversity of voice and perspective makes our community stronger.

We believe in learning partnerships. These partnerships permeate our community as we strive to establish trusting relationships, knowing that these relationships will accelerate the learning for both adults and children. Learning is personalized in the service of shifting power dynamics and building alliance toward mutually agreed upon goals. We embody a shift from “I” to “We” and believe that true inclusion is reached through collective wisdom.

We achieve equity through instruction and do so by applying a lens of instructional improvement and data to inform all decisions. A compelling, shared vision of rigorous pedagogy shapes this

lens. Our use of Teaching Tolerance's Anti-Bias Framework of Identity, Diversity, Justice, and Action, are not separate or additional to our core curricula, they are the foundation.

We believe in reconciliation and peacemaking as an antidote to oppressive discipline practices, unhealthy team cultures, and broken communities. We view restorative justice practices as our pathway to a more whole and healthy school community. Student choices or behavioral challenges will not limit or take away from learning time. Instead, we take the opportunity of a wrong choice to implement restorative practices that allow for community building, keeping all our children in school 100% of the time.

Additional Resources that Inform our Instructional Model:

While we do not intend to seek certification from the International Baccalaureate program, we see deep value in creating a similar framework at Future that includes habits of mind and a learner profile. As part of this framework we include additional components of KIPP's character education values, as well as mindset tools from Stanford's YouCubed.

Teaching Tolerance's Anti-Bias framework is our pathway to building social and cultural consciousness in our students. These standards span across our core academic curriculum and also inform our restorative approach to school discipline and community building. We incorporate Next Gen Learning's comprehensive tools, such as their Global Equity Rubric, to support our design of equitable learning conditions.

Additional programs such as Design For Change, and resources from the Y-Combinator Startup Library and Stanford's d.school, inform and shape our approach to building the skills of design-thinking and entrepreneurship within our students.

Many key elements of our school design come from our learning and relationship with the Charlotte Lab School, founded by Dr. Mary Moss Brown. Our student project/quest initiative is borrowed from their model, as is our commitment to innovative uses of learning space and time (i.e. daily and yearly school schedule).

From our collective experience working in KIPP schools, we bring a strong commitment to character strengths and habits of learning. Schools such as High Tech High and North Idaho STEM Charter School inform the future-focused STEM pedagogy we embrace. Schools like Beaver Country Day, KIPP, and Roses in Concrete Community School are informing our commitment to diversity and success for 100% of students.

Our Unique Approach

We are most excited about our unique approach and integration of STEM and Social Justice. Imagine entering a learning space where 30 primary age students work together in small groups to plan and construct a bridge using their understanding of mechanical engineering and physics. As they construct the bridge they are able to incorporate design and artistry, and you hear students asking each other questions such as, "What do you think about this idea?" "How can we solve this problem together?" and "Let's generate some solutions!" They begin to prepare a presentation together using Google Slides, as next week they'll share their design with their peers and families. As part of their presentation they'll talk about the mechanics of their bridge, as well as what they've learned about themselves, and strategies to build bridges with people who are alike, and different, from them.

Future aspires to be a school in which every student experiences this type of learning - learning that grows their mind, their understanding of self, and ability to work in community with others.

We believe this is necessary if we wish to prepare a generation of students that are not only ready to compete in a future job market, but also prepared to engineer the future of society.

Future Public School is founded on the belief that schools must adequately provide space for children to learn, develop, and prepare for a bright future. As such, it is Future's goal to bring an innovative curriculum and educational program to the Treasure Valley area of Idaho. Currently, STEM components are found in schools throughout the Treasure Valley - for example in STEM-designated school in Meridian. All elementary schools in the Boise School District participate in the Hour of Code each year, which might be the extent of computer-science education at the lower school level for students. No school combines STEM and Social Justice in this unique model that creates engineers of the future and engineers of society.

Education Thoroughness Standards

1. **Standard A:** A safe environment conducive to learning is provided

Goal: Maintain a safe learning, teaching, and working environment that promotes positive learning and sense of identity.

To achieve this goal, Future will:

- Implement and promote a school-wide culture of character strength development that promotes self-confidence and respect for others.
- Provide a safe, welcoming facility that meets all required city, state, federal, health, accessibility, safety, fire, and building codes for public schools, and is inspected as required to ensure the safety of students and staff.
- Establish guidelines for physical safety, including fire, evacuation, and lockdown drills. More guidelines include, but are not limited to methods for reporting unsafe equipment, checking students in and out of school, notification of school closures, emergency information, staff monitoring, supervision of student activity during the day, after-school program requirements, and staff communication.
- Establish, publish, and enforce policies that define acceptable and unacceptable behavior for students and staff, including weapons, violence, gangs, and use or sale of alcohol and drugs.
- Establish and promote a school-wide restorative practice behavior intervention system that is comprised of practices and systems for establishing positive behavior and relationships throughout the school.
- Create and enforce a technology use agreement for students and staff that prohibits the use of technology for harassment, cyber-bullying, or other unsafe behaviors.
- Provide ongoing professional development opportunities for staff in regards to anti-bullying / cyber bullying prevention techniques and skills to promote the importance of building strong relationships inside and outside of the school.

2. **Standard B:** Educators are empowered to maintain classroom discipline

Goal: Build a restorative community of engaged learning that focuses on responsibility, independence, and social intelligence.

To achieve this goal, Future will:

- Establish ongoing professional development in restorative behavioral practices that create a safe, positive, and affirming school culture and climate.
- Create and follow staff and student handbooks outlining a code of conduct, clear expectations for acceptable behavior, and systems for managing behavior detrimental to student learning and success.
- Teach school-wide character strengths and leverage these strengths within the school culture to foster positive student behavior.
- Establish a rich, joyful, engaging curriculum that intrigues student curiosity at such a high level that behavioral incidents are minimized.

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

Goal: Provide opportunities for students to develop and express valuable character strengths within and outside of the school walls so as to best prepare for college and beyond.

To achieve this goal, Future will:

- Infuse character strengths throughout academic and extracurricular programming.
- Establish and follow guidelines for adults to model strong character development.
- Leverage multi-age groupings to allow for older students to model strong character development for younger students.
- Collaborate with parents and families to encourage fostering of character strengths at home.

4. **Standard D:** The skills necessary to communicate effectively are taught

Goal: Infuse students with future-focused skills necessary to succeed in innovation economy, including presentation skills, visual communication, empathy, collaboration, reading, and writing.

To achieve this goal, Future will:

- Establish a strong love of literacy at an early age - students will read and write daily.
- Provide opportunities to practice presentations - all students will present projects and inventions on a frequent basis.
- Build a culture of collaboration between teachers that trickles into students actively seeking to work together.
- Provide access to high-quality project-based learning opportunities that teach a range of communication skills.
- Provide in-depth rubrics to facilitate student feedback regarding communication skills

5. **Standard E:** A basic curriculum necessary to enable students to enter academic or professional technical postsecondary educational programs is provided.

Goal: Develop college-ready innovators equipped with necessary tools to be successful in the world of tomorrow.

To achieve this goal, Future will:

- Provide a challenging range of academic programming that implements and expounds upon the Idaho Core Standards.
- Provide rich computer-science and technology learning opportunities that focus on iteration and creative problem solving.

- Establish plentiful music, arts, and physical education integration into the overall learning experience of each child.
- Provide a holistic health curriculum as required by Idaho state law.
- Heavy emphasis on science and engineering will also incorporate conservation and environmental science learning opportunities.
- Provide ongoing professional development opportunities in best learning practices, methods, and materials for all staff.
- Provide ongoing family learning nights, which focus on helping families navigate the complex and long process of aiming for college graduation.

6. **Standard F:** The skills necessary for the students to enter the workforce are taught.

Goal: Future-focused pedagogy and curriculum will prepare students for a bright future in a demanding world filled with innovation, constant change, and flux.

To achieve this goal, Future will:

- Provide a strong foundation in the basic subjects of education such as reading, writing, mathematics, science, social studies, computer-science, and technology.
- Enhance academic learning with development of soft skills known to be critical for adult success, such as resilience, gratitude, social intelligence, curiosity, zest, and optimism.
- Provide deep access to learning opportunities with technology, engineering, computer-science, and other future-focused elements preparatory for access to high-demand work opportunities.
- Enable students to practice the skills necessary for adult success, such as collaboration, critical thinking, communication, and creativity throughout project-based learning.
- Create an atmosphere of personal responsibility and independence where students take care of themselves, others, and their surroundings.

7. **Standard G:** The students are introduced to current technology

Goal: Provide students with opportunities not just to interact with technology, but to utilize and shape it to solve problems, create new inventions, and find new knowledge.

To achieve this goal, Future will:

- Constantly stay afloat of current and future technologies and seek to introduce said technologies into the school environment for the use of students.
- Utilize technology to enhance personalized learning opportunities - each student will be able to work at his or her instructional level thanks to advances in technology.
- Implement project-based learning opportunities incorporating computer-science, allowing students to find solutions to problems via computer-science.
- Technology and media literacy are core components of instructional vision and teachers will receive ongoing professional development in best instructional methods for carrying forth this vision.
- Students will be taught computer coding, robotics, 3D printing, circuitry, computer construction, visual monitor construction, web development, and other computer-science skills.

8. **Standard H:** The importance of students acquiring the skills to enable them to be responsible citizens of their homes, schools, and communities is emphasized.

Goal: Provide students with skills, empathy, and other attributes necessary to become innovators and leaders in the community as well as on a global scale.

To achieve this goal, Future will:

- Build empathy and understanding through cultural assemblies and celebrations, field trips, and projects to find solutions to problems/questions in the community.
- Enable students to understand the interweaving network of the human experience, economics, relationships, education, and health.
- Provide extensive learning opportunities with legislation, law-making, Constitutional studies, and other governmental issues.

Special Education

Future Public School recognizes the individual learning quest of each student and supports the rights of each student in his or her journey. Future will serve all students with different cognitive abilities. This will include: English Language Learners (ELL), students with intellectual disabilities and Autism, and Gifted and Talented Learners. Each student will receive equal access to educational opportunities; no student shall be excluded from Future or referred to surrounding schools due to unique needs. Future plans to hire a special education teacher and Para professional dedicated to special education needs in its first year. Future will implement best practice, research-based special education curriculum and instructional materials specific to each child's needs. These range from oral language programs to reading phonemic sequencing to building math concepts and fundamental writing skills.

Future's Board of Directors will adopt the 2016 Idaho Special Education Manual with all subsequent revisions. Special education policies and procedures will be developed and implemented in accordance with the mandates of the Individuals with Disabilities Education Act (IDEA), other federal laws, and Idaho state laws. The Idaho Special Education manual will also be used for identifying, evaluating, programming, developing Individual Education plans (IEP), planning services, discipline, budgeting, and providing transportation for special needs students, as necessary.

Future will plan and budget to hire or contract with highly qualified special education teacher(s) who meet Idaho state requirements. Future will also seek out physical facilities that are truly accessible to permit access to students with disabilities. All special education personnel will be selected, hired, trained, and in the classroom by the first day of the school year.

Future will establish and put forth an ongoing Child Find system to locate, identify, and evaluate students suspected of having a disability and who may need special education, regardless of the severity of the disability. The Child Find system will similarly serve to increase public awareness of special education programs and to advise the public of the rights of students. This will be done through newsletters and emails sent home, available information on the school's website, registration materials, and throughout social media.

Future will follow the three-step process as outlined in the Idaho Special Education Manual to determine whether or not a student requires special education services:

1. The school will locate students by establishing and implementing an ongoing Child Find system, which will include referrals by parents, school staff, etc. An individual will be

appointed to coordinate the development, revision, implementation and documentation of the Child Find system.

2. Future's Child Find system will publicize and ensure that staff and constituents are informed of the availability of special education services through information included in staff orientation, on the school's website, in registration materials, and through the use of various social media.
3. Future will conduct a thorough and comprehensive evaluation for students referred to determine if the student qualifies for special education services under the Individuals with Disabilities Act. Future will adhere to the guidelines and timelines outlined in the Individuals with Disabilities Act and the Idaho Special Education Manual. As outlined in the Idaho Special Education Manual, an evaluation team, which includes (at a minimum) a special education teacher, a general education teacher, a district representative, the student when appropriate and the parent and/or adult student, will review the information from the comprehensive evaluation to determine the student's eligibility for special education. These sources include, but are not limited to, general education interventions, formal and informal assessments, and progress in the general curriculum, and will also include any and all referrals by parents and/or other adults including teachers, counselors, or other school professionals as outlined in the Idaho Special Education Manual.

As noted in the guidelines and timelines provided by the IDEA and Idaho Special Education Manual (2016), an evaluation team including a minimum of special education teacher, a general education teacher, an administrator, the student (when appropriate), and the parent and/or adult student will meet to review the information from the comprehensive evaluation to determine the student's eligibility for special education. These sources include, but are not limited to, general education interventions, formal and informal assessments and progress in the general curriculum. They will also include any and all referrals by parents and/or other adults including teachers, counselors, or other school professionals as outlined in the Idaho Special Education Manual.

When it is determined that a student is not making adequate academic progress, the team will create a Response to Intervention (RTI) plan. The comprehensive program used will be as recommended in the Idaho Special Education Manual. This comprehensive, general education-led program will consist of the core components of problem identification, problem analysis, applying researched-based intervention and progress monitoring to determine student response to the scientifically research-based interventions. Students who do not respond adequately to the RTI program may be considered for a referral to a special education evaluation.

If, during the evaluation process, the multidisciplinary team determines the need for an evaluation by personnel not directly employed by Future Public School, such as a speech therapist, occupational therapist, school psychologist, or other required expert, such evaluations will be contracted by a private provider. If the student qualifies for special education services, and the subsequent Individualized Education Plan (IEP) requires the need for contracting with personnel not directly employed by Future Public School, then the school will contract with the appropriate service providers to provide IEP-related services.

Individual Education Plans

A qualified special education teacher will be responsible to monitor Individual Education Plans (IEPs) and supervise the implementation as written. A special education teacher will provide

services in an inclusion or a pullout model depending on the degree of accommodation necessary to meet the student's needs. These services will be delivered by a special education teacher or licensed provider, with supporting Para educators as allowed by the IDEA and the ESEA. The special education teacher will consult with the general education staff to utilize effective classroom accommodations, adaptations, and modifications.

The continuum of settings and services will be provided at Future, including general education classes, resource classes, and provisions for supplemental services, such as resource services, itinerant instruction provided in conjunction with the general classroom, classroom aides, replacement curricula, behavioral supports, etc.

Future will provide, as needed, supplementary aids and services such as resource services and itinerant instruction, adaptations, assistive technology, extended school year, replacement curricula, behavioral supports and transportation (even if others are not transported), for special education students when the student's IEP requires it as a result of the multidisciplinary team decision.

In determining appropriate settings and services for a student with a disability, the IEP team shall consider the student's needs and the variety of alternate placements and related services available to meet those needs. Future may contract with private providers for the provision of related services. Services may be provided by a licensed therapist, who may use a Para educator for support. In the rare event that the IEP team determines that the student's academic needs cannot be met onsite, Future may contract with other agencies to provide those services.

For all special education students, Future will develop, review and revise IEPs in accordance with state and federal laws. Future will adhere to the IDEA Procedural Safeguards and FERPA to assure protection of student and parent rights to a free, appropriate public education, including the confidentiality protections and the special services referral process. These rights are provided under the IDEA; the Elementary and Secondary Education Act (ESEA), reauthorized as the No Child Left Behind Act (NCLB); and Section 504 of the Rehabilitation Act relating to personally identifiable information in student special education records. These statutes also provide for the right to review and inspect records.

In addition, Future will ensure access to charter school programs and activities, as required by the Americans with Disabilities Act (ADA) and the Family Education Rights and Privacy Act (FERPA). Future's building plan will permit access by students with disabilities. The school will provide transportation for special education students when the student's IEP requires it as a result of the multidisciplinary team decision.

Child Find

Future will form a Child Assistant Team (CAT), a problem-solving team consisting of teachers, administration, and educational specialists to problem-solve for students identified through the RTI process and/or parental input as students not meeting Idaho Core Standards or the Idaho Early Learning Guidelines. The team will use a problem-solving process to plan accommodations and interventions within the general education classroom to ensure that referrals to consider a special education evaluation are appropriate. Data will be used to evaluate the effectiveness of alternative strategies and interventions. The student's linguistic and cultural backgrounds will also be considered in identifying needs and appropriate strategies. Following the problem-solving process, students suspected of having a disability will be referred to consider special education services.

Discipline

Future will use evidence-based, restorative programming and curricula when working with students with disabilities who need supplemental or replacement curricula. Future will follow the guidelines provided by the IDEA and Idaho Special Education Manual in regard to the disciplining of a student protected under the IDEA. This will include the consideration of a Functional Behavior Assessment and subsequent Behavior Intervention Plan when the special-education multi-disciplinary team identifies that the behavior of the student impacts his or her learning or the learning of others. When the Behavior Intervention Plan is required, it will be developed with Positive Behavior Interventions and Supports. If the IEP team determines that such services are needed, they must be included in the IEP and must be implemented.

When required in accordance with the IDEA and Idaho Special Education Manual, the special education multi-disciplinary team will conduct a Manifestation Determination to establish whether or not the misconduct of a student with a disability was: (1) a demonstration of the disability, that is, an inability to understand impact and consequences or an inability to control behavior; (2) the result of an inappropriate placement; and/or (3) the lack of provision of services consistent with the IEP and placement.

Students with disabilities who are subject to disciplinary actions are entitled to all of the due process rights afforded students without disabilities under Idaho Code 33-205 and state and local policies. In addition to these rights, the IDEA provides special education rights and additional discipline procedures to a student with a disability whom the district is removing from his or her current educational placement. Students with disabilities who have been suspended or expelled for more than ten (10) consecutive or cumulative school days in a school year retain the right to a free appropriate public education (FAPE).

Non-Discriminatory Enrollment Procedures

Future will not deny enrollment to a student with a disability because of that student's need for special education or related aids and services. All appropriate services will be provided for students with disabilities who meet the federally established eligibility criterion for such services. Enrollment policies described elsewhere in this charter petition are consistent with the mission of Future and civil rights requirements. The non-discriminatory policy will be stated on the school's website, applications, advertisements, etc.

LRE Requirements

Future utilizes methods of inclusion and cooperative teaching to allow all students to achieve their full potential. Future will provide special education and related services to eligible students in the Least Restrictive Environment (LRE), educating students with disabilities with their non-disabled peers to the maximum extent appropriate. Where necessary as a least restrictive environment, additional specifically allocated space in the school may be provided for students with special requirements not adequately met in the assigned learning space to meet their educational needs.

Services will be determined according to the guidelines detailed in the Idaho Special Education Manual. Students found to be eligible for special educational services will receive required services in the following manner:

- Instruction for students with disabilities and the monitoring of that delivery of instruction will be provided by qualified school staff. Instructional services will follow the IEP and will be provided in the least restrictive environment as determined by the student's needs.
- If necessary, Future will contract with a private provider for the provisions of other related services, such as speech and language, occupational, and/or physical therapy as outlined in the IEP.
- Other related services may include positive behavior interventions, adaptive technologies, extended school year, or a further variety of educational environments.

Transfer Students

Students transferring from an Idaho school district with a current IEP shall be provided with FAPE (Free and Appropriate Education). This includes comparable services to those described in the previously held IEP. Likewise, students transferring from an out-of-state district with a current IEP shall be provided with FAPE, including services comparable to those described in the IEP. In consultation with the student's parents, the evaluation team at Future will conduct an evaluation if it is determined necessary and will develop or adopt and implement a new IEP based on Idaho eligibility criteria.

Gifted and Talented

Future will identify students possessing high-performing capabilities in specific academic, intellectual, leadership, creativity and visual/performing arts talent areas pursuant to Idaho Code 33-2003. The identification in each area will be by a variety of assessments outlined in The Best Practices Manual for Idaho Gifted/Talented Programs. Once identified, Future will implement a modification of curriculum to provide a challenging educational experience.

English Language Learners (ELLs)

Future Public School will apply the federal definition of English Language Learner (ELLs) as defined by Title III and IX of the ESEA. The school will use a home-language survey upon student's enrollment. The eligibility criteria (listed below) will be used for a Home Language Survey in order to identify the primary home language other than English. Students for whom English is a second language will be assessed using the ELL placement test.

It is Future's goal to help students reach English proficiency in reading, writing, speaking, and listening. To accomplish this, English Language Learner students will take the ELL placement test upon registering, and parents will need to choose whether or not their child will participate in services. If the child enters the ELL program, an Educational Learning Plan (ELP) including curriculum, teaching strategies, academic goals, and assessment accommodations will be developed. ELP will be overseen by teachers certified in bilingual education. Due to the personalized nature of Future's academic programming, students will be supported across the curriculum. Future ELL students will use curriculum such as the Sheltered Instructional Observation Protocol and other EL instructional approaches. Additional ELL services may be provided on site or contracted out, depending on need.

Relevant Curriculum Based Measures (CBM) and the Idaho English Language Proficiency Assessment will be used to monitor student growth. Students who meet state recommended levels of proficiency on the Idaho English Language Proficiency Assessment or other assessments will be exited from the ELL program. Additionally, the program will be evaluated based on collected data and trends. It will be revised as necessary. Evaluation of the program

will be based on tracking data on swiftness of intervention, type of intervention, and comparison with peers for student improvement; availability of resources; staff training; and viable sources of assistance.

The following is the ELL program eligibility criteria:

- Registration forms given to every student will include the mandatory questions to identify possible ELL students.
- Administration from Future will review the surveys and determine whether or not a student may be an ELL.
- If the survey comes back indicating that a student may be an ELL, the student will be given an English language proficiency screener test within 30 days of registration or within two weeks of entry into the school. This test will be administered by one of Future's certified staff members.
- If the student tests less than proficient on the English language proficiency test, then a letter will go home to the parents indicating that their child was identified as needing specific English language services. The parents will be given the opportunity to waive the services, if desired.
- If the parent does not waive the limited English proficiency services for their child, the student will be placed in a program of high-quality language instruction, including:
 - Formative assessments of phonological processing, letter knowledge, and word and text reading
 - Focused, intensive small-group reading interventions for at-risk students that include phonological awareness, phonics, reading fluency, vocabulary, and comprehension.
 - High-quality vocabulary instruction throughout the school day with essential content words taught in-depth.

An annual summative assessment for English Language Proficiency for all identified ELs will take place during the spring of each school year. Based on the student score in the spring assessment, students will continue in the EL program for the following year or exit (with monitoring).

Section 504

Any student attending Future is entitled to a Section 504 Accommodation Plan if he or she has been identified and the evaluation shows that the individual has a mental or physical impairment that substantially limits one or more major life activities. This determination is made by a team of knowledgeable individuals, including the student's parents who are familiar with the student and his or her disability. Section 504 processes are not Special Education. The school counselor will be the coordinator of the 504 process at Future Public School.

Section 504 responsibilities:

- Student and Parent/Guardian:
 - Be involved in suggesting accommodations
 - Participate in Section 504 meetings
 - Benefit from the accommodations
- School Administrator, Counselor, Certified, and Classified Staff:
 - Conduct non-discriminatory practices in classrooms
 - Refer, identify, and evaluate students as appropriate

- Encourage parental involvement
 - Develop and implement program modifications and accommodations
 - Coordinate Section 504 processes and training
 - Provide staff and parent training
 - Manage Section 504 grievance procedures
 - Help conduct the self-evaluation
- School Board of Directors
 - Provide written notice to parents, students, school personnel, and community members of the name and contact information of the 504 Coordinator
 - Have an understanding of all civil rights laws
 - Develop grievance procedures
 - Develop 504 hearing procedures

Dual Enrollment

Dual enrollment qualifications and requirements are subject to Idaho Code 33-203. State funding of a dually enrolled student will be limited to the extent of the student's participation in Future Public School's programs. Information concerning dual enrollment option and requirements will be provided to all parents on an annual basis. At that point, the teacher, student, and parents will sit down to discuss all options and a decision will be made.

Students from Future shall be allowed to participate in dual enrollment options in the district of their residence provided that student meets eligibility requirements for that program, as specified in 33-203(7) of Idaho Code. Participation fees will be consistent with those required of students attending the traditional public school. Any school district shall be allowed to include dual-enrolled public charter school students for the purposes of state funding only to the extent of the student's participation in the public school programs. Opportunities for dual enrollment will be communicated to parents and students through ongoing group and individual conferences with the counseling staff, as well as in newsletters and other regular communication from the school.

Policies will be developed and adopted within 60 days of the charter's approval. In all cases, transportation shall be provided for students by their parent(s) or the parent's representative when exercising dual-enrollment opportunities.

Tab 4 – Measurable Standards, Accreditation, and Accountability

Measurable student educational standards (MSES)

School Goal	Metric/MSES
100% of students are prepared for enrollment in a 2 or 4-year college.	<ul style="list-style-type: none"> 90% of Future kindergarten through third grade students will either meet or exceed the state legislative goals set for the IRI each spring or increase at least 55 from fall to spring. Measured via ongoing growth scores with NWEA MAP and I-Station ISIP. NWEA MAP scores are correlated with ACT scores and college admittance. Also measured via proficiency on Idaho state ISAT scores. Future students' aggregate scores will meet or exceed the state average on the Idaho Standards Achievement test (or any other state-administered test) in Math and English Language Arts.
90% of students growing 1.25-1.75 years in reading and math per year	<ul style="list-style-type: none"> Measured via growth tracked in NWEA MAP Assessment taken Fall, Winter, and Spring.
100% student fluency in computer-science by 6th grade	<ul style="list-style-type: none"> Measured via ongoing student portfolio completion with PencilCode, Lego Robotics projects, CS-First student badges earned Scratch Awards, and 6th-grade final coding quest.
Future provides a safe, inclusive learning culture and environment.	<ul style="list-style-type: none"> Measured with ADA (95% or higher), school surveys, and semi annual poll.

Methods for Measuring Student Progress

In order to ensure ongoing success in meeting Future Public School's goals and mission for its student, the school will implement standards-based and performance-based assessments, both formative and summative.

Testing

Future will participate in all state-mandated testing as required by Idaho Code 33-5205 (3), including, but not limited to, the ISAT, ISAT Alt, IRI, WIDA Access 2.0, Science End of Course exams, and NAEP. The school will have a testing coordinator that oversees the testing program and ensures the testing process as outlined by the Idaho State Department of Education is followed with fidelity for all tests. These assessments will occur during the state-mandated testing windows outlined by the Idaho State Department of Education. Future will work with stakeholders to help them understand the importance of the assessments and the information that can be gained from them.

The NWEA Measures of Academic Progress (MAP) test in literacy and mathematics will be implemented three times per year in the fall, winter, and spring windows to measure student academic growth and progress toward learning goals.

Student Information System

Future Public School will research information systems and select one that meets the following criteria:

- Maintains security and safety of student records
- User-friendly for staff, students, and parents
- Interfaces with project-based, standards-based grading
- Meets budget determinations
- Tracks student attendance, demographics, and health records
- Manages fees

The student information system will be in place before the first year of operation begins.

Accreditation

Before opening its doors, Future will apply to the Northwest Accreditation Commission, a division of AdvancED, for accreditation, as required in IDAPA 08.02.02.140. Future will complete the accreditation process review and obtain candidacy status within the first year of operation. The accreditation report and/or self-evaluation will be submitted to the authorizer annually, as required by Idaho Code 33-5206(7).

AdvancED is an accrediting agency committed to helping schools improve. Accreditation is obtained through a process and over a period of time. A school must be in operation for at least two years and show financial stability to be accredited.

Initially, Future will contact AdvancED and submit an application along with an accompanying \$500 application fee as well as a \$750 annual accreditation fee. Within three months following the application submissions, Future will prepare to host a Readiness Review while receiving support from AdvancED throughout the process. During this time, Future will be considered an applicant.

Once the Readiness Review has been complete, Future will be in Candidacy status and will move forward with an Internal Review, which consists of collecting student data; soliciting student, parent, and staff feedback; writing an executive summary of the school's purpose and direction; and creating an improvement plan based on data, goals, and commitment. This review needs to be done while demonstrating compliance with AdvancED and government requirements.

Future recognizes that during this time, it may not project or announce future accreditation by AdvancED. Candidacy does not equate to accreditation. Following the Internal Review, an External Review is conducted. This must be done within two years of becoming a candidate. A review team from AdvancED will visit Future and observe classroom instruction, review student performance, solicit feedback from stakeholders, conduct interviews, and examine other evidence as needed. This review team will prepare a comprehensive report on its findings and determine an IEQ Score (Index of Education Quality).

These findings and scores are reviewed by AdvancED Accreditation Commission, which meets and grants accreditation status in January and June each year. Future anticipates accreditation for a five-year term and will submit necessary documentation, including a progress report, no later than two years following each External Review. An External Review is conducted every five years to maintain accreditation. The External Review Report will be provided to the authorizer along with any other requested reports.

School Improvement

If identified as a school in need of improvement, the Board will actively examine data to ensure that effective leaders are in place. In addition, the school's Board and leadership team will look closely at multiple levels of data to begin determining where and what areas need to be addressed. Strategic improvement planning will go into effect and the Idaho State Department of Education will become a resource to help guide Future in school improvement efforts. We will utilize the statewide system of support and framework for analyzing problems, identifying underlying causes, and addressing instructional issues to better understand why we have not made sufficient progress in student achievement. A highly structured comprehensive plan will be written that is specific to and focused on the school's instructional program. We will utilize a school improvement planning tool that allows us to include scientifically based research that will strengthen the core academic subjects in the school and to address the specific academic issues that caused the school to be identified for school improvement. Finally, the plan will include ongoing monitoring and involvement of the school's Board.

Tab 5 – Governance Structure, Parental Involvement, Audits

Governance Structure

Future Public School will be a legally and operationally independent entity established by the nonprofit corporation's Board of Directors. The elected Board of Directors will be legally accountable for the operation of the school under the Idaho Nonprofit Corporation Act. Future commits to compliance with all federal and state laws and rules and acknowledges its responsibility for identifying essential laws and regulations and complying with them. This includes Idaho's Open Meeting and Public Records laws.

Future Public School will comply with all aspects of the Idaho Public Records Law. All records of students residing in the District will be immediately transferred to the district. All students will receive written notification of how to request a transfer of student records to a specific school.

The Board of Directors will serve as the public agents that govern Future. There will be no less than 5 and no more than 11 members on the Board of Directors. Initially, the Board of Directors will remain the same as the Organizing Group. Upon successful establishment of the school and after one to two years of operations, transition to a long-term governing board will be accomplished through the procedures set forth in the Restated Bylaws. The Board of Directors will comply with all Idaho Open Meeting and Public Records laws.

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

A list of Board members and their backgrounds is included as Appendix E. Please find Bylaws in Appendix A.

Governance of Future resides exclusively with the Board and not with the originators of the organization idea. The originators of the idea for Future took steps, from the outset, to minimize risk by recruiting a diverse and an independent Board immediately following organization and by declining to be voting members of the Board. From the outset, the visionaries have deliberately limited their role in the organization, providing information and vision to the Board of Directors, but allowing the Board of Directors to govern the organization. By removing themselves from positions of control, the visionaries reduced risk and long-term potential problems.

Bylaws have been adopted to promote and retain long-term commitment to the mission of Future by staggering the transition of board members so that no more than two-fifths of the board is replaced at any one time. Notwithstanding this Board continuity, the bylaws promote ongoing change in the makeup of the Board of Directors through annual elections so as to encourage fresh perspective and bring new talents to bear on the success of Future.

Board of Director's Responsibilities

The Board will be responsible for the financial health of the school, managing the school's funds responsibly in coordination with the school's mission, vision, and educational program goals. The Board will make an effort to establish financial practices and reporting that result in accuracy and transparency. Board members will participate in fundraising activities as deemed necessary and appropriate by the Board. Board members will put the interests of the school first and will refrain from using the position for personal or partisan gain.

Board business conducted at Board meetings will be done per the bylaws and applicable laws (see Bylaws in Appendix A). Board members will commit to the ethical standards set forth in the Ethical Standards agreement (see Appendix E).

The Board is to serve as the liaison between the school and the authorizing entity.

Recruiting Board Members

Future will seek prospective board members with training and experience in business, real estate, marketing, community work, law, finance, accounting, entrepreneurship, and education.

Board Oversight Responsibilities

The Future Public School Board of Directors is the governing board of the Future Public School. The Board has ultimate control over the school and all employee and parent concern. If a parent or employee has a concern, he or she will first attempt to resolve the issue with the school leader. If the issue cannot be resolved with the school leader, the parent or employee will attempt a resolution by bringing it before the Future Public School board.

The Board of Directors is responsible for:

- Policy development and review
- Educational goals, short-term and long-term
- Financial well-being of the school
- Operational oversight (long-term, not day-to day)
- Legal affairs of Future Public School
- Adopting, advocating for, and overseeing a responsive school budget that meets the school goals and needs of all students
- Conducting an annual self-evaluation of its own leadership, governance, and teamwork
- Communicating and interpreting the school's mission and vision as well as other policy matters to stakeholders and the general public
- Ensuring a supportive, highly-functioning leadership team is in place which advocates for children and community
- School fundraising opportunities

Board Development

As new Board Members are added, each is provided with a New Board Member Welcome Packet, which contains information in regards to responsibilities of being a Board Member. Within the packet responsibilities listed include, but are not limited to: Board Member roles, state statute for charter schools, ethical standards, meeting laws, policies, financial reports, budgets, and other responsibilities. As a new Board Member, an individual will also receive access to an account for an online Board management tool. This tool will be used to manage flow of information and documents as the Board works through its regular duties and responsibilities.

Throughout the year, as decided by the Board Chairman, there may be a training schedule to include, but not limited to, the roles/responsibilities of a Board, review of the school's charter, review of financial audits, the Board's Ethical Standards, and state statutes. As appropriate, the Board may include other training, including external training, as needed based on costs and time. Potential trainings include training through the Idaho Charter School Network or other regional trainings. The Chairman will make sure the Board is aware of these opportunities. Board members will be encouraged to attend parent and staff educational meetings, as well as school fundraisers and events.

BoardOnTrack, a nationally-renown Board development organization, will work closely with Future's founding Board to ensure that Board members are properly prepared to serve - and that once Board members are serving, they have access to all the tools they need to succeed.

Ethical Standards

Future Public School will explore ISBA membership, create, and adhere to ethical standards.

Parental Involvement

Parental involvement is a crucial aspect of student learning at Future Public School and we encourage and foster myriad ways for it to take place. Upon enrollment, parents, teachers, and students sign a Commitment to Excellence that sets forth many of the ways parents and school work together for the success of our students. In the Commitment to Excellence parents agree to:

- Make sure the child arrives at Future everyday on time.
- Make arrangements so the child can remain at school throughout the day and be picked up on time.
- Commit to participating at Future in a variety of ways, including attending parent-teacher conferences, family workshops, quest nights, and other school-related activities.
- Do all they can to support the child and the commitment he/she has made to attend Future.
- Partner with the teachers and staff of Future to help the child excel in school, both academically and emotionally.
- Help the child in the best way they know how, and do whatever it takes for him/her to learn.
- Review the child's agenda (if student has one), and let him/her call a classmate or teacher if there is a question and/or problem with the homework.
- Review, read carefully, and sign (if necessary) any papers the school sends home. Parents will ask questions if they have them.
- Make themselves available to the children and the school and address any concerns they may have. Parents will meet regularly with teachers to discuss child's progress.
- Notify the school no later than the beginning of the school day if the child is to miss school.
- Allow child to go on Future field trips.
- Always act in a respectful manner when speaking with all people in our school community.
- Help children prepare for high school, college, and life by supporting him/her and encouraging him/her to adhere to his/her Commitment to Excellence.
- Embody the school values of Future Public School.

Parents may also opt in to volunteering at the school through the Parent Faculty Association, which will run monthly school support meetings. Parents will be encouraged to attend and participate in the Board of Directors' monthly meetings. Availability of monthly agendas, minutes, and Board needs will be posted on school website and parents will be made aware of their availability.

Audits

Each year Future's Board of Directors will hire a certified public accountant to conduct an independent audit that complies with all related finance laws and generally accepted auditing

standards. At the completion of the audit, the Board will review the results of the audit and approve and accept the audit report and findings. A copy of the audit report will be submitted to the authorizing entity and the Idaho State Department of Education. Annual audit and financial compliance will be completed pursuant to Idaho Code. The school will take action to address any concerns brought up by the audit in a timely manner.

Financial Reporting

Future will comply with the financial reporting requirements of Idaho Code Section 33-701 (5-10). Future will also comply with all financial reporting requirements of the Idaho Public Charter School Commission. Within one hundred twenty (120) days from the last day of each fiscal year, the Board will prepare and publish an annual statement of financial condition and report of the school as of the end of such fiscal year in a form prescribed by the State Superintendent of Public Instruction pursuant to Idaho Code Section 33-701(5). Such annual statements shall include, but not be limited to, the amounts of money budgeted and received and from what sources, and the amounts budgeted and expended for salaries and other expenses by category.

The school shall place copies of all teacher contracts and vendor contracts on the school website. In addition, the school will develop and maintain an expenditures website as required by Idaho Code Section 33-357.

Annually, Future Public School will file with the State Department of Education such financial and statistical reports as the SDE may require pursuant to Idaho Code Section 33-701(7). Future Public School will destroy all claims or vouchers paid five years from the date the claim or voucher was canceled and paid pursuant to Idaho Code Section 33-701(8).

Future Public School will review the school budget periodically and make appropriate budget adjustments. Amended budgets shall be submitted to the State Department of Education pursuant to Idaho Code Section 33-701(9).

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

Tab 6 – Employee Requirements

Qualifications

Future Public School's full-time and part-time staff will meet or exceed qualifications required by state law. All certified applicants must be able to obtain the appropriate Idaho certificate with endorsement in the content area in which they are assigned as required by Idaho Code Section 33-5205(3)(g) and will demonstrate content mastery in the teaching positions that require this designation, including Special Education teachers. These teachers will meet the qualifications outlined on the State Department of Education's website and documentation. Administrators will be certified as administrators.

Future Public School will provide all certified staff with a Board-approved written contract. All full-time and part-time staff will be expected to meet the following requirements, including but not limited to:

- All employees will be expected to possess the knowledge, character, judgment, experience, and expertise consistent with the standards of Future.
- All classified applicants must meet the minimum requirements set forth in the job description for the vacant position.
- All applicants must complete a standard employment application and interview process.
- All applicants selected for employment shall submit a criminal history check pursuant to Idaho Code 33-130, comply with Idaho Code 33-1210 (information on past job performance), and meet final Board approval pursuant to Idaho Code 33-513.
- In an effort to engage participation from the parents, extended family, and greater community, and in the event that an individual is identified as possessing a particular talent or skill, Future reserves the right to hire anyone for temporary or part-time assistance under the direct supervision of a certified staff member. This provision allows Future to draw upon the wealth of knowledge and experience found in the community by individuals who may not hold a teaching certificate. Furthermore, employed staff will be appropriately certified although volunteers may be brought in to provide specialized expertise.

Future is committed to an environment of non-discrimination in relation to race/ethnicity, national origin, religion, gender, sexual orientation, gender identity, age, social or economic status, disability, or special needs. This policy will prevail in all matters concerning staff, students, the public, educational programs, and employment practices.

Background Checks

All employees, subcontractors, Board Members, and volunteers who have unsupervised contact with students in a PK-12 school setting are required to undergo a State of Idaho Background Investigation Check and FBI fingerprinting in compliance with Idaho Code 33-130. Each person stated above shall submit the completed fingerprint card or scan to the school who will submit such background check information to the Office of Certification at the State Department of Education.

Health and Safety Procedures

Future will create a comprehensive Health and Safety plan in conjunction with feedback from parents and staff. Once we have a final facility, we will review and edit this plan to ensure compliance.

To ensure employee and student safety, Future will comply with the following health and safety procedures:

- All state rules and regulations for student safety will be followed.
- Conduct criminal history check for all employees in compliance with Idaho Code 33-130. This requirement is a condition of employment.
- Require all students to have proof of immunization before enrolling.
- Require all visitors sign in at the office, receive, and wear a visitor's pass when visiting the school building.
- Student check out during the school day will require the person picking up the child to sign the child out at the office and to produce appropriate photo identification.
- Staff will be trained in procedures outlined in the public schools' emergency plan.
- Provide for inspection of the facility in compliance with Section 39-4130 of Idaho Code. Adopt policies to meet all required city, state, and federal health, accessibility, safety, and fire and building codes for public schools. Fire and safety officials using the same guidelines for all public schools will inspect the facility.
- A healthcare/nurse space will be furnished and supplied adequately for the number of students in the school. Health records highlighting chronic issues will be held on each student and made available in emergencies.
- Emergency contact numbers will be maintained on all students. We will create a plan for quickly contacting parents during an emergency.
- Fire, evacuation, and lockdown drills will be conducted regularly. Maps illustrating fire exit routes will be posted near the exit in every room.
- Future Public School will adopt and implement a comprehensive set of health, safety, and risk management policies. These policies will be developed in consultation with Future's insurance carriers and at a minimum address the above and following items:
 - Policies and procedures for response to natural disasters and emergencies, including fires and bomb threats.
 - Policies relating to preventing contact with blood-borne pathogens.
 - A policy requiring that all staff receives training in emergency response.
 - A policy that the school will be housed in a facility that has received fire marshal approval and has been evaluated by a qualified structural engineer who has determined the facilities present no substantial safety hazard.
 - Policies establishing that the school functions as a gun-free, drug, alcohol, and tobacco-free workplace.
 - A policy regarding Internet usage that complies with all requirements set forth in the Children's Internet Protection Act.

Policies are incorporated as appropriate into the school's Student & Parent Handbook, and will be reviewed on an ongoing basis in the school's staff development efforts.

Please see Appendix M for Family Handbook, including policies on Internet / Technology.

Suicide Prevention

Protecting the health and well being of Future students and staff at Future is of the utmost importance. The Board will adopt a suicide prevention policy that will help protect all students through the following steps:

- Students will learn about recognizing and responding to warning signs of suicide in friends, using coping skills, support systems, and seeking help for themselves and friends. This will occur as part of the healthy living and exercise curriculum.
- The school administrator or counselor will serve as a suicide prevention coordinator and as a point of contact for students and/or families in crisis and to refer students to appropriate resources.
- When a student is identified as being at risk, he or she will be assessed by the school counselor or administrator who will work with the student and his or her family to help connect them to appropriate local resources.
- Students will have access to national resources which they can contact for additional support, such as:
 - The National Suicide Prevention Lifeline: 1-800-273-8255 (TALK)
 - www.suicidepreventionlifeline.org
 - The Trevor Lifeline: 1-866-488-7386
 - www.thetrevorproject.org
- When a student is identified by a staff person as potentially suicidal (i.e., verbalizes about suicide, prevents overt risk factors such as agitation or intoxication, the act of self-harm occurs, or a student self-refers), the student will be seen by the school counselor within the same school day to assess risk and facilitate referral. If the counselor is not available, a school nurse or administrator will fill this role until a mental health professional can be brought in.

Professional Codes and Standards

Staff must comply with the professional codes and standards approved by the Idaho State Board of Education, including the Code of Ethics for Idaho Professional Educators outlined in IDAPA 08.02.02.076. Teachers or staff who are found in violation of the Code of Ethics will have action taken against them including, but not limited to, a performance review, improvement plan, suspension, termination, or legal action.

Future will make every effort to assure only qualified and effective teachers that embrace the educational and instructional philosophies (e.g., project-based, future-focused pedagogy, instructional-level teaching) of Future are retained. As a result, teachers at Future will be required to undergo annual evaluation procedures that ensure project-based effective instruction takes place. The evaluation procedures will fulfill the requirements of Idaho Code and will be based on Danielson's "Framework for Teaching" which includes: Planning and Preparation, Learning Environment, Instruction and Use of Assessment, and Professional Responsibilities. Informal administrative walk-through observations will also take place as a method of collecting reflection data for administration and teachers.

Future values parental input as part of the evaluation process. Parents or guardians will be given opportunities throughout the year to provide feedback on teacher performance. The evaluation form will include a section for input received from parents or guardians. Each certified

staff member shall receive one written evaluation completed no later than May 1, per Idaho Code. The evaluation shall include a minimum of two documented observations, one of which shall be completed prior to January 1 of each year.

If teacher performance is deemed below expectation, the teacher will be placed on probation. With input from the teacher and guidance from the Administrator, a performance improvement plan will be developed. The teacher will be guided and mentored according to the plan by the Administrator or designated administrator. Upon completion of the performance improvement plan, the teacher will either be removed from probation, continue probationary status, or will be terminated in accordance with Idaho employment laws. The performance improvement plan will be adjusted as necessary throughout the probationary period.

Professional Development and Evaluations

As learning and curiosity are impressed values at Future, we expect teachers and staff to exhibit these values themselves. Future Public School will develop a list of research-based, best teaching practices and methods that Future teachers will be expected to incorporate into their teaching.

Teachers will be provided with initial and ongoing professional development in the following areas:

- **Personalized Learning** - Teaching method and structuring for personalizing learning as it relates to students and adults
- **Flexible Learning Spaces** - Philosophy, learning strategies, design-thinking, and science of learning environment
- **Teacher as Designer** - Training on designing personalized student curriculum, addressing individual needs, and designing opportunities
- **Restorative Practices** - Training on restorative practices from the International Institute for Restorative Practices and other resources to best build a culture of community in school.
- **Soft Skills** - Ongoing professional development to equip teachers with a framework for understanding, and resources, to integrate Teaching Tolerance's Social Justice standards into daily curricula, foster character strengths, and support students in developing their individual strengths.
- **Bullying Prevention** - Annual training and practices for staff using latest research-based anti bullying and anti cyber-bullying prevention methods and connections to building community rather than divisive nature of bullying.

- **Computer-science integration** - Ongoing professional development as technology continues to advance and improve, learning from Future's agile environment to best support student learning.
- **Rigorous math, reading, and writing best practices** - National, research-based curriculum training from most rigorous, best practices in math, reading, and writing to lay the foundations for our students' endeavors across the domains of other learning.
- **Teaching Tolerance's Social Justice Standards** - Staff will be trained on the implementation and integration of the social justice standards and components throughout the daily curriculum at Future.

See Appendix K for detailed Staff Professional Development Plans

Transfer Rights

Future Public School will be its own Local Education Agency (LEA). No employee transfer rights apply between Future Public School and any other school district.

Employee Benefits

It is the intent of Future to offer competitive wages and benefits so that it can recruit and retain talented employees. All employees who currently are members of PERSI will continue their participation. All new employees that are eligible for PERSI will become member of PERSI. All employees will contribute to the Federal Social Security System. Future will make all employer contributions as required by PERSI and Federal Social Security. In addition, the school will also pay for workers compensation insurance, unemployment insurance, and any other payroll obligations of an employer as required by Idaho Code 33-1279. Future will also allow for accumulation of sick leave as allowed by Idaho Code 33-1217. The Board will provide health insurance and may establish other benefits. The Board will develop a process to ensure that all eligible employees are enrolled in one of the school's health insurance plans.

Collective Bargaining

The staff at Future shall be considered a separate unit for purposes of collective bargaining.

Contracts

All teachers and administrators will be on a written contract with Future, approved by the Board. All contracts will be conditioned upon valid certification being held by such professional personnel at the time of commencement of said duties.

A copy of all teacher and administrator contracts along with certificates for certified teachers and administrators will be on file in the school office.

Job postings and all other hiring and employment practices will be free of any unlawful discriminatory language or practices.

Disciplinary Procedures

Future believes in reconciliation and peacemaking as an antidote to oppressive discipline practices, unhealthy team cultures, and broken communities. We view restorative justice practices as our pathway to a more whole and healthy school community. Student choices or behavioral challenges will not limit or take away from learning time. Instead, we take the opportunity of a wrong choice to implement restorative practices that allow for community building, keeping all our children in school 100% of the time.

Following the return of staff after summer break the Leadership team will review with staff the expectations of student behavior and disciplinary procedures.

At the beginning of each year the Leadership Team will review with students Future's expectations of student behavior and disciplinary procedures.

These reviews will include material contained in the handbook as well as any other information that may be pertinent. These reviews will constitute the basis to refresh/inform staff and students of policies and procedures, and should they fail to adhere to them, disciplinary action that will occur.

Future follows the restorative practice methods laid out in the International Institute for Restorative Practices Handbook. This system includes, but is not limited to, the following disciplinary and behavioral systems:

- Affective statements and questions in learning spaces
- Small impromptu conferences between students and teachers
- Community circles
- Formal conferences
- Ongoing weekly mentor meetings for every student with a caring adult

One of the basic premises of restorative practices is that human beings are happiest, healthiest, and most likely to make positive changes in their behavior when those in authority do things with them, rather than to them or for them. Restorative methods impose a consequence rather than a punishment and help to create empathy and active involvement. A consequence dramatically improves the chances that positive attitude and behaviors will be internalized and that young people will behave well, not merely out of fear, but because they want to feel good about themselves and have a positive connection to others.

Future will implement school-wide consequences, depending on child's age, severity of infraction, and history of behavior. These consequences include, but are not limited to:

1. General warning (to the entire class)
2. Non-verbal warning (that is clear to the student)
3. Verbal warning
4. Student does not earn all Future letters on agenda (kept in binder or folder)
5. Think Sheet
6. Take 5 Conversation and classroom consequence based on grade level plan
7. Parent/Guardian & Advisor contact to inform of the behavior
8. U-Lab Referral (Future Public School's ULab takes the place of what many schools refer to as "In School Suspension." ULab is so named because of the concept that we would ideally like students to be able to "turn themselves around" (make a U-turn) and return to the classroom as soon as possible.)

Procedures by Which Students Can Be Suspended, Expelled, and Re-Enrolled

Future's student handbook outlines behavior expectations and consequences for unacceptable behavior. Suspension or expulsion will only be considered as a final option in a series of efforts to avoid such measures, including but not limited to the following steps, not necessarily in chronological order. Future will make every effort to match the consequence to the action:

1. Parent/Guardian notification by Teacher/Staff (written and/or verbal)
2. Parent/Guardian notification by Teacher/Staff/Administrator (written and/or verbal) and possible Guardian/Teacher/Administrator conference.
3. Possible suspension; prior to suspension, if needed, the Administrator shall grant an informal hearing on the reasons for the suspension and provide an opportunity to challenge those reasons. The student's suspension is not to exceed five school days in length.
4. Before a student may be readmitted to regular attendance, the student, parent, and administrator or designee shall meet and evaluate the incident to determine if the prospective student possesses any danger or harm to any students, faculty, or property. If it is determined that there is not a risk of danger or harm to students, faculty, or property the administrator or designee will re enroll the student based upon a behavioral plan individually created to address the specific disciplinary and safety issues of the student. Should the administrator or designee find that the reenrollment of the student could cause harm to the students, faculty, or property which in the judgment of the administrator or designee cannot be addressed through a behavioral or safety plan, the Board of Directors has authorized the administrator to extend the suspension up to 10 additional days. Upon completion of the suspension, should a student remain a threat of harm to the students, faculty, or property of Future, the student may be denied re enrollment and may be referred to the Board of Directors for further disciplinary action up to and including expulsion.
5. Expulsion process will follow Idaho Code 33-205 and will not be recommended unless all other disciplinary resources and processes have been exhausted. The recommendation for expulsion will be reported to the Board of Directors by the Administrator. An expulsion hearing will be held to determine the student's placement. Parent/Guardian(s)

- of the student will be provided written notice to the hearing stating time, date, location, and cause for the hearing.
6. Expulsion (Idaho Code 33-205) by Future's Board of Directors will be done by written notice to the Parent/Guardian of the pupil stating the grounds for expulsion and the time and place where the Parent/Guardian may appear to contest the action of the Board. Length of expulsion to be determined by school's Board of Directors.
 7. When a student who has been expelled from another school seeks to become enrolled at Future, the Administrative team shall communicate with the prospective student's parent(s) or guardian(s) and the student's former school district to determine the basis for the student's expulsion as well as the student's general disciplinary record. Thereafter, the administrative team shall evaluate whether or not the prospective enrollee poses any risk of danger or harm to students, faculty or property of Future. If it is determined that there is no risk of danger or harm to students, faculty or property of Future, Future can provide an education to the student. The Board of Directors has authorized the Administration to enroll the student based upon a behavioral plan individually created to address the specific disciplinary issues for the student. Should the Administration determine that enrollment of the student would pose a danger to other students, faculty or property which cannot, in judgment of the administrative team, be addressed through a behavioral plan, the Board of Directors has authorized the Administration to provisionally deny enrollment into Future. Should a student be provisionally denied enrollment due to prior school expulsion, the student will be advised of a right to a hearing before the Board of Directors to contest this decision.
 8. A student who has been expelled may appeal to the Board of Directors and petition for reinstatement in school. The Board of Directors will make a recommendation for reinstatement. If the Board of Directors recommends, "not to reinstate," the student may petition the Board for a hearing to contest the decision.

Using Alcohol or Under the Influence of Controlled Substances

1. First Offense for Use or Possession (All Grades)
 - Parent of guardian will be contacted
 - Student will be suspended for 5 days
 - Suspension may be modified if the student participates in and follows the recommendations of an assessment by a certified drug/alcohol agency. A release of information would also be required
 - Law enforcement agency shall be contacted
 - If the student does not complete the recommendations of the assessment, then the remainder of the five-day suspension will go into effect.
2. Second Offense for Use or Possession (All Grades)
 - Parent of guardian will be contacted
 - Board of Directors may be petitioned for expulsion of a student
 - Law enforcement agency shall be contacted
 - Child Protection Services (CPS) may be contacted
3. Third Offense for Use of Possession (All Grades)
 - Parent or Guardian will be contacted
 - The student shall be suspended and the Board of Directors will be petitioned for the expulsion of the student
 - Law enforcement agency shall be contacted
 - Child Protection Services (CPS) will be contacted

4. First Offense for Selling or Delivering (All Grades)
 - Parent or guardian will be contacted
 - Law enforcement agency shall be contacted
 - The student will be suspended and the Board of Directors may be petitioned for the expulsion of the student
 - CPS may be contacted

Contacting Law Enforcement and a Student's Parents/Guardians

When a student is suspected of being in violation of federal, state, or local law for possession, use, or distribution of any illegal drug or controlled substance, the local law enforcement agency is to be notified immediately. The Administrator or designee shall communicate all available information to the police and offer the full cooperation of the administration and faculty in a police investigation. The Administrator or designee will notify a parent or guardian of an interview or detainment of a minor student by law enforcement officials.

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

The policy will be included in the student handbook and on Future's website

Tab 7 – Admissions, Discipline, Student Policies

Enrollment

Anticipated class size will not exceed 35 students per learning space. Classes will be multi-age, multi-grade, as defined in the academic program. Enrollment capacity is listed through the 2022-2023 academic year.

Annually, prior to the enrollment opportunity dates, the Board of Directors will evaluate and determine the number of spots per grade to best enhance the progression of the multi-age classrooms.

Our enrollment table reads as follows:

Column 1: Years of operation.

Column 2: Total enrollment for Future for each school year

Column 3: Total kindergarten enrollment including how many classes, and how many students.

Column 4: Total first through third grade enrollment, including how many classes, and how many students

Column 5: Total fourth through sixth grade enrollment including how many classes, and how many students.

Column 6: Total seventh grade and eighth grade enrollment including how many classes and how many students for each grade.

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Year	Total Enrollment	Kindergarten	1-3 Multi-grade classroom	4-6 Multi-grade classroom	7-8 Multi-age classroom
Year 1 2018-2019	320 Students	2 classes 64 students 64 - K	6 classes 192 students 64 - 1st 64 - 2nd 64 - 3rd	2 classes 64 students 64 - 4th 0 - 5th 0 - 6th	0 classes 0 students 0 - 7th 0 - 8th
Year 2 2019-2020	384 students	2 classes 64 students 64 - K	6 classes 192 students 64 - 1st 64 - 2nd 64 - 3rd	4 classes 128 students 64 - 4th 64 - 5th 0 - 6th	0 classes 0 students 0 - 7th 0 - 8th
Year 3 2020-2021	448 students	2 classes 64 students 64 - K	6 classes 192 students 64 - 1st 64 - 2nd 64 - 3rd	6 classes 192 students 64 - 4th 64 - 5th 64 - 6th	0 classes 0 students 0 - 7th 0 - 8th
Year 4 2021-2022	512 students	2 classes 64 students 64 - K	6 classes 192 students 64 - 1st 64 - 2nd 64 - 3rd	6 classes 192 students 64 - 4th 64 - 5th 64 - 6th	2 classes 0 students 64 - 7th 0 - 8th
Year 5 2022-2023	576 students	2 classes 64 students 64 - K	6 classes 192 students 64 - 1st 64 - 2nd 64 - 3rd	6 classes 192 students 64 - 4th 64 - 5th 64 - 6th	4 classes 128 students 64 - 7th 64 - 8th

Admissions Procedures

Future shall establish an enrollment admissions deadline, which shall be the date by which all written requests for admission to Future for the next school year must be received. The enrollment deadline cannot be changed once the enrollment information is disseminated. The enrollment window and deadline will be established by the Board of Directors each January for the upcoming school year.

Returning students will not need to reapply each year, but will need to indicate a commitment to return by signing a form by the enrollment deadline to secure spot for upcoming school year.

Future Public School will be open to all students on a space-available basis. No student will be denied admission based on ethnicity, creed, gender, disability, or place of residence. No out-of-state students will be enrolled.

Future Public School will follow the equitable selection process that is outlined in IDAPA 08.02.04.203.07 or another method that is approved by the authorizer.

Admissions Preferences

If the initial capacity of Future is insufficient to enroll all prospective students, a lottery shall be utilized to determine which prospective students will be admitted to Future. Future will follow the Idaho Code Section 33-502 (j) and utilize an equitable selection process as outlined in IDAPA 08.02.04.203.07 or another method that is approved by the authorizer.

Admissions Preferences for First Year

First priority: Applicants who are children of Future's full-time employees or children of Future's Founders, not to exceed 10% of total enrollment thereafter.

Second priority: Applicants who are siblings of pupils already selected by the lottery.

Third priority: Applicants who reside within Future's primary area of attendance. The primary area of attendance will be the section of the Boise Independent School District mapped in Appendix D.

Fourth priority: Applicants who reside outside of Future's primary area of attendance.

Admission Preference for Subsequent Years

First priority: Returning students to Future in the second or any subsequent year of operation. Returning students are automatically enrolled in the appropriate grade and do not need to be selected by lottery.

Second Priority: Children of Future's full-time employees and Founders provided that this admission preference is not more than 10% of the school capacity.

Third Priority: Siblings of students already enrolled in and attending Future.

Fourth Priority: Prospective students residing in the primary attendance area of Future.

Fifth Priority: Prospective students residing outside of the primary attendance area of Future.

Future will be open to all students on a space-available basis. No student will be denied admission based on race/ethnicity, national origin, religion, gender, sexual orientation, gender identity, age, social or economic status, disability, or special needs. No out-of-state students will be enrolled.

Lottery Process

A lottery will take place per grade. Once the lottery and enrollment are complete, admitted students will then be assigned to their specific multi-age classroom.

Waiting Lists

Once the equitable selection process is conducted each year, waiting lists for each grade will be developed. Students will be placed on the list according to the order they were drawn for each priority group. These lists will be used to fill available spots until the next equitable selection process is conducted. If a student does not accept an offer for enrollment, or a parent does not respond to the offer by the designated date in said offer, the student's name will be removed from the list and the next eligible student will be offered the seat.

Any written requests for admission received after the lottery has been conducted will be added to the bottom of the waiting list for the appropriate age-group.

Waiting lists will not carry over from one year to the next.

Notification of Acceptance

Future will comply with the Idaho State Board of Education's rules governing public charter schools (IDAPA 08.02.04) for the notification and acceptance process.

Within three days after conducting the selection process, Future shall notify the students selected for admission to Future by email or phone call.

Admission emails, phone calls, and postings will be accompanied with enrollment information to be completed by the admitted student's parent or guardian and returned to Future by the date designated in the materials. If a parent or guardian of the admitted student declines admission or fails to return the signature form for acceptance by the date designated, then the name of the student will be deleted from the final selection list, and the seat that opens in that age-group will be made available to the next eligible student on the waiting list.

Within five days after conducting the selection process, Future shall notify the students who were not admitted but put on the waiting list by mail. The notification will explain that the prospective student has been placed on a waiting list and may be eligible for admission at a later date if a seat becomes available during the upcoming school year.

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

Public School Attendance Alternative

Since a charter school is a public school and Future is a new entity, not a conversion, the attendance alternative would be the same as for all students in a public school district. The children located within the attendance area of the authorizing district will have the choice to enroll in or seek admission to other educational entities, be they public, private, virtual, or other.

Notification of Enrollment Opportunities

In accordance with IDAPA 08.02.02.203.02, Future will ensure that the public notification process of enrollment opportunities will include the dissemination of enrollment information at least three months in advance of the enrollment deadline established by Future each year. The information will be posted in highly visible and prominent locations within the attendance area as well as on Future's website.

Additionally, Future will ensure that the process includes the dissemination of press releases or public service announcements in English and Spanish to media outlets such as television, radio, and newspapers that broadcast within or disseminate printed publications within the area of attendance of Future. Future will ensure that these announcements are broadcast or published by such media outlets on at least three occasions, beginning no later than 14 days prior to the enrollment deadline each year. Furthermore, Future will also ensure that a major social media campaign takes place on platforms such as Facebook, Snapchat, and Instagram. In addition, Future employees and volunteers may voluntarily canvas neighborhoods within the attendance area and notify residents door-to-door.

Future will work with culturally-based organizations in the enrollment area to reach Hispanic/Latino families, refugee families, and other families historically underserved in order to increase awareness of Future, provide access to information about application and enrollment, and access to opportunities before and after school at Future.

Enrollment information shall advise that all prospective students will be given the opportunity to enroll in the public charter school regardless of race/ethnicity, national origin, religion, gender, sexual orientation, gender identity, age, social or economic status, disability, or special needs.

Denial of Attendance

In accordance with Idaho Code 33-205, Future's Board of Directors may deny enrollment to Future or may expel or deny attendance to Future to any student who is found to be habitually truant or whose conduct, pursuant the judgment of the Board, is such to be continuously disruptive of school discipline or the instructional effectiveness of the school, or whose presence in a public school is detrimental to the health and safety of other students, or who has been expelled from another school district in this state or any other state. Any student having been denied enrollment or expelled may be enrolled or readmitted to the school by the Board of Directors upon such reasonable conditions as may be prescribed by the Board, but such enrollment or re-admission shall not prevent the Board from again expelling the student for cause.

The process for expulsion and denial of attendance is in Tab 6 under Disciplinary Procedures. For Special Education cases, refer to Tab 3 under Special Education.

Student/Parent/Guardian Handbook

In order to make certain that parents, guardians, and students understand the expectations for students at Future, parents/guardians will receive a copy of the student/parent/guardian handbook. The handbooks will be available on the school website and hard copies of the handbook are available upon request for admitted students. At the beginning of each school year all parents will sign an acknowledgement form within the first 30 days of school that they have reviewed and agree to abide by the handbook.

The handbook will be reviewed and updated annually by the Board of Directors. The handbook will be finalized each year prior to the admission process and will be a joint effort between the administrative staff, parents, guardians, and the Board of Directors. Once a student is admitted to Future, a deadline will be set whereby students and their parents/guardians will be required to return a signature form stating that the handbook has been received and its contents understood.

See Appendix M for a draft of the student/parent/guardian handbook.

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Tab 8 – Business Plan, Transportation, School Lunch

Business Plan

Future Public School is organized exclusively for charitable, educational, and scientific purposes as laid out in Section 501(c)(3) of the Internal Revenue Code. More specifically, Future is organized to operate as a public charter school utilizing a STEM-rich, computer-science focused model to bring the students of the Treasure Valley area an option and opportunity not currently available in the region. (See Appendix A: Articles of Incorporation)

Future will serve grades k-4 upon opening with plans to expand eventually encompassing grades k-8. The school will be physically located within the boundaries of the Boise School District and will primarily serve students residing within the Boise School District and West Ada School District.

The objective of Future is for teachers, students, and families to unify around our central goal - college graduation and a life full of choice for all our students. We believe that excellent, computer-science; engineering education ingrained into a future-focused curriculum will set up students for success throughout life. This type of school is not currently available anywhere in the Treasure Valley and we hope to bring this option to parents and students.

Future will remain financially viable year-to-year through excellent management and fiduciary practices, strong leadership, and representation across all levels of the Future Public School community. Future will emphasize ongoing recruitment, training, and retention of the most qualified and committed faculty and staff in order to maintain long-term sustainability.

Future will report directly to the Authorized Chartering Entity.

Marketing Plan

Market Analysis

Future Public School will serve the Boise Metropolitan Statistical Area. The high school and college graduation averages within this region exceed statewide averages, and education is a top priority of the region. In the Boise School District, the go-on rate in 2015 was 60% compared to a statewide percentage of 46%. Here, in the state's Capitol, education is important from the office of the Governor all the way down to the living rooms of local residents. Future Public School will offer an opportunity to families in the region to pursue a rigorous, science-focused academic program that will lead 100% of students finding success, graduating from college, and life. In this sense, Future will re-segment the existing education market in the Treasure Valley area. Niche re-segmentation of the market allows Future to ask questions of families about what would improve the product of education for their families, where can schools improve for students, and how should education prepare students for the future? Future will serve a diverse student population interested in school choice and equity for all students. Students and families understand the importance of future-focused education in order to prepare our students for the innovation economy.

Competitive Analysis

There are no schools that offer a future-focused, computer-science infused curriculum in the area to be served. Similarly, no school exists specifically founded on values of equity with an

emphasis on 100% student preparation for college. Exploring the academic data of schools in the region to be served reveals achievement gaps between students classified as socioeconomically disadvantaged versus those not classified as socioeconomically disadvantaged. The closest elementary schools with high emphasis on computer-science pieces of curriculum are a handful of STEM schools located in Meridian and there are no such k-8 schools.

Marketing Strategy

According to Stanford, UC Berkeley, and Columbia professor and creator of the Lean Startup revolution, Steve Blank, “build it and the customers will come (regardless of the number of dollars raised) is not a successful strategy” to expand and grow an organization.¹⁶ Given that many new schools follow this path, it is important to differentiate the process of Future Public School.

Germinated out of thousands of hours of student experiences and constant testing of assumptions, Future has discovered, validated, and created customers (i.e. parents and students). The founders of Future have run computer-science programs during and after school for 4 years leading up to the creation of the school. The founders have also run two pilot programs out of the local Boys & Girls Clubs of Ada County with a third program slated for summer of 2017. During that time, the experience of parents and students has been studied and carefully examined in order to form a more perfect school.

Although many families currently cannot wait to enroll in the school, constant student recruitment and retention is a top priority of the school. As such, the Board and the school administration will employ the most successful marketing strategies in order to reach out to families in our community. The foundation of Future’s marketing strategy is built on social media and electronic communication. With over 330 current social media followers, a number that grows daily, families and students in the area are kept up to date with Future’s progress. Information about the school, including announcements regarding registration and lottery will be disseminated via social network channels such as Facebook, Instagram, and Twitter. This strategy of communication will be coupled with a grass-root, feet-on-the-ground approach. Knocking door-to-door in the community to recruit students and visiting families in their homes reminds us of the urgency of our work and the importance of face-to-face communication. Holding community meetings at the Boys & Girls Clubs and local churches also allows us to connect in person. The marketing campaign understands the personal nature of human interaction and will leverage relationships so that early advocates of the school help sell the school to friends and family. Founders and volunteers will manage marketing efforts throughout the petition process, during pre-opening, and during the first year of operation.

Future aims to enroll students from historically underserved communities in our area and will focus the majority of its marketing strategy here. While doing so, Future will comply with State and Federal laws addressing diversity in the academic setting.

Current status of the marketing strategy has resulted in approximately 175 interested students and families. As social media and community outreach activities continue to expand, this number will continue to be updated.

¹⁶ Blank, Steve. (2013) *The Four Steps to the Epiphany: Successful Strategies for Products that Win*. p.18

Management Plan

Forms of School Organization

Future is formally organized as a non-profit corporation pursuant to the Idaho Nonprofit Corporation Act, Idaho Code 30-3-1 et seq., and will be operated in accordance with the requirements of that act. Future is organized to operate a public charter school in Idaho and will be operated in accordance with the Idaho Public Charter Schools Act and other laws applicable to the operation of Idaho public entities.

Board of Directors

The business and affairs of Future will be managed by its Board of Directors, which shall consist of no fewer than five (5) and no more than (11) members. The Board of Directors will conduct its business at an annual meeting conducted on the 2nd Tuesday in November or at such other time as determined by the Board of Directors. During said meeting the Board will review annual programmatic and fiscal audits, and at monthly meetings conducted on the 2nd Thursday of each month. The Board will conduct its business transparently with all meetings being conducted in accordance with the requirements of Idaho law, including those laws applicable to open meeting requirements.

The Board of Directors will elect from its membership, at least the following officers who shall have the following responsibilities indicated:

- **Board Chair:** The Chair, subject to the control and oversight of the Board of Directors, shall in general, supervise and control all of the business and affairs of Future and may sign, with other appropriate officers as designated by the Board of Directors, any deeds, mortgages, bonds, contracts, or other instruments authorized by the Board of Directors.
- **Secretary:** The Secretary shall keep minutes of all proceedings of the Board of Directors; provide required notice of all meetings of the Board of Directors; have custody of Future's business records; maintain contact information for each member of the Board of Directors; and perform all other duties incident to the office of secretary as assigned by the President or the Board of Directors.
- **Treasurer:** The Treasurer shall have charge over all funds of Future; be responsible for overseeing proper management of funds; perform all other duties incident to the office of treasurer as assigned by the Chair or Board of Directors. To the extent deemed necessary by the Board of Directors, Future may engage the services of accounting and/or bookkeeping professionals to assist the Treasurer in order to meet the needs of Future in monitoring financial performance and ensuring financial viability and success, including, if necessary, a permanent, part-time Chief Financial Officer to provide financial operations oversight for Future. Prior to beginning operations, but after approval of the charter, Future will obtain and provide documentation of appropriate bonding for all personnel involved in the school's financial operations.

In addition to the required officers previously noted, the Board of Directors may elect, from its membership, as many vice-presidents and assistant secretaries or treasurers as deemed necessary by the Board of Directors.

The Board of Directors is responsible for financial and legal requirements of Future Public School including the annual budget, expenditures, and legal compliance with local, state, and federal regulations. The President shall sign employment contracts and ensure compliance with state and federal regulatory agencies. The Board of Directors will have the responsibility to

approve the selection of the school Administrator, who may not be one of its members. The Board also will be responsible for hearing, and approving or disapproving, the recommendations of the school Administrator with respect to changes in staffing, program, discipline or curriculum. The Board will, when necessary, adjudicate disagreements between parents and the administration.

Upon approval of a charter, the Board will develop a policy manual which shall include policies for: Instruction, Students, Community Relations, Personnel, Administration, Financial Management, Non-instructional Operations, School Facilities, and Philosophy. Board Policy will be made available to the public either as a hard or electronic copy - or both.

The Board of Directors will serve as the liaison between Future and the Authorized Chartering Entity.

Administrator/Organizational Structure

Future will employ an academic administrator (the Administrator) holding an Administrator Certificate issued by the Idaho Department of Education. The Administrator will be hired by and serve at the pleasure of the Board of Directors and will report to the President.

Administrative services will be provided by the Administrator under the direction of and subject to the policies, plans, and programs established by the Board of Directors. To the extent administrative services exceed the capabilities and capacities of the Administrator, the Board of Directors reserves the right to retain contracted professional services on an as needed basis.

The Administrator will be authorized, subject to budgetary limitations, to hire and supervise other administrative staff such as an office manager, receptionist, clerk, instructional aids, and/or bookkeeper. The Administrator will also be authorized to contract for required services including, but not limited to, transportation, special education, faculty professional development, faculty training, equipment, supplies, and other budgeted expenses, subject to the limitation that all expenditures exceeding \$14,000.00 shall be subject to the approval of the Board of Directors.

The Administrator shall chair a hiring committee responsible for the hiring of all certified professionals and shall have supervisory responsibility for all such professional employed by Future. Future will initially employ an administrator, 9 teachers, and additional support staff. Future will add administrators, teachers, and support staff as necessary to accommodate growth and as finances permit.

The Administrator shall ensure compliance with relevant professional codes and standards, oversee professional development, and perform annual performance reviews for all certified staff members.

The Administrator's performance shall be reviewed annually by the Chair under the direction of and with input from the Board of Directors.

Operations Plan

Pre-Opening

Operation plans for Future for the coming year include the following tasks: (1) charter approval; (2) application for charter grants and pursuit of other funding opportunities including private donation and federal charter startup dollars; (3) public notification of charter approval and opportunities through various media outlets including traditional public media and grassroots

social media campaigns; (4) recruitment of students and staff; (5) establishing a firm facilities commitment and contract. (See Appendix J: Pre-Opening Timeline)

Academic Day-to-Day Operations

The Administrator of Future will have both the autonomy and accountability necessary to determine the day-to-day operations of Future subject to the policies, plans, and programs established by the Board of Directors. The President will maintain oversight authority over the operations, but will not interfere unnecessarily in the Administrator's day-to-day management.

The Administrator and the Board of Directors will work together to determine the school calendar, school schedule, and hours of operation in order to provide and go beyond the state-required 900 hours of instruction.

Financial Plan

Financial Management

The Board of Directors will be responsible for the financial management of Future. The Board of Directors' role in financial management will include, but not be limited to, the following:

- Establishment of operating and capital budgets
- Long-term financial planning and preparations
- Monthly review of budget-to-actual financial performance providing for adequate oversight of financial performance and the opportunity to adjust expenditures as necessary to ensure operation within budget
- Monthly review of cash flow projections
- Establishment of internal financial policies consistent with the requirements of state law and Generally Accepted Accounting Principles to provide for adequate financial controls;
- Approval of all expenditures in excess of \$5,000.00 coupled with a monthly review of Future's general register to verify compliance with expenditure-related policies established by the Board of Directors
- Engagement on an as needed basis as determined by the Board of Directors of accounting and/or bookkeeping professionals to meet the needs of Future in monitoring financial performance and ensuring financial viability and success.

Future will maintain all financial records in accordance with Generally Accepted Accounting Principles (GAAP) and will follow all requirements set forth by the Idaho State Department of Education.

The Start-up budget and assumptions are found in Appendix G

Three year operating budget forecast is in Appendix H

The Breakeven budget is in Appendix H

Operating Budget

The Board of Directors will prepare and maintain a budget in accordance with the requirements set forth in Idaho Code 33-801 and the rules set forth by the Idaho State Board of Education. Projected budgets have been provided with Future Public School's charter petition, but a final budget will be presented as a public hearing in June of 2018 prior to the opening of Future that fall. The budget will be delivered to the Idaho State Department of Education as required by law on or before July 15. Copies of the budget will be published publicly on Future's website. The budget will be prepared, approved, and filed using the format approved by the Idaho Financial Accounting Reporting Management Systems (IFARMS).

Income Sources

Future will rely upon the following funding sources: (1) state allocation per pupil; (2) federal start-up grants; (3) private grants; (4) private donors. Signed commitments from private and corporate donors can be found as part of Appendix F. Future has generated community support currently totaling \$150,000 from the NewSchools Venture Fund. This stems from a total grant of \$215,000, \$50,000 of which is to fund our summer 2017 camp program, \$15,000 of which is to travel to conferences, and \$150,000 to be used for 2017-2018 expenses (see grant letter in Appendix F). Future has been involved in talks with Terry Ryan and Bluum who have expressed intent to provide financial support the first year, with increased support and grant opportunities as a successful model is observed. See letter from Bluum as part of Appendix F as well as a granting letter from the J.K. and Kathryn Albertson Family Foundation where the final line of the first paragraph mentions continued support for two of Future's founders, Amanda Cox and Brad Petersen. Future has continuing communication with Building Hope who, has shown high interest in purchasing and building a school building on E. 43rd Street in Garden City. Representatives from Building Hope in Salt Lake City have been in Boise and Garden City for the purpose of visiting the 43rd St. site. They intend to purchase it and build a school building, which would be sub-leased back to Future at a very affordable rate (no more than a 4% cap) with options to grow into the space as enrollment at Future increases. The developer in the area, Parkway Station, LLC is in support of this opportunity (see letter of support in Appendix F) and the Boys & Girls Club located next-door to the property is also in support (see letter of support in Appendix F). Future has identified other potential sources for additional funding and will engage grant-writing services to prepare proposals pending approval of the school by the authorizing chartering entity. Notes regarding Assumptions are attached as Appendix I.

Working Capital and Asset

Future has raised approximately \$150,000 in private donations and will rely upon those funds to fund Charter Application Year Operations as outlined above. Future does not anticipate having other working capital or assets until after the charter is approved.

Fundraising

In addition to the state per pupil allocation and grants, Future will rely upon the efforts of the Board of Directors, the Administrator, and the Parent-Faculty Association to develop regular fundraising efforts to generate supplemental capital.

Members of the organizing group have experienced great success in the past with various fundraisers at local businesses and schools. Future looks forward to utilizing these talents and efforts upon approval. Future will have yearly, ongoing fundraisers that help bring in additional funds for the school. Grant writing and requests will be an ongoing key strategic element and a responsibility of the Administration.

Future intends to implement a program seeking community incremental donations to supplement per-pupil allocations. Discussions are underway for how best to execute this.

Purchasing

Subject to the approval of the Board of Directors, the policies and procedures established by the Board of Directors, and the limitations set forth above, the Administrator will determine the procedures to be relied upon for procuring goods and services. All purchasing procedures shall comply with the requirements of applicable Idaho laws and related administrative rules and where appropriate, will involve a competitive bidding process.

Payroll

Subject to the approval of the Board of Directors, the policies and procedures established by the Board of Directors, and the limitations set forth above, the Administrator may engage a private contractor for purposes of outsourcing Future's payroll processing, provided, however, that if it is more cost-effective and can be capably handled internally, payroll shall be handled by the Administrative support personnel as retained by the Administrator pursuant to the authority set forth above.

Transportation Plan

Future will offer transportation services for students from the initial opening of the school for students in the primary attendance area in accordance with Idaho code 33-1501-1514. This is to ensure that lack of transportation will not negatively affect potential students for whom transportation may be a barrier to attendance. These services will be contracted out through a contractor. At the appropriate time, Future will follow transportation bidding process as per Idaho Code.

Busing is a strong priority for Future Public Schools as it is a key lever to increased access for families and is one of the safest means of transportation to and from school.

Future has been in contact with a local busing company, and based on initial estimates, Future can expect to pay in the approximate range of \$285 per bus per day for the first four hours of service (2 hours AM, 2 hours PM) and about \$28-\$30 per hour for each hour over that, based on actual driver time sign-on and sign-off. Future expects to run approximately 2 bus lines the first year and will run up to an estimated 3-4 bus lines once the school is fully enrolled.

To be eligible for transportation services, students must reside within Future's primary attendance area and they must live more than one and one-half miles from the nearest established bus stop. In accordance with Idaho Code, students who live less than one and one-half miles from the nearest established bus stop must provide their own transportation to the bus stop. That distance shall be determined by the nearest and best route from the junction of the driveway of the student's home and nearest public road to the nearest door of the building or the bus stop, as the case may be. Future may transport any student a lesser distance when in its judgment, the age, health, or safety of the student warrants it.

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

The Board of Directors may approve additional transportation services, under its discretion, if fiscally viable under school budget. Transportation planning will be reconsidered yearly as dictated by student enrollment, the need and/or demand for transportation services, and financing.

Transportation for students with special needs will be provided in accordance with requirements of state and federal law. The service may be contracted following the transportation bidding process as per Idaho Code.

Transportation for field trips, excursions, and extracurricular activities will be provided by the school through contracted services.

Student Travel for Extracurricular Activities, Field Trips, Etc.

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

School Lunch Program

Future will contract with an outside vendor to provide lunch, in accordance with federal requirements, during the first year of operation. As a healthy food service is critical to the physical and academic well-being of students, Future will scrutinize and carefully select the vendor that best suits the fiscal program of Future as well as the nutritional requirements of Future's students. For example, the Boys & Girls Club of Ada County has a fully-operating commercial kitchen that meets federal meal guidelines. We are currently discussing potential partnership possibilities with the Club as they have previously provided meals to charter schools and have expertise in this area. Future will ensure that no child goes hungry and is committed to providing healthy breakfast, lunch, and snack programs. Future will attend mandatory State nutritional training meetings and ensure that Future follows all required laws and procedures.

The Board of Directors will also survey families annually and plans to develop a school-sponsored lunch program that would be viable related to facilities, needs, interests, and finances. The Board will approve policies for determining eligibility of students for free and reduced-price meals. Verification reporting and record-keeping will be filed with the Idaho State Department of Education in accordance with state and federal law.

Future will collect free and reduced data annually by individual FRL forms and through Direct Certification if participating in the National Lunch Program.

Tab 9 – Virtual Charter Schools

Future Public School is not a virtual charter school.

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Tab 10 – Business Arrangements, Community Involvement, School Closure

Business Arrangements

Future will proactively seek to establish partnerships with businesses providing potential services and materials for education, legal, accounting, food, transportation, special education, and other services. At the current time, no such contracts exist; however, Future is actively engaged in conversations with several entities regarding potential partnerships. For example, Future is engaged in conversations with the Boys & Girls Clubs of Ada County about food service partnership possibilities. We have also been in contact with a local busing company that would be able to bid services. Future has priced curriculum and technology materials. Future has also entered talks with a local lawyer about potential legal representation. All business arrangements will be conducted according to the laws and policies of the state.

Termination of the Charter

Future will follow all closure and termination procedures as outlined in the Idaho Public Charter School Commission's Closure Protocol.

In case of termination, the Chair of the Board of Directors will be responsible for the dissolution of the school and will cooperate with the Idaho Public Charter School Commission. The Board will follow all state and federal laws regarding the dissolution of a non-profit corporation and arrange for the liquidation of assets and dispersing of funds to creditors.

When the Board determines that the school will be terminated, the Chair will execute the termination. The Chair will arrange for the sale of the assets and will use the proceeds to pay creditors. Within a month after the determination to dissolve the school, the Chair will contact the parents of past and present students informing them of the process to obtain student school records and/or to which school the records should be forwarded. The school will send written notification to parents of students at their last known address and will email the parents at their last known email. The notification will explain how to request a transfer of student records to a specific school, where to obtain records before dissolution, and where and how long the records will be stored after dissolution. The school will send the records to the school requested by the parents. Parents can either email or send written instructions.

Within two months after the final school year, the Chair will direct the remaining student records to parents for whom the school has mailing addresses. Any remaining student records will be stored in a secure location for the legal limit. The school will maintain a Facebook page, Instagram account, and Twitter account stating whom to contact for student records.

The Chair will direct all personnel records to all former employees of the school. All former employees shall receive their personnel records within one month after the final school year. Employee records will be stored in a secure location for the legal limit.

The Chair will arrange for the sale of the assets for distribution of all assets and/or proceeds therefrom pursuant to the requirements of Idaho Code 33-5212(2).

Once appropriate assets have been used to pay creditors, the school will donate or redistribute the remaining assets to other non-profits, in accordance with the requirements of Idaho Code

33-5212(2). Any assets bought with federal funds will be returned to the Idaho Public Charter School Commission and will not be used to pay creditors. All remaining funds will be turned over to the Idaho Public Charter School Commission in accordance with the requirements of Idaho Code 33-5212(2).

Future will fund and complete a final fiscal audit. The audit will be submitted to the Idaho Public Charter School Commission and the Idaho State Department of Education.

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Tab 11 – Regional Professional Technical Schools

Future Public School is not a regional/technical school.

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Appendix C: IPCSC Closure Protocol

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Closure Protocol

Idaho Public Charter School Commission

514 West Jefferson Street, Ste. 303

Boise, Idaho 83702

208-332-1561

pcsc@osbe.idaho.gov

Alan Reed, Chairman

Jenn Thompson, Director

Purpose

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

Authority

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

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

Closure protocol is enacted when:

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

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

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

Roles

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

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

Note

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

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I. Closure Protocol Team

A. Initial Meeting

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

B. Team Members

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

Required members of this team shall include:

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

C. Subcommittees

1. Subcommittees shall be established for the purpose of managing closure tasks in the following areas:
 - i. Communication – student, teacher, family
 - ii. Financial – vendors and assets
 - iii. Business – employer and corporation
 - iv. Records – student and employee records

D. Meeting Agenda

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

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

E. Important Dates

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

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

9. The date by which all W2s will be issued for the school's final operating year; and
10. The date by which the non-profit corporation must be dissolved.

Communication

A. Initial Stakeholder Notification

1. Within 7 business days of the date written notice of closure is issued, the school is responsible to issue a letter (drafted by the IPCSC) notifying stakeholders of closure. This letter shall minimally include:
 - a. Where and when the final order will be posted online for transparency of the reasons for closure;
 - b. The last date of student services;
 - c. Transfer procedures;
 - d. Explanation of the appeal process and when a decision regarding an appeal would be published; and
 - e. Contact information for the school's administrator and the IPCSC.
2. The school may choose to include a supplemental letter drafted by the school's board, and if so, such draft must be provided to the IPCSC prior to distribution to stakeholders.
3. The school is responsible to distribute the IPCSC's letter (and the school board issued supplemental letter, if applicable) to the following recipients:
 - a. All Parents of current students and all parents currently on a waitlist;
 - b. All Teachers, Staff, and Volunteers;
 - c. All Vendors with whom the school has an active contract or has engaged with in the past 12 months;
 - d. All Lease and Loan/bond holders; and
 - e. Any Educational Services Providers with whom the school contracts.
4. The authorizer is responsible to issue a letter informing stakeholders of the closure situation to the following recipients:

- a. All potentially impacted school districts and charter schools;
 - b. The State Department of Education;
 - c. The State Board of Education;
 - d. The Office of the Governor;
 - e. The Public Employment Retirement Service of Idaho;
 - f. The chairpersons of the House and Senate Education committees; and
 - g. The Senators and Representatives serving the state legislature on behalf of the district in which the school maintains student occupied facilities or business offices.
5. Within 7 days of the date written notice of closure is issued, the IPCSC's letter informing stakeholders of the closure situation shall be posted in a prominent location on the school's website and the IPCSC's website.

B. Staff Meeting

1. Within 7 days of the date written notice of closure is issued, the school's administrator, board chair, and business manager shall hold a meeting with all staff to discuss the following:
 - a. Media contact protocol
The Director of the IPCSC is the authorized media contact for the IPCSC. The school is encouraged to establish a single point of contact to manage public relations on behalf of the school.
 - b. Maintenance of normalcy (to the best possible level) for students through the last day of student services
All instructional and student services are required to be provided in full through the last day the school is allowed to provide such services. The student experience should remain as normal as possible through this process. It is recommended that the school provide guidance for teachers and staff early-on to ensure common language and tone is used when discussing this situation with students and families.
 - c. End of Employment Impact
This date is established by the Closure Protocol Team. When determining the end of contract dates, please consider the impact of this date on health

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

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

- a. Notification of closure timeline and timeline of parallel appeal if the school has chosen to or is considering appealing the closure decision.
- b. Review of media protocol and how to discuss the issue with parents and students.
- c. Date of last paychecks and whether/who will remain on staff after end of student services and end of contract dates.
- d. Timeline for more information regarding sick leave, vacation time, and health insurance; Cobra may not be available when the charter school providing the original health insurance ceases to exist.
- e. Timeline for more information regarding any impacts to PERSI; Employees whose last place of work prior to retirement was the school being closed may lose the ability to transfer accrued sick leave into funds used for medical coverage.
- f. Timeline for winding-down and transition of duties, including, but not limited to facility access and security, access to email and software, hardware returns, and asset management of furniture, fixtures, equipment, and curriculum.
- g. Social emotional services for staff and students if the school has chosen to make such available; We acknowledge that closure can be traumatic for staff and students. Schools are encouraged to consider making additional counseling services available.
- h. Assistance with employment transition for staff (such as access to hiring fairs or letters of recommendation) if the school has chosen to make such available.

C. Ongoing Communication

1. Additional communication with stakeholders will be necessary throughout the closure process.
2. The Communication subcommittee is responsible for ensuring that any necessary communication is timely and accurate.

F. Financial Dissolution

A. Expenses

1. Within 15 business days of the date on which written notification of closure was issued a meeting shall be held between the school's business manager, the IPCSC's Finance Manager, and the Team Lead.
2. Additional attendees (such as the school's auditor) may be invited to the meeting by mutual agreement of both required attendees. Any related costs are the responsibility of the school.
3. No later than the start of the scheduled meeting, the school's business manager shall make the following available to the IPCSC:
 - a. A list of every vendor the school has paid in the last 12 months;
 - b. A copy of all arrangements with vendors including: contracts, service agreements, grants, and/or MOUs with all services providers that are currently active or that have been active in the past 12 months;
 - c. A copy of all lease agreements and all long-term loans;
 - d. A list of all insurance policies held by the school (including liability, directors and officers, worker's comp, etc.), including company, policy number, and coverage specifics; and
 - e. All bank statements for the previous 12 months.
4. The meeting agenda for this meeting shall include the following:
 - a. A review of statute, rule, policy, and regulations related to closure as presented by the Closure Team Lead.

This part of the discussion should consider requirements of the IRS, the Department

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

- b. A review of projected cash flow through end of operations as presented by the school's Business Manager.

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

- c. Development of a plan for immediately reducing spending to necessities only, which may require board action to suspend or change policies to allow for changes in who has spending authority and at what amounts.
- d. Prioritization of payment of anticipated expenditures, pursuant to Idaho Code.
- e. Documentation of a list of items requiring follow-up and who is responsible for the workload or costs.
- f. Establishment of approximate deadlines for when each account is to be closed.

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

- a. Verification that the school's account has been paid in full with each vendor as accounts are closed;
- b. Verification that the school has met with PERSI and has established a final transmission date;
- c. Documentation that any outstanding PERSI fees are paid;
- d. Verification that the school has met with the board approved auditor and has established a final audit timeline. Note that the timing of this audit may be later than usual; and
- e. Verification of end dates for leases and liability coverage (including property and directors/officers).

B. Accounting of Assets

- i. The IPCSC shall provide to the school a written guidance document with regard to the sale and dissolution of assets.
 - ii. The school shall be responsible to provide the IPCSC and the SDE with a full inventory of all physical assets owned by the corporation within 30 days of the date on which the notice of closure was issued.
 - iii. The inventory shall include:
 - a. A description of the item;
 - b. The fund with which each item was purchased; and
 - c. An estimate of the current value of the item.
- D. The Team Lead, the IPCSC's Finance Manager, a representative from the SDE, and the school's Business Manager shall meet to review this inventory within 15 days of receipt of the inventory, and may verify accuracy via thorough on-site review.

C. Dissolution of Assets

1. All viable special education testing materials shall be distributed to the SDE for redistribution to charter schools based on the agency's determination of need.
2. Property owned by the ESP will be claimed by the ESP. The lease by which this equipment was provided to the school must include an itemized inventory and shall be provided to the IPCSC.
3. Any items purchased with federal funds (excluding special education testing materials) shall be returned to the IPCSC for redistribution to other charter schools. The IPCSC shall retain record of what was received and to whom it was redistributed.
4. The school is responsible to arrange for delivery of assets in an organized and well-labeled manner.
5. All assets purchased with state funds shall be liquidated to the greatest degree possible. Please see the IPCSC's guidance on the sale and dissolution of assets for procedural expectations.
6. When all assets have been redistributed and liquidated, and all creditors have been paid, any remaining funds shall be returned to the Public School Income Fund via the State Department of Education.

D. Reporting

1. The school shall ensure that an audit completed by an independent auditor is conducted, the audit report is approved by the school's board, and submitted to both the State Department of Education and the authorizer.
2. The school shall ensure that all documentation required to dissolve the school as a business is filed with the IRS, including dissolution of the 501c3.
3. After the sale of assets, and the all checks are cut, any remaining funds shall be returned to the State Department of Education for distribution to operational schools.
4. File final tax reports.
5. Issue W2s for previous tax year.

IV – Records Management

i. Records Retention Procedures

1. The school's Lead Administrator is responsible to ensure the proper retention and destruction of records in accordance with the State of Idaho's records retention schedule.
2. The public charter school shall make every effort to transfer all active student records (including the cumulative file and the special education file) to the student's next school of choice prior to the date on which records are scheduled to transfer to the authorizer.
3. The public charter school shall ensure that every student file (active or inactive) includes an official transcript (signed, embossed, etc.) or final report card and a record of where and when the student's records were transferred out of the public charter school's care. This information shall be compiled in a single spreadsheet.
4. The public charter school shall ensure that all records to be transferred to the authorizer (cumulative and special education) are scanned into an electronic format. Costs incurred are the responsibility of the school.

5. The public charter school shall ensure that all records are transferred to the authorizer via a secure file transfer protocol.
6. No employee or former employee of the school shall retain copies or have access to student, employee, or financial records after the employee's end of contract date.

ii. Records to be Retained

1. Student Records:

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

2. Personnel Records:

- a. Personnel files shall be retained for five years beyond the employee's termination date.
- b. Personnel files shall include the name, address, and contact information of the employee; employment agreements or contracts signed by the employee, verification of certification (if applicable), and all employee evaluations. No other documentation shall be retained.

3. Financial Records:

- a. Monthly expenditure reports for the five years preceding the school's closure date shall be retained. Records shall be destroyed after five years.
- b. Monthly deposit records for the five years preceding the school's closure date. Records shall be destroyed after five years.
- c. All bids received and contracts awarded in the five years preceding the school's closure date. Records shall be destroyed after five years.

- d. Medicaid reimbursement records for seven years prior to the school's closure date. Records shall be destroyed after seven years.
- e. Bank statements for all accounts for five years preceding the school's closure date. Records shall be destroyed after five years.
- f. Tax documents shall be retained for the seven years prior to the school's closure date. These documents include but are not limited to IRS forms 941 and 1099. Records shall be destroyed after seven years.
- g. Annual financial audit reports and annual board approved budgets shall be retained permanently for all operational years. These documents are submitted to the IPCSC annually, and may not need to be re-submitted.

4. Governance Records:

- a. All meeting agendas shall be retained permanently.
- b. All meeting minutes shall be retained permanently.
- c. A complete copy of the most recent set of board policy shall be retained permanently.
- d. A copy of the board bylaws and articles of incorporation shall be retained permanently.

5. School Culture Records

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

6. Records Requests After Closure

- a. The IPCSC shall manage records requests for student transcripts and for personnel files after the school has closed.
- b. The school shall ensure that the school's URL redirects to the IPCSC's records request page for a minimum of 3 years after the school's closure, at the school's expense.

V. Governing Board

iii. Final dissolution

1. Final Board Meeting

- a. In accordance with OML notice a final meeting of the governing board and pursuant to I.C. § 30-30-1001, a vote to dissolve a nonprofit corporation shall be properly noticed and accompanied by the dissolution plan. In this case, the dissolution plan is the closure protocol, which should be near completion by the time this motion is made. This section of Idaho Code also requires that the agenda state that the purpose, or one of the purposes, of the meeting is to consider a resolution to dissolve of the non-profit corporation.
- b. I.C. § 33-5212 addresses the order in which payments shall be made, and state that any remaining assets after all creditors have been paid shall be distributed to the Public School Income Fund. This information should be incorporated into the dissolution motion as it is required to be noticed by the Non-Profit Corporation Act.
- c. A vote in favor of dissolution passes with a majority vote of the board directors.
- d. A copy of the resolution must be provided to the IPCSC with 24 hours of the vote.

2. Meeting Agenda

- a. Approval of the financial audit report (if not already complete).
- b. Approval of any final contracts to be paid (i.e. for the Business Manager to return at the end of the calendar year to prepare final tax documents and distribute to employees).
- c. Appointment of a designee to file dissolution of the school's 501c3 with the IRS and articles of dissolution with the Idaho Secretary of State.
- d. Appointment of a designee to complete any and all final activities that may be necessary.
- e. Signature of any final checks.

3. Articles of Dissolution

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

Secretary of State. These articles shall minimally include:

- i. The name of the corporation;
 - ii. The date dissolution was authorized;
 - iii. A statement that dissolution was approved by a sufficient vote of the board.
- b. A corporation is effectively dissolved as of the date of its articles of dissolution.
- c. The school shall provide a copy of the filed articles of dissolution to the IPCSC.
4. A dissolved corporation may continue its corporate existence but may not carry on any activities except those appropriate to wind up and liquidate its affairs.

B. Claims against a dissolved Corporation

- iv. After the date on which the articles of dissolution are filed, the corporation may dispose of the known claims against it by sending written notice, pursuant to I.C. § 30-30-1005. Written notice must include:
 - a. A description of the information that must be included in a claim;
 - b. A mailing address where a claim may be sent;
 - c. The deadline, by which the dissolved corporation must receive the claim; and
 - d. State that the claim will be barred if not received by the deadline, which may not be fewer than one hundred twenty (120) days from the effective date of the written notice.
- v. The corporation must address any unknown claims against it by publishing a notice Pursuant to I.C. 30-30-1006. The notice must:
 1. Be published one (1) time in a newspaper of general circulation in the county where the dissolved corporation's principal office is or was located, or, if none in this state, in Ada county;
 2. Describe the information that must be included in a claim and provide a mailing address where the claim may be sent; and
 3. State that a claim against the corporation will be barred unless a proceeding to enforce the claim is commenced within five (5) years after publication of the notice.

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

C. Reporting

1. The school shall ensure that all state and federal reporting is complete prior to dissolution. Verification of completed reports shall be made by the IPCSC. Required reports include, but are not limited to the following:
 - a. ISEE final data upload including, but not limited to student, course, teachers, and financial data sets;
 - b. Federal programs final reporting;
 - c. Grant final reporting; and
 - d. The school shall ensure that dissolution of the charter holder's non-profit organization is filed with the secretary of state and shall provide the IPCSC with a copy of this filing;
2. The school shall ensure that the dissolution of the school's 501c3 is on file with the IRS and shall provide the IPCSC with a copy of this filing.

VI. Final Closure Report Outline

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

i. Cover Sheet

1. A final closure report must include a cover sheet with the following information:
 - a. The legal name of the school;
 - b. The legal name of the charter holder;
 - c. The address(s) that the school occupied at time of closure;
 - d. Contact information for future questions;

- e. The following links and a statement that more information can be found at these locations,
 - i. [PCSC webpage for this school],
 - ii. [webpage for the meeting at which the charter was approved],
 - iii. [webpage for the meeting at which the charter was nonrenewed or revoked, if applicable], and
 - iv. [webpage for any related hearings]; and
- f. A description of where requests for student transcripts can be made after closure.
- g. A list of the complete closure protocol team.
- h. A list of the following key dates:
 - i. The date on which the charter was approved;
 - ii. The first and final dates on which the school was authorized to serve students;
 - iii. The date on which the school received its final distribution of state funding;
 - iv. The date on which teacher contracts ended; and
 - v. The date on which the charter holder's corporation was dissolved.

B. Required Attachments, Redacted

1. Final IPCSC Closure Order
2. Final appeal decision (if applicable)
3. IPCSC Notification of Stakeholders Letter
4. List of all vendors, including the name and address of the vendor, a description of the services provided/purchased, and the date on which the IPCSC verified account closure.
5. A list of insurance coverages, including company and the last date of coverage (including health, liability, etc.)
6. A list of all contracts, service agreements, grants, and MOUs to be retained by the IPCSC, including verification of date received.
7. A list of all lease agreements and all long-term debt held by the school at the beginning of the closure protocol, including the company and amount.
8. Documentation of the termination of any leases or loans.
9. Final bank statements indicating account closure.

10. Expense reports for the 12 months preceding dissolution.
11. A copy of the final check cut to the SDE, if applicable.
12. Inventory of assets, including the fund with which each item was purchased, the date of purchase, the estimated value.
13. For assets purchased with federal dollars, also include the final recipient of the asset, and the date of transfer.
14. The charter holder's final dissolution resolution.
15. A copy of the articles of dissolution.
16. A copy of the 501c3 dissolution notification.
17. A copy of the newspaper notice to unknown claimants.
18. Meeting minutes from all meetings of the closure protocol team and all subcommittee meetings attended by the Closure Team Lead.
19. Any other documentation that may provide important details.

CHARTER SCHOOL PERFORMANCE CERTIFICATE

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

RECITALS

WHEREAS, **Gem Prep Meridian, Inc.** is a non-profit entity incorporated with a board of directors; and

WHEREAS, on **June 30, 2017**, the Authorizer approved a charter petition for the establishment of the School; and

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

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

NOW THEREFORE in consideration of the foregoing recitals and the mutual understandings contained herein, the Authorizer and **Gem Prep Meridian, Inc.** agree as follows:

SECTION 1: TERMS OF AUTHORIZATION

- A. Establishment of School.** The Charter Holder is hereby authorized to implement at the School the program described in the Charter, attached to this Certificate as Appendix B and incorporated herein by this reference. Any significant changes to any section of the Charter, including the educational program, facilities plan, financial plan, or the management plan, during the School's pre-operational period or first operational term shall be treated as an amendment in accordance with the Authorizer's policy.
- B. Term of Agreement.** The School's operational term shall be from July 1, **2023** and end on June 30, **2028**. Subsequent terms of operation may be issued by the Authorizer in accordance with Idaho Code and Authorizer policy.

SECTION 2: EDUCATIONAL PROGRAM

- A. School Mission.** The mission of the School is as follows: **To prepare students for success in college and professional technical careers by providing a high quality, personalized, relevant and rigorous education through exceptional teaching, innovative uses of technology and partnerships with families.**
- B. Grades Served.** The School may serve students in grades **Kindergarten** through **12**.

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

Gem Prep: Meridian will be grounded in 21st century learning and innovative school practices.

- **High Expectations and Rigor.** The school's focus will be on 21st century learning and critical thinking skills, as well as Common Core-alignment. Personalized learning does not effectively benefit students if students are working with content that is below their capacity. The quality and rigor of student work is framed by competency-based standards planning and challenging learning objectives and assessments. Additionally, students will be prepared for a postsecondary education through dual credit courses taken during high school and the alignment of curriculum with Common Core standards. This can be measured via curriculum review and observation.
- **Personalization.** The blended learning, personalized instructional model is built on the belief that each student brings unique strengths and challenges to their learning experience and must be supported accordingly. Personalized learning includes working in adaptive online learning programs, working toward informed post-secondary goals, and utilizing flexible time at the secondary level for self-directed learning. This can be measured via observation, lesson plans and curriculum review.
- **Data.** The school will be grounded in the importance of using data to drive instruction, and will use formative assessment and other data to continually adjust instruction and necessary interventions. This can be measured via observation, data analysis and policy review.
- **Innovation.** Continual improvement and innovation are of considerable importance. The organization will constantly review performance data and make adjustments to the school model as necessary. This can be measured via training review, data analysis and policy review.

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

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

SECTION 3: SCHOOL GOVERNANCE

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

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

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

SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

- A. Oversight Allowing Autonomy.** The Authorizer's role shall be to evaluate the School's performance outcomes according to this Certificate and the Performance Framework, and shall be to provide compliance oversight. The Authorizer shall comply with the provisions of the Charter Schools Act and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School.
- B. Charter School Performance Framework.** The Charter School Performance Framework ("Performance Framework") is attached and incorporated into this agreement as Appendix A. The Performance Framework shall be used to annually evaluate the School's academic achievement, Board stewardship, operational management, and financial stability. The specific terms of the Performance Framework are determined by the Authorizer and shall be binding on the School.
- C. Separate Academic Evaluations.** The academic performance outcomes of the K-12 on-site program operated by the School shall be aggregated across all grades for reportability.
- D. Identified Comparison Group.** For purposes of evaluating the School against the metrics and measures established in the Performance Framework, the School's comparison group shall be identified as described below and shall be established for the length of the Certificate term.
- i. The comparison group for the School's K-12 on-site program shall be Joint School District No. 2.**
- E. Authorizer to Monitor School Performance.** The Authorizer shall monitor and report on the School's progress in relation to the indicators, measures, metrics, and targets set out in the Performance Framework. A formal report of the School's academic, financial, and operational performance ("Performance Report") shall be provided to the school and the public by the Authorizer annually. Data necessary to conduct this evaluation will be collected throughout the year. Additional reviews may be necessary if compliance concerns arise.
- F. School Performance.** The School shall meet standard on all measures of the Performance Framework. The Authorizer shall renew any charter in which the School met all the terms of its Certificate, including all appendices, at the time of renewal.
- G. Performance Framework as Basis for Renewal of Charter.** The School's performance in relation to the Performance Framework shall provide the basis upon which the Authorizer shall decide whether to renew the School's Charter at the end of the Certificate term.

- H. Required Reports.** The School shall prepare and submit reports as required by the Authorizer's policy.
- I. Authorizer's Right to Review.** The Authorizer maintains the right to request and review additional documentation if such becomes necessary in the course of regular oversight duties or to investigate the validity of a compliance concern. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.
- J. Site Visits.** The Authorizer may conduct site visits in accordance with the Authorizer's policy. Reports from any site visit shall be made available to the School and shall be included in the School's annual Performance Report.

SECTION 5: SCHOOL OPERATIONS

- A. In General.** The School and the Charter Holder shall operate at all times in accordance with all federal and state laws, rules, regulations, local ordinances, and Authorizer policies applicable to public charter schools.
- B. Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be 732 students.
- C. Equitable Enrollment Procedures.** The School shall make student recruitment, admissions, enrollment, and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or proficiency in the English language. If there are more applications to enroll in the School than there are spaces available, the School shall select students to attend using a random selection process that shall be publicly noticed and open to the public.
- Calendar.** The School shall operate on a traditional nine-month calendar in which the last day of the regular term shall fall on or before June 30
 - The School will offer a summer school session for the purpose of acceleration and/or credit recovery.
- D. School Facilities.** The School shall operate at the following location(s): 2750 E. Gala Ct., Meridian, ID 83642. The School shall provide the Authorizer with facilities documentation, including occupancy permits, fire marshal reports, building inspection reports, and health department reports for any facility newly occupied by the School, and any remodeling or construction project for which such documentation is necessary in accordance with Authorizer policy and in accordance with law, rule, regulations, and authorizer policy.
- E. Attendance Area.** The School's primary attendance area shall be used for the purposes of determining applicability of this enrollment preference category.
West Ada School District (Joint School District No. 2).
- F. Staff.** Instructional staff shall be certified as provided by rule of the State Board of Education. All full-time staff members of the School shall be covered by the Public Employee Retirement System of Idaho, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.
- G. Alignment with All Applicable Law.** The School shall comply with all applicable federal and

state laws, rules, and regulations. In the event any such laws, rules, or regulations are amended, the School shall be bound by any such amendment upon the effective date of said amendment.

SECTION 6: SCHOOL FINANCE

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

SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION

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

SECTION 8: MISCELLANEOUS

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

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

Chairman
Idaho Public Charter School Commission

Chairman
Gem Prep Meridian, Inc. Governing Board

Appendix A: Performance Framework

Appendix B: Charter

Appendix C: IPCSC Closure Protocol

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Appendix A: Performance Framework

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PERFORMANCE FRAMEWORK GUIDANCE: ACADEMIC MEASURES

Adopted 8/13/2020

Revised 4/14/2022

Idaho Public Charter School Commission

514 W Jefferson, Suite 303

Boise, Idaho 83720

Phone: (208)332-1561

pcsc@osbe.idaho.gov

Alan Reed, Chairman

Jenn Thompson, Director

ACADEMIC MEASURES

All School Measures

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

Comparison Group: Specific to school.

1. MATH PROFICIENCY

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

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

2. ELA PROFICIENCY

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

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

3. MATH GROWTH

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

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

4. ELA GROWTH

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

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

5. LITERACY PROFICIENCY

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

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

6. COLLEGE AND CAREER READINESS

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

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

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

OPERATIONAL MEASURES

BOARD STEWARDSHIP

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

OPERATIONAL MANAGEMENT

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

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BOARD GOVERNANCE

1. Governance Structure Rubric

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

Governance Structure Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• Board Bylaws are compliant with ID law.• Articles of Incorporation are current.• No investigations were conducted into either ethical behavior or conflict of interest regarding any board director.• The board did not experience an Open Meeting Law violation that needed to be cured this year.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

2. Governance Oversight Rubric

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

Governance Oversight Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• The board reviews academic data in a timely and thorough manner.• The board reviews financial reports in a timely and thorough manner.• The board maintains compliant policies.• The board engages in strategic planning.• The board conducts a compliant annual evaluation of their school leader and/or management organization.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

3. Governance Compliance Rubric

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

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

OPERATIONAL MANAGEMENT

4. Student Services Rubric

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

Student Services Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	All of the following are true: <ul style="list-style-type: none">• The school's English Language Learner program is in good standing;• The school's Special Education program is in good standing; The school's college and career readiness program is in good standing; and• The school's federal programs are in good standing.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

5. Data Security and Information Transparency Rubric

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

Data Security and Information Transparency Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• The school's website is compliant with I.C. 33-133(7) (data collection, access, and security policy); I.C. 33-320 (continuous improvement plan); and I.C. 33-357 (expenditures updated monthly, contracts, performance reports, and annual budgets).• The school did not experience any issues involving data security this year.• The school did not experience any compliance issue regarding public records requests this year.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

6. Facility and Services Rubric

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

Facility and Building Services Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• The school's occupancy certificate is current.• The school maintains current safety inspections and drills.• The school provides daily transportation to students in compliance with Idaho Code. The school provides a compliant lunch program.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

7. Operational Compliance Rubric

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

Operational Compliance Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• Required reports are submitted accurately and on time.• The school maintains a compliant enrollment process.• No correct action plans were issued by the SDE this year.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

FINANCIAL MEASURES

NEAR TERM HEALTH

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

SUSTAINABLE HEALTH

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

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NEAR-TERM HEALTH

1. Current Ratio

Calculation: Current Assets divided by Current Liabilities

Data Source: Annual Fiscal Audit Report

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

2. Unrestricted Days Cash

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

Data Source: Annual Fiscal Audit Report

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

3. Default

Calculation: No calculation.

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

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

4. Enrollment Variance

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

Data Source: ISEE and direct school report

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

SUSTAINABLE HEALTH

5. Total Margin and 3Yr Aggregated Total Margin

Calculation:

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

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

Data Source: Annual Fiscal Audit Report

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

6. Cash Flow and Multi-Year Cash Flow

Calculation (example years are included as reference):

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

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

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

Data Source: Annual Fiscal Audit Report

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

7. Debt Service Coverage Ratio

Calculation:

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

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

Data Source: Annual Fiscal Audit Report

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

8. Debt to Asset Ratio

Calculation: Total Liabilities divided by Total Assets

Data Source: Annual Fiscal Audit Report

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

9. Financial Compliance Rubric

Calculation: Total Liabilities divided by Total Assets

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

Financial Compliance Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• Accounting Practices: finances are managed in compliance with GAAP.• Financial Transparency: expenditures and contracts are posted on the school's site.• Internal Controls: the school's internal controls are compliant.
Approaches Standard	The school was informed of non-compliance with accounting practices, financial transparency, or internal controls, and prompt action to correct is in evidence.
Does Not Meet Standard	<p>The school is operating under a notification of fiscal concern or a notification of possible or imminent closure</p> <p>OR</p> <p>The school was informed of non-compliance with accounting practices, financial transparency, or internal controls and the issues were not corrected within 30 days.</p>

Appendix B: Charter

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Gem Prep: Meridian



Charter Petition

Grades K-12

Primary Attendance Area:

West Ada School District

Referred to IPCSC by West Ada School District: June 27, 2017

Submitted: June 30, 2017

Commission Approved: August 17, 2017

Amended: January 18, 2017

Amended: December 13, 2018

Charter Submitted by:

Jason Bransford, Gem Prep: Meridian Director

jasonbransford@geminnovation.org

600 South Ave

PO Box 86

Deary, Idaho 83823

Non-Discrimination Statement:

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

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Executive Summary

Bill Daggett, CEO for the International Center for Leadership in Education, has said that “if Rip Van Winkle woke up today, the only thing he’d recognize is a public school classroom.” Lives have changed. Technology is woven into the very fabric of society in nearly every way. Communication, work, entertainment, etc., have all evolved to include technology. However, Idaho schools have yet to unlock the full power of technology to transform the learning experience for students. The Idaho education landscape lacks examples of schools using innovation to significantly improve the teaching and learning experience for students and teachers. While some schools have introduced technology into the classroom, few are using it to enable relevant, personalized and data driven instruction. The stark reality is that personalized learning, which is adaptive and capable of challenging students at their comprehension level, is in high demand but in short supply in Idaho. Without models demonstrating what is possible, we risk a continuing gap between the education our children receive and the world they will be expected to inherit.

Proficiency in reading, writing, and math has traditionally been the entry-level threshold to the job market, but the 21st century’s global economy will require a workforce with a different set of skills in order to be competitive. Future employees will need a more diverse skillset combining learning skills, literacy skills, and life skills. Students will need to be exceptional critical thinkers, problem solvers, innovators, communicators and collaborators in order to be competitive in tomorrow’s marketplace.

Across the state of Idaho there is an urgent need for more high quality educational options that prepare students for post-secondary success. Although there are some high performing charter and traditional schools, most of these schools are concentrated in a few areas, are overenrolled, and/or have long wait lists. This lack of high quality schooling options is limiting the potential of Idaho’s youth as well as having a detrimental impact on the state’s economy. Encompassed by the states with the lowest percentage of minimum wage earners in the nation, Idaho is currently ranked within the top ten states having the highest percentage of minimum wage earners.¹ Idaho’s population has one of the lowest percentages of college degrees²; ranking 46th across the nation in number of high school students matriculating to college³, with only 23% of Idahoans completing a bachelor’s degree or higher.⁴ These educational attainment rates do not match the needs of the workforce or those of employers. The Idaho Business Exchange Workforce Needs survey has reported that 43% of workers will need a Bachelor’s degree or more to fill the jobs employers anticipate, predicting a shortage of qualified workers in the years to come. According to the Rethink Series Report by the J.A. and Kathryn Albertson Foundation, Idaho needs to increase its share of young workers with a post-secondary degree by 33%. Increasing the supply of high quality educational options is essential, not only for the expanding options for young people but for

¹ http://www.bls.gov/regions/west/news-release/minimumwageworkers_idaho.htm

² <http://media.spokesman.com/documents/2014/03/minwage-pc-3-25-14.pdf>

³ National Center for Education Statistics, 2014

⁴ *Field Guide to Idaho Education*, Idaho State Board of Education, 2014.

the vitality of Idaho's economy. Gem Prep: Meridian will strive to enable students to set and excel to high standards, to become well-rounded, life-long learners, and to be able to compete successfully in the 21st century global economy.

In a rapidly changing world, data-driven personalized learning is an educational apex; preparing students for an exciting tomorrow, by providing a transformative education which allows students to reach their individual potentials while producing critical thinkers, achievers and life-long learners. Gem Prep: Meridian will help fill Idaho's need for effective, dynamic and powerful schools, which prepare students for post-secondary success.

After a great deal of research on best-practices and results-driven educational innovation, the Leadership Team from Gem Innovation Schools (GIS) began networking with some of the most highly successful blended learning schools in our nation such as KIPP, Rocketship, Alpha Public Schools, Summit Public Schools, and Rocky Mountain Prep. Having garnered the best practices from these schools, the Leadership Team developed a blended learning model which focuses on the personalized nature of learning and the ability to deliver individualized instruction to students.

The Gem Prep blended learning model places high performing teachers in the classroom with powerful online learning programs. The model is focused on individualized instruction and encouraging advancement at the student's own pace. When students master an educational concept, they are quickly introduced to the next step; advancing at their own level. Additionally, the use of adaptive technology offers the ability for students to encounter material presented in a way that is engaging and meaningful to them, while also providing formative data assessments that provide feedback on the growth and development of each student to the educator. These formative assessments give the educator a fast track to what concepts are being mastered and easily identify areas where additional support may be needed in order to allow the student to truly understand and become skilled in the subject matter.

The situation in the State of Idaho in terms of educational attainment is increasingly worrisome and there is a clear lack of K-12 schools preparing students for the jobs that will be available in the future. As the gap between necessary global workplace skills and current statewide educational outcomes widen, Gem Prep: Meridian was created to prepare Idaho's students for the world they will inherit.

Success of Gem Prep: Meridian will be defined by the accomplishment of the goals and metrics outlined in Education Programs section, which will academically prepare Gem Prep: Meridian students who are the heirs to tomorrow's economy.

Mission, Vision, and Key Elements

Mission

To prepare students for success in college and professional technical careers by providing a high quality, personalized, relevant and rigorous education through exceptional teaching, innovative uses of technology and partnerships with families.

Vision

Gem Prep: Meridian will be a K-12, personalized, college and career preparatory school. Through personalization, and by leveraging best practices in technology, blended learning and online learning the school will engage students in 21st century work, using competencies necessary for productive lives as citizens in a dynamic, increasingly competitive global world.

The school will graduate students who are:

- College and career ready
- Problem solvers
- Life-long learners
- Self-motivated
- Responsible citizens

Key Elements

Gem Prep: Meridian will be grounded in 21st century learning and innovative school practices.

- **High Expectations and Rigor.** The school's focus will be on 21st century learning and critical thinking skills, as well as Common Core-alignment. Personalized learning does not effectively benefit students if students are working with content that is below their capacity. The quality and rigor of student work is framed by competency-based standards planning and challenging learning objectives and assessments. Additionally, students will be prepared for a post-secondary education through dual credit courses taken during high school and the alignment of curriculum with Common Core standards.
- **Personalization.** The blended learning, personalized instructional model is built on the belief that each student brings unique strengths and challenges to their learning experience and must be supported accordingly. Personalized learning includes working in adaptive online learning programs, working toward informed post-secondary goals, and utilizing flexible time at the secondary level for self-directed learning.
- **Data.** The school will be grounded in the importance of using data to drive instruction, and will use formative assessment and other data to continually adjust instruction and necessary interventions.

- **Innovation.** Continual improvement and innovation are of considerable importance. The organization will constantly review performance data and make adjustments to the school model as necessary.

Community Need and Interest

West Ada School District (WADA) is the largest school district in Idaho. With Idaho schools ranking as one of the lowest nationally in dollars spent per student on education, school districts statewide are taxed, endeavoring to make the most of each dollar to meet the ever-increasing demand to improve, innovate and prepare students for the developing global marketplace in which they will be asked to compete.

The Meridian community has a significant interest in charter schools. Charter schools in Meridian enrolled over 2070 students in 2016, leaving an additional 1145 students on local charter schools' waiting lists. An additional high quality educational choice for students in the Meridian area is greatly needed; one which serves students on an individualized basis utilizing innovative technology.

The Gem Prep: Meridian high school blended, flex model is unique to the Meridian attendance area, as well as to the state; incorporating a blend of face-to-face classes, online classes, dual credit classes and virtual classes all facilitated from the school campus. Gem Prep: Meridian is not considered a virtual school, as virtual options are only one component of the program as a whole. Inherent in the Gem Prep: Meridian model is the ability for students to access high quality teachers in any given subject without regard to the campus location through real-time virtual classrooms. The program will enable students in Gem Prep: Meridian greater access to quality teachers from multiple regions around the state, because the hiring candidate pool is not limited to a 30+ mile radius around one particular enrollment area.

Founding Team Leveraging Experience & Success

Gem Prep: Meridian will be operated by a seasoned charter school leadership team with over 12 years of experience managing several Idaho schools: Idaho Distance Education Academy (I-DEA), Gem Prep: Pocatello and Gem Prep: Nampa. The team is augmented by a governance board which provides expertise in all of the functions and areas needed to run a successful school. The chart below outlines the experience and areas of expertise of the school's board and founding team.

Areas of Experience and Expertise														
Founding Team & Board of Directors														
Team Member	Position	Finance	Edu Programs	Edu Innovation	New School Start-up	School Facilities	Governance & Law	Operations	Community Outreach	Develop./Fundraising	School Administration	Distance Learning	Special Populations	Technology & Data
Jason Bransford	Director	X	X	X	X		X		X	X	X	X	X	
Barb Femreite	Business Manager	X			X	X	X	X		X		X		
Josh Femreite	Operations Administrator			X	X	X		X				X		X
Laurie Wolfe	Academic Administrator		X	X	X						X	X	X	X
Derek Bub	Principal		X	X				X			X			X
Allison Akhnoukh	Board Member			X	X			X		X	X			
Jill Call	Board Member		X	X										
Bonnie Freytag	Board Member								X					
Murray Stanton	Board Member						X	X						
Roger Stewart	Board Member		X	X			X		X		X		X	
Brian Trammell	Board Member						X							
Dennis Turner	Board Member				X		X	X	X					

Gem Prep: Meridian will leverage the experience and expertise of a proven administrative team with a demonstrated track record of preparing students for success in college and professional technical careers.

The team has a contagious passion for education, a passion that ignites educators and students alike, and has a keen ability to transform their passion into consistent, measurable results. The team realizes that the ultimate success as educators is not only measured by immediate student outcomes, but also by the essential preparation of students for the purpose of inheriting and succeeding in the future global economy.

I-DEA began operating as a statewide virtual charter school in 2004. During the period from 2007 to 2013, the school began receiving accolades from state and national education leaders for the high performance and the successes students were achieving. In 2013 the leadership team realized that access to the home-based virtual school was limited to students who had an adult present in their household during their academic day; therefore, most students were unable to take advantage of the individualized programs available through the distance learning model. In September 2014, the leadership team launched Gem Prep: Pocatello, a blended learning campus, to inform the expansion from a single school virtual model to managing multiple blended learning schools across the state.

Utilizing the knowledge and practices learned through I-DEA and the blended program, the leadership team and board purposed to transition in a way to meet the needs of families who desire a more individualized, adaptive, face-to-face educational program for their students.

Since 2014, the leadership team has developed and implemented a face-to-face campus program in two separate locations: Pocatello and Nampa. Gem Prep: Nampa's school charter was awarded in October 2015 followed by Gem Prep: Pocatello's school charter awarded in September 2016.

The successes of the schools managed by the leadership team are highlighted in Appendix R-4 School Highlights and Academic Data.

Gem Prep: Meridian will be operated by a seasoned charter school administrative team which has 12 + years of experience managing I-DEA and two Gem Prep schools with governance from a Board which provides expertise in all of the functions needed to run a successful school.

Please see Appendix D-1 Board of Director Resumes and D-4 for Administrative Team Resume

Educational Programs and School Goals

An Educated Person in the 21st Century

An educated person in the 21st Century is prepared to use technology appropriately and strategically to solve problems, find information, evaluate sources, make connections, forge deeper understandings, and effectively communicate with others.

An educated person in the 21st Century asks and answers challenging questions, solves problems, and reflects critically on their work and performance to inform future progress.

An educated person in the 21st Century demonstrates self-management and self-awareness. They demonstrate resilience and perseverance when faced with challenges. They acknowledge when they need assistance and when they can be of assistance to others.

An educated person in the 21st Century understands and acts upon their responsibility to the larger community. They are able to listen respectfully, work through challenges, and collaborate productively with others from different backgrounds, experiences and perspectives.

How Learning Best Occurs

Gem Prep: Meridian's objective is to build and foster a community of learners which view education as not confined to the traditional four walls of a classroom; but rather, as an exchange of knowledge and ideas through technology, effective curriculum, effective instruction and personal relationships.

Gem Prep: Meridian's core educational philosophy is that learning occurs when:

- learners construct meaning;
- learners are actively engaged in purposeful tasks;
- learners are expected and encouraged to learn;
- activities are integrated and meaningful;
- learners see themselves as part of the community and find ways to serve the community;
- learners see the connection between what they learn and the real world;
- learners are provided with support as an intrinsic part of the educational program;
- learners have challenging learning opportunities.

Gem Prep: Meridian will graduate students who are:

- College and career ready
- Problem solvers
- Life-long learners
- Self-motivated
- Responsible citizens

Educational Program and Goals

In developing an initial school model, the leadership team sought to incorporate successful best practices from its virtual school (I-DEA) as well as high performing charter schools across the nation. The founding team has been influenced by the success of high performing blended learning schools such as Rocketship, KIPP LA, Summit Public Schools, Alpha Public Schools, Rocky Mountain Prep and others. At the same time the school model created is unique to Gem Prep: Meridian, as it strives to meet the needs of the target student population and work within the Idaho operating environment.

Differentiated from what has traditionally been referred to in the current educational landscape as blended learning, the Gem Prep: Meridian model pivots strongly on rigor and personalization. Students will be enabled to progress through curriculum at their own pace while still enjoying meaningful community with their peers, who may be at a completely different academic level on any given subject.

The table below summarizes the origins of each component of the models described below:

Component of current I-DEA model	<ul style="list-style-type: none"> • Offline curriculum (K-12) • Some online curriculum selections • Assessment cycles and data driven instruction • Dual enrollment • Learning Management System • Single subject acceleration model (students working ahead of grade level when ready) • 7-12 asynchronous statewide instruction model
Practice drawn from other high performing school models	<ul style="list-style-type: none"> • K-6 in classroom rotational model (including multi-age grouping for core Math/ELA content) • 7-12 Flex Model • Some online curriculum selections • Staffing model • Principal residency model • Actionable data reporting for teachers to inform instruction

The key components of our model are as follows:

- **High Expectations and Rigor.** The school will be focused on 21st century learning and critical thinking skills, as well as Common Core-alignment. Personalized learning does not effectively benefit students if students are working with content that is below their capacity. The quality and rigor of student work is framed by competency-

based standards planning and challenging learning objectives and assessments. Additionally, students will be prepared for a post-secondary education through dual credit courses taken during high school and the alignment of curriculum with Common Core standards.

- **Personalization.** The school's instructional model is built on the belief that each student brings unique strengths and challenges to their learning experience and must be supported accordingly. Personalized learning includes working in adaptive online learning programs, working toward informed post-secondary goals and utilizing flexible time at the secondary level for self-directed learning. Pathways will be available for students to pursue professional technical careers, careers for which traditional college is necessary, or a combination whereby students obtain technical certificates, which allow a student to self-fund their college education. The path of learning will look different for each student, as it will be tailored to his or her needs. In the K-6 model, students will be using a blended learning rotation model, and the 7-12 model will use a flexible blended learning model. Differentiated instruction will occur at these pathways—online adaptive instruction, as well as elective courses. Teachers will also do targeted small group instruction as a form of intervention and acceleration.
- **Data.** Gem Prep: Meridian will be grounded in the importance of using data to drive instruction. The school will use formative assessment and other data to continually adjust instruction and necessary interventions.
- **Innovation.** Very much related to the above, the importance of continual improvement and innovation will be a focus for Gem Prep: Meridian. The organization will constantly review performance data and make adjustments to the school model as necessary.

The program at Gem Prep: Meridian is a hybrid model, with blended learning at all levels. The Christensen Institute defines blended learning as: “a formal education program in which a student learns: 1) at least in part through online learning, with some element of student control over time, path and/or pace 2) at least in part in a supervised brick-and-mortar location away from home 3) and the modalities along each student's learning path within a course or subject are connected to provide an integrated learning experience.”⁵

Gem Prep: Meridian identifies that while there are no large-scale, rigorous peer reviewed research studies currently available due to the fact that blended learning is considered somewhat new to the education landscape, the school has patterned the specific educational model after high performing blended learning schools in other states. These schools have demonstrated strong academic results and have considerable experience in implementing blended learning.

As with most innovation, Gem Prep: Meridian realizes that adjustments and improvements are often necessary as these ideas are tested and put into practice in real-world settings. Gem Prep: Meridian is committed to evaluating the academic impact of the blended

⁵ <http://www.christenseninstitute.org/key-concepts/blended-learning-2/>

learning instructional model and making any necessary adjustments in order to meet all academic goals. The School is committed to vigilance in ongoing assessments, evaluations and adjustments to facilitate successful student outcomes. We understand that newness, in and of itself, does not make something valuable, just as status quo does not always make something successful.

Please see Appendix R-1 for information on adaptive blended and online learning.

School Goals

Gem Prep: Meridian will have the following educational goals.

School Goals	As Measured By
1. Students will be prepared for success in college and/or career upon graduation from high school.	<ul style="list-style-type: none"> ○ ISAT Scores ○ SAT, ACT or Compass Scores ○ The number of students who pass their dual credit courses with a grade of “C” or better ○ Graduation Rates ○ College graduation rates
2. Students will participate in personalized learning experiences that are tailored to their individual needs and that give them significant choice in their learning, which will result in technologically capable young people who are self-motivated, life-long learners.	<ul style="list-style-type: none"> ○ Benchmark Assessments ○ Adaptive online assessments
3. Teachers, students, and school leaders will use data to drive instruction and to improve learning outcomes, including implementing innovative new strategies and making adjustments to the school model.	<ul style="list-style-type: none"> ○ Student Surveys ○ Narratives from Teachers and School Leaders
4. Gem Prep: Meridian will be a welcoming, safe, and inclusive school community.	<ul style="list-style-type: none"> ○ Average Daily Attendance rates ○ School culture survey ○ Parent Volunteering rates

K-6 Instruction

Gem Prep: Meridian’s K-6 blended learning model will utilize a classroom rotational model that enables students to gain exposure to whole group, small group and independent (both

online and offline) instruction. Gem Prep: Meridian will use multiple instructional delivery pathways to optimize student acquisition and mastery of clearly defined standards and goals. Methodology used will contain a combination of teacher created and curated content; which includes both small group instruction and adaptive online learning programs.

A daily instructional experience will likely include:

- **Whole group instruction.** Each block will begin with teacher led whole group instructions introducing the focus for today's lesson and providing an opportunity for students to work in heterogeneous groups.
- **Teacher led small group instruction.** The classroom teacher will work with a small group of students. The focus will be on skill building with targeted support based on each individual student's needs. The teacher will have instant access to each student's data and be able to tailor the small group instruction based on the real-time data from each student. The teacher will utilize the data from the adaptable online programs and assessments to meet each student where they are, to determine where they need to be, and to develop and implement guided learning plans which promote student achievement and success.
- **Independent reading.** Gem Prep: Meridian believes strongly in the importance of frequent independent reading as a way to promote fluency and foster a love of learning. During this station, students will select appropriately leveled texts from the classroom library or online library.
- **Adaptive online curriculum.** Students will work independently with online curriculum. The online curriculum is personalized to each student and "adapts" based on historical performance. In addition, teachers will be provided with data from the programs that they can use to inform whole and small group instruction. Examples of the types of online curriculum that may be used are DreamBox math, TenMarks math, ThinkCerca for argumentative writing and RazKids for reading fluency. The adaptive curriculum enables students to be challenged every day in a dynamic learning environment. In any given class there may be students working in subject content below grade-level, on grade-level or two to three levels above their own grade level; while still being involved with their peers developing a strong sense of community within the class as a whole.
- **Small groups.** Students will work independently on projects and activities that reinforce the core skills being taught during the teacher led small and whole group instruction. Initially this work may be more independent. During independent learning time students work on adaptive learning software, online assignments and/or playlists. Online assignments may be assigned by the teacher or by the adaptive software program to personalize each student's learning. Initially this work may be more independent. However, over time, and with support from the Paraprofessional and/or volunteers, students will begin to work more collaboratively on projects.

Please see Appendix R-2 for a diagram of the different learning modalities in K-6.

7-12 Instruction

The 7-12 model is not a virtual school model. It is a blended learning flex model with one of the components being virtual classrooms accessed from the Gem Prep: Meridian school campus. The 7-12 model will be driven by the following:

- Sharing of highly qualified teachers across the state.** A cornerstone of the Gem Prep: Meridian secondary school model is the sharing of teachers across all Gem Prep schools. Core subjects will be taught synchronously across the state with some students in person with the teachers while others access the lesson via telecast with a paraprofessional providing supervision. All paraprofessionals* will be highly qualified and possess the academic knowledge and skills to support students in each subject in which they supervise far end students (students on the receiving end of the telecast). Far end students will have the ability to interact with the certified teacher during the live telecast. They will also be able to ask questions and send messages via a chat feature to the certified teacher before, during and after class, write on a virtual whiteboard, participate in class discussions, and ask and answer questions from peers around the state. Certified teachers will also have online office hours during the week so that students can receive additional help, ask questions or clarify their understanding of course material with the teacher. In addition to ensuring students across the state have access to highly qualified teachers in each subject area, this model ensure financial sustainability by enabling teacher staffing to be spread across three smaller schools.
- Early access to college courses and interest driven electives.** Students will be encouraged to enroll in dual college credit courses both online and in person at local universities. Students across the entire 7-12 continuum will have access to over 200 courses through partnerships with Idaho Digital Learning (IDLA). In addition, high school students will have the opportunity to enroll in a vast array of courses at local universities. This program component also supports financial sustainability by reducing the number of students (particularly in grades 11 and 12) who require direct instruction and supervision on a daily basis.
- Blended Learning: Flex Model:** The Flex Model will be used at the 7-12 level. The Christensen Institute defines a Flex model as:

“a course or subject in which online learning is the backbone of the student learning, even if it directs students to offline activities at times. Students move on as individually customized, fluid schedule among learning modalities. The teacher of record is on site, and students learn mostly on the brick- and-mortar campus, except for any homework assignments. The teacher of record or other adults provide face-to-face support on a flexible and adaptive as-needed basis through activities such as small-group instruction, group projects and individual tutoring.”

Gem Prep: Meridian’s flex model is designed to mentor and encourage students to develop clear educational goals and expectations for achievement; and to simultaneously support students in their learning processes.

By individual design encompassing a variety of education tools (virtual classrooms, dual credit courses, on campus face-to-face instruction, fluid schedules, study blocks, etc.) students are able to create an education framework that meets their personal skills, abilities and interests, and which facilitates their progression toward their own goals. Gem Prep: Meridian will use a broadcasting system to telecast live classes to other regions across the state. A natural byproduct of the Gem Prep: Meridian's personalized flex model is that students become adept in self-management, time-management, goal setting, and distance communication; all skills they will need for their future post-secondary academic and career pursuits.

*Paraprofessional's Role within the Flex Model

The paraprofessional's role during synchronous instruction is to ensure that the technology is working for the far end students so that they may actively participate in class with their peers around the state. Paras may also assist individual students who need additional support during in class instruction. Paraprofessionals will proctor quizzes and tests under the certified teacher's supervision during synchronous classes, ensure that students are on task, and communicate any student needs or concerns to the certified teacher.

7-12 Learning Modalities

In Gem Prep: Meridian's flex model of instruction, students in grades 7-12 will experience a wide variety of rich and unique learning modalities, most of which are accessed directly from the school campus.

- **Synchronous Instruction - "Send".** Students will receive core instruction (Math, English, Science and Social Studies) from a credentialed teacher. For a portion of these classes, the teacher will be based locally and students will interface with the teacher on site. While this teacher is working with students locally she will also be "sending" her lesson to another Gem Innovation Schools' location via telecast. During this time with the teacher, teaching strategies may include direct instruction, small group/cooperative learning, and project based learning. Please see detailed description of synchronous instruction below.
- **Synchronous Instruction - "Receive".** For a portion of core classes, students will "receive" instruction from a teacher located in another Gem Prep School location. This instruction will be broadcast live via teleconference into the student's local campus classroom. During this period, students will be supervised and supported by a paraprofessional locally while engaging in learning with their peer students across the state. (See 'paraprofessional's role' in 7-12 instruction, above.)
- **Online.** Teacher led core instruction will be supplemented by online instruction. Students will work through content housed in the Learning Management System as well as adaptive online curriculum. Students can move at their own pace to enable reinforcement and remediation of the core concepts taught during synchronous class time. Online learning takes place in a larger space with monitoring and support provided by a paraprofessional.

- **Asynchronous.** Students will have the opportunity to enroll in electives provided by approved vendors such as Idaho Digital Learning Academy (IDLA). These courses will be taken asynchronously with students moving at their own pace through the material.
- **Off campus.** Students in grades 11 - 12 will have the opportunity to leave campus to take courses at local universities. Participation in these courses will enable students to receive college credit while they are still enrolled at Gem Prep: Meridian. While it is anticipated that most students will be able to provide their own transportation or utilize public transportation to access college campuses, the school will evaluate the need to support students with transportation on an as needed basis.

Please see Appendix R-3 for the diagram on the 7-12 learning model, and Appendix R-1 for information on adaptive blended learning.

Curriculum

K-6 Curriculum

Gem Prep: Meridian will have a robust process for selecting curriculum. A curriculum committee will meet annually to evaluate new and existing curriculum. In line with the organization's commitment to data as described previously, each curriculum will be evaluated against demonstrated capacity to increase student achievement. Curriculum will also be closely evaluated to ensure that it aligns with Idaho Core standards in math and English Language Arts and Idaho Standards in all other subjects.

Gem Prep: Meridian's new and existing curriculum will be reviewed and evaluated on an annual basis. As well, student achievement data will be reviewed against Common Core standards to assess program effectiveness.

Proposed Curricula for K-6:

	Offline	Online
ELA	<ul style="list-style-type: none"> • Explode the Code • Handwriting Without Tears 	<ul style="list-style-type: none"> • iReady • ReadyGen • Headsprout • RazKids
Math	<ul style="list-style-type: none"> • Singapore Math 	<ul style="list-style-type: none"> • Dreambox • iReady • Zern Math
Science	<ul style="list-style-type: none"> • Science Fusion student textbook 	<ul style="list-style-type: none"> • Science Fusion
Social Studies	<ul style="list-style-type: none"> • Idaho Adventures 	<ul style="list-style-type: none"> • My World Social Studies

Curriculum 7-12

Gem Prep: Meridian's Curriculum can be accessed by students through the Learning Management System. The delivery of the curriculum will be a hybrid of synchronous and asynchronous learning. The direct instruction component for Gem Prep: Meridian students will be further developed by the certified teachers, with supplemental resources augmenting the core curriculum and allowing for adaptivity to fit the blended learning model. Having this content housed within the organization's LMS also enables seamless integration between the days when students are receiving synchronous teacher led instruction and days when they are working independently online. This internal curriculum will be supplemented with online programs.

Similar to the elementary school model, Gem Prep: Meridian plans to utilize a curriculum committee that will meet annually to evaluate new and existing curriculum. The committee will review student achievement data against Common Core standards to assess program effectiveness. The first Gem Prep: Meridian students will matriculate to 7th grade in 2019-2020. As such, we look forward to using the next several years to research the impact of various curricula in other school models during the early years of Common Core implementation.

Gem Prep: Meridian will leverage the curriculum that has been successfully used at I-DEA. Gem Prep: Meridian's core and supplemental curriculum, as well as the learning management system, is adapted from those utilized through I-DEA, however the delivery of curriculum follows the blended learning model. Essentially all curriculum delivery in I-DEA is asynchronous with students taking courses established by certified teachers, but with very little live instruction from the teachers. Whereas, in Gem Prep: Meridian the delivery is a hybrid of synchronous and asynchronous instruction. The direct instruction component for Gem Prep: Meridian students is further developed by the certified teachers, with supplemental resources augmenting the core curriculum and allowing for adaptivity to fit the blended learning model.

Curriculum can be accessed by students through the Learning Management System. Having this content housed within the organization's LMS also enables seamless integration between the days when students are receiving synchronous teacher led instruction and days when they are working independently online.

In addition to the core curriculum used for each course, many courses contain supplemental curriculum to enhance student knowledge and skills in key content areas. The proposed curricular chart below illustrates specific core and supplemental curriculum.

Proposed Curricula for 7-12

	Core Curriculum	Supplemental Curriculum
ELA	<ul style="list-style-type: none"> • Pearson's Common Core English interactive online textbook (7-12) • EngageNY ELA (7-12) • 	<ul style="list-style-type: none"> • ThinkCerca (7-12) • Newsela (7-12)
Math	<ul style="list-style-type: none"> • EngageNY math (7-12) • Pearson's Digits interactive math (7-8) • Pearson's High School Mathematics Common Core (Algebra I and beyond) 	<ul style="list-style-type: none"> • TenMarks (7-Algebra II)
Science	<ul style="list-style-type: none"> • CK 12 Life Science, Earth Science, Physical Science, Biology, Chemistry, Physics (7-12) 	<ul style="list-style-type: none"> • Discovery • Hippocampus
Social Studies	<ul style="list-style-type: none"> • Houghton Mifflin Harcourt online social studies textbooks (7-12) 	<ul style="list-style-type: none"> • Discovery • Hippocampus

Estimate of student time spent in each of the learning modalities

The chart below is a sample weekly schedule for an 8th grade student at Gem Prep: Meridian, which illustrates approximately how much time students will spend in each of the learning modalities during a given week. During the times when students are not participating in synchronous courses, they will be logged into their learning management system and completing assigned projects, independent coursework, designated readings, group projects, etc. The curriculum and content students complete during their asynchronous time may vary widely depending upon the requirements of each given course.

Sample 8th Grade Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 9:00	Synchronous Math Class	Asynchronous Math Block	Synchronous Math Class	Asynchronous Math Block	Synchronous Math Class
9:05 - 10:05	Asynchronous IDLA Digital Photography	Asynchronous IDLA Digital Photography	Asynchronous IDLA Digital Photography	Asynchronous IDLA Digital Photography	Asynchronous IDLA Digital Photography
10:10 - 11:10	Asynchronous Science Class	Synchronous Science Class	Asynchronous Science Class	Synchronous Science Class	Asynchronous Science Class
11:15 - 12:15	Synchronous English Class	Asynchronous English Block	Synchronous English Class	Asynchronous English Block	Synchronous English Class
12:15 - 12:50	Lunch	Lunch	Lunch	Lunch	Lunch
12:55 - 1:55	Synchronous PE / Health	Synchronous PE / Health	Synchronous PE / Health	Synchronous PE / Health	Synchronous PE / Health
2:00 - 3:00	Asynchronous Social Studies	Synchronous Social Studies	Asynchronous Social Studies	Synchronous Social Studies	Asynchronous Social Studies

When students are working in asynchronous blocks, they will be supported by certified teachers and/or paraprofessionals providing tutoring, course assistance monitoring, etc. This additional structure assists students with necessary tools, time management and support, and also provides a level of expertise and encouragement toward student success.

General Support Structures

Gem Prep: Meridian recognizes the unique needs of all children and their potential for significant educational development, and will provide opportunities designed to meet each child's needs. Gem Prep: Meridian will serve all children including special education, Gifted and Talented, students requiring Section 504 Accommodations and EL (English Learner) students.

Each person has the right to learn at the most appropriate level where growth will take place. Because gifted and talented, EL, Title I and Section 504 students have special needs, they will be provided educational experiences that will strive to meet those needs. The Gem Prep: Meridian model is centered on personalized instruction, and as such will allow teachers to tailor instruction to the specific needs of each individualized student, using online adaptive technology as well as personalized, online ("asynchronous") courses. In addition, after school office hours in 7-12th grade will be provided as well as tutoring services in K-6th grades. Through data driven instruction, the school will provide progress monitoring and a robust intervention program, specifically, targeted differentiated instruction in small groups. If Gem Prep: Meridian qualifies for Title I funding, the school will create a Title I program, based on the school model of personalization and targeted instruction.

Gem Prep: Meridian will plan and budget to provide certified special education teacher(s) and other personnel, physical facilities that are appropriately accessible to permit access by students with disabilities, funding and contractual arrangements to ensure that Gem Prep: Meridian students with disabilities will receive special education and services as required in IDEA 2004 and outlined on the students' IEPs.

Gem Prep: Meridian will provide transportation for special needs students if it is determined that this is necessary to provide for a Free and Appropriate Public Education (FAPE).

Gem Prep: Meridian will follow state and federal laws regarding assessment of Special Education students.

DRAFT

Proposed Operations and Potential Effects of the Charter School

The Charter School's Potential Effects

By locating in the Treasure Valley area, the school will provide an additional choice of a personalized, college and career preparatory school. There is a tangible need for schools that are using technology to enhance the learning experience for students, particularly adaptive technology that allows students to be challenged at their capability level on a daily basis. Additionally, the West Ada School District is the largest school district in Idaho with a significant number of students currently on waiting lists for the existing charter schools, demonstrating the demand for more charter schools. Finally, Gem Prep: Meridian's leadership team has a significant presence in the Treasure Valley and can be leveraged in terms of talent recruitment, student recruitment and local support.

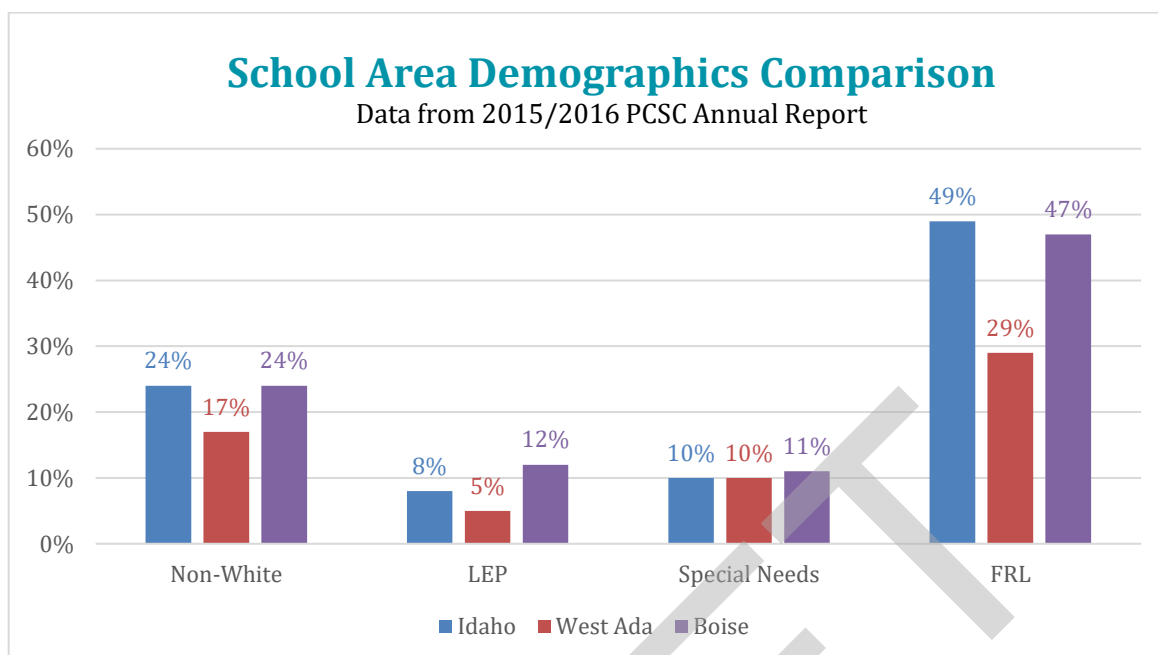
Enrollment Trends

The Treasure Valley has one of the youngest urban populations in the United States, which is becoming increasingly diverse. Between 2010 and 2015, Treasure Valley public schools saw 2% growth, or an increase of nearly 12,000 students, with charter schools growing by over 11% during the same period. Nielsen projections show an increase of 3,500 school age population by 2019.

West Ada School district enrolled 38,000 students in 2016 and has an anticipated growth of 2% over the next five years. This growth is projected to add approximately 760 school-aged individuals in the WASD. In an area where the education system is at maximum capacity, Gem Prep: Meridian can help relieve the burden, while at the same time creating a transformative educational footprint that will create opportunities for 21st century learning and for teachers.

Student Demographics

It is anticipated Gem Prep: Meridian will mirror the student demographic population of the West Ada and Boise area school districts. See comparison chart below.



Demand

As of the 2016-2017 school year there were 2070 students enrolled in charter schools in Meridian, with 1145 students on the waiting list of charter schools located within the attendance area. The demand for these schools is considerable in regard to available capacity. (Acknowledging that there is likely duplication of students across a number of the waitlists).

Gem Prep: Meridian will serve all children including special education, Gifted and Talented, students requiring Section 504 Accommodations and EL (English Learner) students, etc. (See Tab 3 for more information and how Gem Prep: Meridian will serve these students.)

One full year prior to opening and active recruiting, the school is generating a significant interest among local families. As of July 18, 2017, over 250 students have expressed an interest in enrollment. (83% are located in the West Ada area with 10% currently living in Boise.)

Potential Impact on Local School Districts

At its target enrollment of approximately 582 students, and because of Gem Prep: Meridian's mentor teacher counseling system, it is anticipated a high percent of students will have an advanced degree by the time they graduate from high school. Further, because most of Gem Prep: Meridian's graduates will successfully complete at least 1 college level course in high school, matriculation and completion of college will be much higher than the state averages. This will increase the number of students who are going on to college or highly employable careers, thereby having a significantly positive impact on the economic landscape of Idaho.

Gem Prep: Meridian is expected to have 288 students enrolled in year one of the charter. It is expected these students will come from various schools within the Treasure Valley area

with West Ada School District being the primary source of the student transfer. Assuming all 288 new students transfer from WASD, there will be a reduction of 11.80 support units (assuming an ADA of 95%) with an estimated reduction of State foundation support to WASD of \$1,270,270, which is approximately 0.65% of their projected foundation funding for FY2018-2019.

Please see Appendix I-2 for Detailed Fiscal Impact.

Proposed Location: Primary Attendance Area

The school will be physically located within the West Ada School District. Gem Prep: Meridian's attendance area will include all of WASD.

The school anticipates drawing students from Nampa School District, Boise School District, Caldwell School District, and Vallivue School District. The City of Meridian and the WASD will be the most impacted. As mentioned, the WASD is growing quickly, and many of the schools are overcrowded. Most importantly, the school hopes to provide an additional choice of a personalized, college and career preparatory school in the area.

Please see Appendix K for a Map of the Primary Attendance Area

Facilities

At full scale, Gem Prep: Meridian will require approximately 45,000 square feet. The assumption of classroom square feet per child is broken down to 48 square feet per child in kindergarten, 35 square feet per child in grades 1-6 and 30 square feet per child in grades 7-12. There will be 7,000 square feet needed for multi-purpose areas (cafeteria, library, rec room), an additional 5,500 square feet needed for administration and faculty, and an additional 10% of total need for circulation and restrooms. Gem Prep: Meridian does not currently have any organized sports planned, so as such there will not be any planned space for these activities.

At the K-6 grade levels Gem Prep: Meridian will require classrooms that will allow teachers and students the ability to move around and re-organize their room to accommodate the station rotation model. Each classroom will have access to high capacity wireless internet and Chromebooks for students. In high school, the facility will need to accommodate an open concept capable of adapting to the needs of the students and teachers. Common areas will be created with various learning pods to allow for student collaboration, project work, and students taking online classes. Each classroom will contain virtual teleconferencing equipment to accommodate the shared course model. Structurally, the school requires a facility that will allow for adaptation of the learning environment to suit its needs.

Gem Prep: Meridian's school leadership has successfully secured facilities for two other school startups and is aware that finding affordable facilities that can meet the programmatic needs of schools is an essential criterion for success. Given the lack of access to school district

facilities or other public subsidies, the school anticipates that securing affordable facilities may be one of the most challenging components of this plan, particularly in Meridian.

Gem Prep: Meridian is working with the Building Hope Foundation to secure a facility. Once the facility has been secured, Gem Prep: Meridian will enter into a lease to purchase contract with Building Hope. At the end of five years, GPM has the option to purchase the facility from Building Hope at a purchase price equal to the remaining principal (senior and sub-debt). With this option, GPM's lease payments will build equity each year. Building Hope is currently under a purchase and sales contract for a facility located at 2750 E. Gala Court in Meridian and has a bank term sheet for purchase, pending charter approval. The building is a two story 31,200 SF facility on 4 acres that was previously used as a for-profit university. Pending charter approval, Building Hope is scheduled to close on the facility in late September to early October of 2017. The contracted price is \$4.4 million with an additional estimate of \$388,183 for renovation costs for the current facility.

The facility purchase price includes furniture, fixtures and equipment, which will decrease the first year expenses for these items.

Building Hope will construct an additional facility on the 4 acres for GPM year three expansion providing approximately 18,000 SF of additional classroom and gym space. Initial site plans for year three expansion were submitted to the City of Meridian on June 13, 2017. The expansion cost is estimated at approximately \$2.8 million.

See Appendix J-1 for Option 1 Facilities Template and Site Plans

Administrative Services

The Administrative services will be provided by the school Administrators (state certification required), with support from the Board of Directors. Gem Prep: Meridian will contract with Gem Prep: Online (formally I-DEA) for administrative services such as comprehensive program design, curriculum development, instructional oversight, obtaining a facility and facility financing, fundraising, a school director, an academic administrator, a business manager, an operations administrator, professional development, preparing budgets and financial reports, back office support, human resources, overseeing special education, and marketing. Gem Innovation Schools of Idaho, Inc. Board holds the charter for GPO. The certified Principal and staff provides school leadership and day-to-day operations. GPM will pay GPO 10% of the school's annual state foundation payment. The purpose of a percentage rather than a flat fee based on the cost of an FTE is to protect the school in case of a reduction in state funding. When using a flat fee, the cost of services will remain the same even if the school's revenue decreases unless the contractor reduces the staff's wages that the expense is based on. The 10% of revenue is within normal national range. The actual dollars are much lower than the national average due to lower state funding.

The performance certificate agreement will be made between the authorizer and the Gem Prep: Meridian.

Recruitment

The most important lesson learned from the opening of Gem Prep: Nampa (GPN) is that identifying a physical location impacts **every** element of student recruitment. Gem Prep: Meridian has already identified a school facility over a year prior to the scheduled school opening. The ability to focus on a more narrowly defined region of West Ada surrounding the facility will greatly benefit student recruitment efforts. The facility, located close to the freeway and in a particularly populated area of West Ada, is highly visible and convenient for parents. When parents know the physical location of the school, the interested family numbers are a stronger indication of how many students will actually enroll in the school. Without a physical location, the interested family list is a much weaker predictor of actual enrollment.

GPN's location was not identified until just four months prior to school opening, and proved a detriment to filling the available seats in the first year of operation. This was the primary reason all seats were not filled. Targeted regional student recruitment was difficult and resulted in a lower than expected first year enrollment of 197 students. Further, when a location was finally identified and secured, it was situated far from the main population centers of Nampa. Adding to the recruitment difficulties, was the fact that the GPN facility was a two-year temporary location. Convenience and visibility of a location makes a significant impact on student recruitment. Understandably, parents have a limit on how far they are willing to send their children to school each day. Even with these challenges, GPN is on track to fill every seat for the 2017-2018 school year, plus have a waiting list.

Gem Prep staff take an aggressive and focused approach to student recruitment. Prior to any active recruitment for GPM, the school has already collected a list of over 250 students interested in enrolling. In comparison, GPN's list of interested students was half the size of GPM's list one year prior to its opening. While West Ada School District, being the largest and one of the fastest growing districts in the state will help GPM recruitment, the school does not rely on this as its sole means of enrollment. Additionally, the leadership team has gained valuable insights in student recruitment strategies from opening two other Gem Prep schools, including GPN in the Treasure Valley. The lessons learned from these experiences will drive the marketing efforts for Gem Prep: Meridian. As a result, Gem Prep: Meridian recruiting will be hyper-focused in proven recruitment techniques and tools, work smarter, and draw from extensive recruitment experience. The following are factors that will help the school meet the enrollment targets.

Treasure Valley Presence. Gem Prep: Nampa opened in 2016 and has since established a positive footprint in the Treasure Valley community. Gem Prep's unique learning model has encouraged visits by prospective students and parents, state and local lawmakers, education advocates, state and national philanthropists and various local community leaders. In year zero, Gem Prep: Meridian will use Gem Prep: Nampa as a showcase to interested families and educators by providing tours of the school. Prospective students and parents will be able to experience the education model as it functions. This will greatly benefit meeting the enrollment goal, as parents can experience the Gem Prep blended learning model in practice

and see how it can work for their student(s). Parents can be confident knowing the leadership team has created and successfully operates two Gem Prep schools; one located in the Treasure Valley.

Recruitment Strategies. Through the experience of opening and operating three charter schools, the leadership team has developed proven recruiting strategies such as:

- Internet and Social Media presence such as Facebook, Google ads, and the Next Door App
- Hold academic and social activities at the school facility to build relationships with prospective families
- Partner with local pre-schools to distribute information about Gem Prep
- Present the Gem Prep model to community organizations and leaders, e.g. rotary groups, church organizations, etc., building a network of supporters throughout the community.
- Face to face information sessions with parents and students
- Recruit at local family friendly events, local library summer reading programs and lunches in the parks
- Advertising through mailers and billboards

Measurable Standards, Accreditation and Accountability

Methods for Measuring Student Progress

In evaluating the school's success in meeting mission-based goals and objectives, the school will utilize both standards-based and performance-based assessments.

Standards and standardization are the basis of assessment. Performance will be assessed on at least five levels:

1. Student progress relative to previous performance will be assessed through standardized assessments. The school will create student baselines using mandated testing results.
2. Performance will be assessed relative to district and state developed standards. The school will do a comparison of annual results with baseline scores to assess progress.
3. Online adaptive assessments.
4. Student's progress towards meeting the Idaho Core will be assessed by Gem Prep: Meridian certified teachers through statewide standardized assessment results and internal assessments such as end of course exam, benchmark assessments, and individual student work.
5. College Readiness will be assessed through nationally normed assessments such as the SAT as well as progress in dual credit and dual enrollment programs.

Interventions and Corrections

Gem Prep: Meridian's data driven instruction model allows ample time for interventions and corrections. After teachers give benchmark assessments, online adaptive assessments or other teacher created assessments, teachers will have time to analyze the data during professional development time. After the school gives these benchmark/diagnostic assessments, administration will facilitate a full day of data analysis with teachers. During this time, teachers will analyze results and prepare re-teaching and intervention plans with students who are struggling. Teachers may also prepare extension activities or course changes to Gifted and Talented students. For students who need interventions, teachers will plan targeted, differentiated small group lessons during synchronous instruction. Students' online and/or blended learning plans may also be altered to reflect the results of assessments and to provide additional remediation.

Testing

Gem Prep: Meridian will participate in all state and federally mandated testing. The school will have a test coordinator who will oversee the testing program and insure the testing process is followed with fidelity for all tests. The leadership team is currently investigating new Student Information Systems (SIS) that better align with the school model.

Gem Prep: Meridian is considering using Illuminate or PowerSchool. In addition to the SIS the leadership team is currently investigating the addition of Illuminate's Data and Assessment Management System, which would work with either of the student information systems. The Illuminate DNA system would give teachers and administrators access to reports, built in assessments, the ability to capture assessment data, data analysis tools and support, as well as data forecasting tools.

The organization ensures that student progress is closely tracked with two annual administrations of a criterion-referenced assessment across all grade levels. This data provides the school with important growth data over the course of a school year. Gem Prep: Meridian will consider the use of the NWEA MAP assessment for these bi-annual administrations.

Benchmark Assessments and Progress Monitoring

As part of the school's data driven instruction model, regular diagnostic and benchmark assessments will be administered. Many of the online programs which the school is considering such as Dreambox Math, iReady and Headsprouts have progress monitoring built in. The school will administer school-wide screening for reading and math at the K-3 grade levels in the fall, winter and spring, and follow up with a diagnostic assessment if a student scores in the "intensive" level on the screener.

Accreditation

Gem Prep: Meridian will apply to Northwest Accreditation Commission, a Division of AdvancED for accreditation in high school grades, as required in IDAPA 08.02.02.140.

Gem Prep: Meridian will apply for and renew accreditation every 5 years as required by the Northwest Accreditation Commission. The requirements used by the AdvancED Accreditation Commission are research-based standards to not only evaluate Gem Prep: Meridian's organizational effectiveness, but also its 9-12 programs, school wide culture, and satisfaction of our stakeholders. The five standards- Purpose and Direction, Governance and Leadership, Teaching and Assessing for Learning, Resources and Support Systems, and Using Results for Continuous Improvement, provide the framework for Gem Prep: Meridian to continually monitor effectiveness. It is the school's belief that using this set of research-based standards can provide focus and help Gem Prep: Meridian leadership and stakeholders continue to provide a quality education for Gem Prep: Meridian students.

To ensure continuing accreditation of Gem Prep: Meridian, the school will maintain accreditation for its 9-12 program in accordance with Idaho Code 33-5205(3) (e) and IDAPA 08.02.02.140. An accreditation committee appointed by the school administration will choose the appropriate accreditation standard and oversee the accreditation process. After accreditation, the school administration will submit annual accreditation reports to the Idaho State Department of Education and the authorizing entity. The accreditation will be completed through NWAC/AdvancED.

Governance Structure, Parental Involvement, Audits

Governance Structure

Gem Innovation Schools of Idaho, Inc (GIS) will be the charter holder and will govern Gem Prep: Meridian pursuant to GIS's existing Articles of Incorporation, Bylaws, and Board Policies. Gem Prep: Meridian will be its own LEA. Gem Innovation Schools of Idaho, Inc. is a non-profit organization organized and managed under the Idaho Nonprofit Corporation Act. The Corporation is organized exclusively for educational purposes within the meaning of Section 501(c) (3) of the Internal Revenue Code of 1986 ("IRS Code"), or the corresponding provisions of any future federal income tax code. GIS will be the sole member of Gem Prep: Meridian, LLC (GPM).

Please see Appendix A-4 for IRS determination letter,

Public Records

Gem Prep: Meridian will comply with all aspects of the Idaho Public Records Law. All students will receive written notification of how to request a transfer of student records to a specific school. Upon request, all records of students residing in the District will be immediately transferred to the District.

Board of Directors

The Board of Directors will be legally accountable for the operation of Gem Prep: Meridian. The school commits to compliance with all federal and state laws and rules and acknowledges its responsibility for identifying essential laws and regulations, and complying with them. The Board of Directors' meetings will generally follow Robert's Rules of Order, and will follow the Open Meetings laws, keep accurate minutes, and make the minutes available to the public according to the Public Records laws.

Please see the Bylaws for number of voting and non-voting board members, election and term of office of voting and non-voting directors and officers.

Please see Appendix A-3 for the Bylaws.

Selection and Replacement

Recommendations of new board candidates and elections of the Board of Directors will be held according to the Gem Prep: Meridian Bylaws.

See Appendix A-3 Bylaws regarding election process

The Board of Directors Seats

Current board members and their resumes are in Appendix D-1.

Board of Directors Responsibilities

The Board will be responsible for the financial health of the school, managing the school's funds responsibly and prudently while prioritizing spending with consideration given to the

school's mission, vision and educational program goals. The Board will make an effort to establish financial practices and reporting that result in accuracy and transparency. Board members will participate in fundraising activities as deemed necessary and appropriate by the Board. Board members will put the interests of the school first and will refrain from using the position for personal or partisan gain.

Board business conducted at Board meetings will be done per the bylaws and applicable laws (see Bylaws in Appendix A-3). Board members will commit to the ethical standards set forth in the Ethical Standards Agreement (see Board Ethics Statements in Appendix D-3).

The Board is to serve as the liaison between the school and the authorizing entity.

Recruiting Board Members

The Board and Administration will seek prospective members who have training or experience in accounting/finance, law, education, publicity, marketing, and/or business.

The Board understands that effective boards are a result of intentional and strategic planning. When planning for recruitment of new members, the board considers what the anticipated future board profile should reflect, and moves forward in a deliberate fashion to determine what expertise and necessary qualities they will seek in new members. Gem Prep: Meridian administrators and the school's current board members continually seek out exceptional individuals to serve on the schools' Board through ongoing professional and personal networking opportunities. Ideal prospective members will have training or experience in accounting/finance, law, education, publicity, marketing, and/or business. The Board will leverage networking opportunities of staff, teachers, parents and community relationships such as the local Rotary Club, when seeking prospective members. When seeking hard-to-fill skills, the board may determine to seek possible candidates by posting an opening on local community boards and profession-specific communications and forums. Once a potential board candidate has been identified, their profile will be presented to the board for review and discussion, and if the members are in agreement the recruitment process may begin.

The recruitment process may involve both vetting and cultivating the interest of potential future board members, prior to appointment. Future appointees will be provided with educational materials relative to online and blended learning, such as webinars, books and conferences, prior to appointment and during their service on the board. The membership of the school board has a direct impact on the ability of the school to fulfill its vision. Should the board find that certain skills are not being filled by potential board members and finds the need to recruit more broadly, the board may establish a committee to oversee the recruitment and vetting of new members, to facilitate the process of renewing the school with energetic, enthusiastic, committed and skilled leadership.

Relationship between the Board of Directors and School Administration

The Board of Directors is the governing board of the Gem Prep: Meridian school and has ultimate control over the school and all employee and parent concerns. If a parent or employee has a concern, they will first attempt to resolve the issue with the principal. If the

issue cannot be resolved with the principal, the parent or employee may attempt a resolution with the School Academic Administrator and then the School Director. If their concern is still not resolved, it will be brought before the Board of Directors.

The organization chart below demonstrates the reporting and interaction structure for Gem Prep: Meridian.

The Board of Directors is responsible for:

- Policy development and review
- The financial health of the school
- Administrative and operational oversight (not day-to-day operations)
- The legal affairs of Gem Prep: Meridian
- To adopt, advocate for and oversee a school budget, which is responsive to school goals and meets the needs of all students
- To conduct an annual self-evaluation of its own leadership, governance and teamwork.
- To communicate and interpret the school's mission and other policy related matters to the public and stakeholders.
- To ensure there is a supportive, smoothly operating leadership team which advocates for both children and the community.

School Director works under the direction of the Board. Responsibilities include, but are not limited to:

- Implement the vision and mission of the school
- Recommend to the Board the hiring of personnel
- Fulfill state charter school requirements
- Insure GPM meets the performance requirements outlined in the performance cert
- Execute the policies of the Board
- Act as the intermediary between the Board and stakeholders
- Make recommendation to the Board on issues facing the school

Business Manager works under the direction of the School Director. Responsibilities include but are not limited to:

- Monthly and annual financial reporting to the board and outside entities
- Budgeting
- Day to day financial operations and accounting
- Financial records
- Purchasing and contracts
- State reporting requirements
- Payroll
- Insurance
- Benefits
- Accounts Payable

Academic Administrator works under the direction of the School Director. Responsibilities include but are not limited to:

- Develop curriculum, instruction and assessment
- Recommend special services
- Implement professional development
- Supply annual educational reports
- Supervise and evaluate school principal
- State assessment planning
- Oversee hiring educational staff and provide recommendations

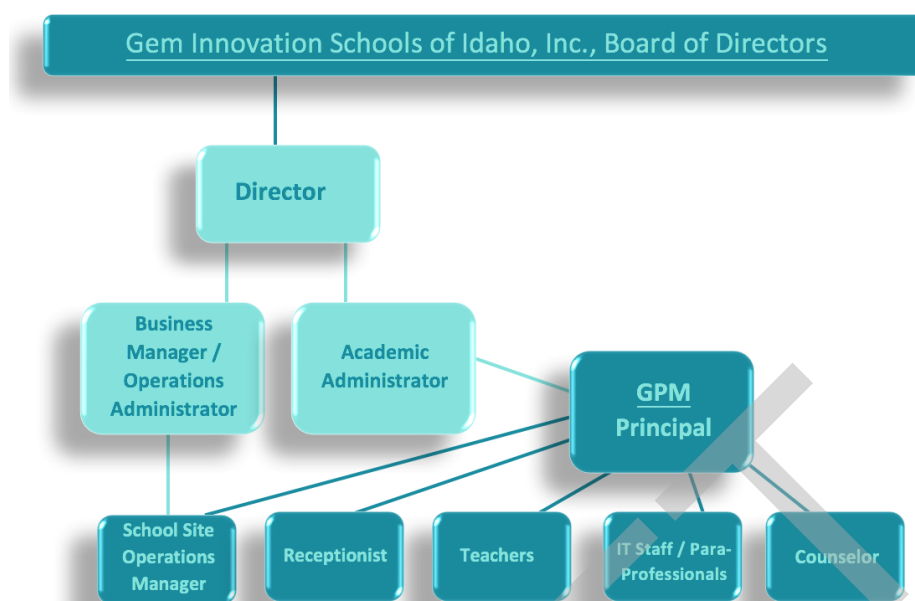
Operations Administrator works under the direction of the School Director. Responsibilities include but are not limited to:

- Facilities management
- Supervise school operations employee
- Transportation
- Nutrition
- Building security and student safety
- Technology

Principal works under the direction of the Academic Administrator. Responsibilities include but are not limited to:

- Parent and public relations
- Building school wide community and culture
- Student and staff discipline.
- Participate in curriculum development
- Supervise student scheduling
- Conduct all staff evaluations
- Provide teacher mentoring and coaching
- Resolve personnel issues
- Oversee substitute teacher roster, training and evaluation
- Student enrollment and records
- Attendance

The following organizational chart is the initial proposed plan. The school anticipates minor changes over the course of school growth.



Board Development

When new Board Members are added, they will be provided with a New Board Member Packet. This packet contains information to help them understand what is involved in being a Board Member, such as, but not limited to, the Gem Prep: Meridian Charter, roles and responsibilities, meeting laws, state statute for charter schools, ethical standards, policies and financial reports and budgets.

Annually or throughout the year, at the discretion of the Chairman, there may be a training schedule to include, but not limited to, the roles/responsibilities of a Board, review of the school's charter, the Board's Ethical Standards, and state statutes. As appropriate, the Board may include other training, including external training, as appropriate based on costs and time. The Chairman will make sure the Board is aware of these opportunities.

Board members will be encouraged to attend staff and parent education meetings.

The administrative team continues to disseminate research and information on blended learning to the Board, keeping them current and allowing for informed and knowledgeable decisions to be made by the governing body. The Gem Prep: Meridian School Board members are committed to continued development. In May 2015, a board representative attended a blended learning consortium held at Boise State University, and upon return, shared the insights received with the other board members. Also, each board member has read the book entitled "Blended: Using Disruptive Innovation to Improve Schools" by Heather Staker and Michael Horn. Board members also participated in an in-service specifically about blended learning. In the 2015-2016 school year, the Board received training regarding academic assessments and also participated in training and discussion about board development and the best practices of transitioning from founding boards to long-term mature governing school boards. In April 2016, representative members of the Board attended the SDE Charter School Boot Camp. The Board believes strongly in seeking out relevant and solid guides on

blended learning, and in sharing that knowledge with each other and with their constituents in an effort to make Gem Prep: Meridian a high performing, personalized learning school which prepares students for college, career and citizenship.

In an effort to continue the development and excellence of each Board member, an annual self-assessment will be conducted, similar to the Idaho School Board Association (ISBA)'s self-assessment tool. The data will be used to improve the Board and its individual members' functionality. An example may be the discovery that the Board is weak in financial knowledge, leading to additional training specific to educational finances. In addition to the needs addressed in the self-assessment surveys, Board members will participate annually in development opportunities specific to leadership of online and blended learning schools.

Ethical Standards

The Board adheres to ethical standards established to ensure members conduct themselves in a trustworthy and ethical manner at all times in the performance of their duties and responsibilities. Each Board Member is required to read, understand, sign and adhere to the ethical standards of the Board. The school also includes training for Board Members on the ethics policy.

Please see Appendix D-3 for signed Board ethics statements.

Parental Involvement

Parental involvement is a cornerstone of the school, and it is recognized that parental involvement is key to student success.⁶ Upon enrollment, parents will agree to comply with all school policy and procedures as outlined in the Student & Parent Handbook.

Gem Prep: Meridian will strongly encourage, but not require, parents to complete 20 hours of participation/volunteerism each school year, with the intention that the more parents are involved, the more they will understand and be able to positively benefit the education of their students. The School's enthusiasm toward the participation program is to impart education ownership to the parents and to truly partner with them for their students' successes. All activities that parents/guardians voluntarily participate in on behalf of the school, whether at the campus or off-campus, are counted towards their volunteer hours. Parents are also encouraged to participate in school-related activities, including those pertaining to curriculum and instruction, such as tutoring and storytelling. Volunteers may also be involved in monitoring the playground, student drop-off and pick-up, and assisting with school events, PTO, school socials, etc. The school will maintain a differentiated list of parent volunteer activities and a log of volunteer hours is kept in the

⁶ Numerous studies have found links between parental involvement and engagement and student academic success are strong, in fact, this link has now been deemed "undisputed". An example of these critical links includes the U.S. Dept. of Ed's 1995 report, *Strong Families, Strong Schools*. Additional researchers, including Kellaghan, Sloane, Alvarez, and Bloom (2003), and Beth Simon (1999), Topor, D, Keane, S., Shelton, T. and Calkins, S. *"The Interface of Family, School, and Community Factors for the Positive Development of Children and Youth"* (2010) have also well- documented and synthesized research on this topic.

school office. As the school grows from kindergarten through high school, the parental involvement opportunities will be updated, as appropriate.

In an effort to encourage enrollment of students from families of diverse family dynamics, parents are provided a lengthy list of opportunities in which to be involved. This allows parent volunteerism and involvement even in families with two working parents, single parent households, low income families, etc.

All volunteers will complete a Volunteer Agreement form. Volunteers will receive structured training (as needed), and must follow all policies and procedures defined by the school. If activity occurs that is not in keeping with the school policies, the school leader reserves the right to relieve the volunteer of his or her responsibilities.

A parent organization will provide consultation and support to the Board and the Administration regarding ongoing plans for the school.

Parental participation may also include, but is not limited, to the following:

- Ongoing contact with certified teaching staff
- Parent-teacher conferences
- Volunteering for school projects, programs and committees
- Attending Orientation Sessions
- Creation and participation in a Parent Teacher Organization
- Attending board meetings
- Creating committees to participate in the leadership and operation of the school
- Attending ongoing educational workshops
- Attending ongoing field trips and activities
- Receiving key information regarding school events on the Gem Prep: Meridian website
- Reviewing online Student & Parent Handbook which is updated annually. School leadership will also solicit input on the Student & Parent handbook.

In order to create awareness of volunteer opportunities and other parental involvement opportunities, the information may be communicated via email and the school website

Audits

Every year Gem Prep: Meridian will hire an independent certified public accountant to conduct an independent audit that complies with all generally accepted auditing standards. At the completion of the audit, the Board will review the results of the audit, approve and accept the audit report and findings. A copy of the audit report will be submitted to the Authorizing entity and the State Department of Education. The school will address any concerns brought up by the audit in a timely manner.

Financial Reporting

Gem Prep: Meridian will comply with the financial reporting requirements of Idaho Code Section 33-701 (5-10). The Board will have prepared and published, within one hundred twenty (120) days from the last day of each fiscal year, an annual statement of financial condition and report of the school as of the end of such fiscal year in a form prescribed by the State Superintendent of Public Instruction pursuant to Idaho Code Section 33-701(5)(6).

The Board will present and discuss all financial matters at public sessions and will post all financial results, budgets, audits, contracts and disbursements electronically on the Gem Prep: Meridian website. The Board will hold an annual public hearing where the budget is discussed in detail. The Board will post notices of all meetings, including financial meetings, at the Gem Prep: Meridian school site as well as two other public sites within the attendance area, such as at a public library.

Such annual statement shall include, but not be limited to, the amounts of money budgeted and received, and from what sources, and the amounts budgeted and expended for salaries and other expenses by category. The annual statement will be submitted to the State Department of Education as required by law.

The school will place copies of all teacher contracts and vendor contracts on the school website. In addition, the school will place a listing of all disbursements on the website and makes available all such information upon request.

Annually, Gem Prep: Meridian will file with the State Department of Education such financial and statistical reports as the SOPI may require pursuant to Idaho Code Section 33-701(7). Gem Prep: Meridian will destroy all claims or vouchers paid five years from the date the same was canceled and paid pursuant to Idaho Code Section 33-701(8).

Gem Prep: Meridian will review the school budget periodically and make appropriate budget adjustments. Amended budgets shall be submitted to the State Department of Education pursuant to Idaho Code Section 33-701(9).

Gem Prep: Meridian will invest any money coming into the hands of the school in investments permitted by section 67-120 of the Idaho Code

Enrollment, Admissions, Attendance Policies

Enrollment

GPM's instructional model includes challenging each student at their comprehension level. One way GPM does this is by placing students in the grade level of their comprehension, not necessarily in the grade level of their birth year. While this practice keeps students academically challenged, changing a student's grade level placement also creates challenges to keep within the grade level cap.

Gem Prep: Meridian enrollment is capped at 732 students in grades K-12. The table below contains the grade-by-grade plan to grow to 582 students over six years. While the Board has a grade-by-grade plan that targets 582 students, the Board requests a single K-12 enrollment capacity of approximately 732. This approach allows the Board to adjust grade-level student numbers, within the 732-student cap, in order to assure availability for all current students who wish to re-enroll, in order to place students in the grade level of their comprehension, and in response to market needs. For the purpose of the lottery, no less than three months prior to GPM's application deadline, the Board of Directors will establish the annual school-wide enrollment capacity not to exceed 732 students and an annual enrollment capacity for each grade level.

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Grade	Y1	Y2	Y3	Y4	Y5	Y6
K	48	48	48	48	48	48
1st	48	48	48	48	48	48
2nd	48	48	48	48	48	48
3rd	24	48	48	48	48	48
4th	30	30	60	60	60	60
5th	30	30	30	60	60	60
6th	60	60	60	60	60	60
7th		45	45	45	45	45
8th		45	45	45	45	45
9th			30	30	30	30
10th			30	30	30	30
11th				30	30	30
12th					30	30
	288	402	492	552	582	582

Student Recruitment

Student Recruitment will be owned locally. The principal will be held accountable for meeting their enrollment projections. Equally, if not more important, it will be critical that the school leaders and staff make connections with prospective parents early and feel a sense of ownership for ensuring that they are providing a high quality education that attracts students. Recruitment strategies will include developing partnerships with local preschools, religious and other community organizations, as well as holding information sessions and advertising through local channels and on external communications.

(See Tab 2 for detailed recruitment plan and actual anticipated enrollment numbers.)

Admissions Procedures

Gem Prep: Meridian will be open to all children, on a space-available basis within each grade. No student will be denied admission based on ethnicity, creed, gender, disability, or place of residence. No out of state residents will be enrolled.

Gem Prep: Meridian will follow the equitable selection process that is outlined in IDAPA 08.02.04.203.07 or another method that is approved by the authorizer.

As a public charter school, Gem Prep: Meridian must, as a condition of its charter, have an open enrollment policy. Charter schools have a cap or limit as to the number of students they can accept. If the number of applications to a charter school exceeds the capacity of the school, all applicants will have an equal chance of being admitted through a random selection process or lottery.

Gem Prep: Meridian will follow the model admission procedure identified by the Idaho State Board of Education.

1. Prospective students will be given the opportunity to enroll regardless of race, color, national or ethnic origin, religion, sex, social or economic status, or special needs.
2. Prior to enrollment each year, Gem Prep: Meridian will advertise in local media and online and make application forms available online. The application will include information pertinent to filling available slots.
3. Gem Prep: Meridian's full-time employee's children will have first preference for admission to the school, with a maximum of 10% of the student population consisting of full-time employee's children.
4. Siblings of students already selected by lottery will be given next priority.
5. Prospective students residing in the primary attendance area of the school will be the next priority.

6. All other students residing outside of the attendance area will be the final priority.

Gem Prep: Meridian will substantially follow the model admission procedure identified by the Idaho State Board of Education.

Requests for Admission

Gem Prep: Meridian will comply with Section 33-5205 (3)(j) Idaho Code. A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a child in this state, may make a request in writing for such child to attend Gem Prep: Meridian. In the case of a family with more than one (1) child seeking to attend Gem Prep: Meridian, one written request for admission must be submitted on behalf of all siblings. The written request for admission must be submitted to, and received by, Gem Prep: Meridian on or before the enrollment deadline established by Gem Prep: Meridian. The written request for admission shall contain the name, grade level, address, and telephone number of each prospective student. If the initial capacity of Gem Prep: Meridian is insufficient to enroll all prospective students, a lottery (as outlined above) shall be utilized to determine which prospective students will be admitted to Gem Prep: Meridian. Only those written requests for admission submitted on behalf of prospective students that are received prior to the enrollment deadline established by Gem Prep: Meridian shall be permitted in the lottery. Written requests for admission received after the established enrollment deadline will be added to the bottom of the final selection list for the appropriate grade.

Lottery Process

Gem Prep: Meridian will hold a lottery each year unless the initial capacity of Gem Prep: Meridian is sufficient to enroll all prospective students. The lottery will be held in a public forum and a neutral 3rd party will conduct the lottery selection. Gem Prep: Meridian will determine the students who will be offered admission by conducting a fair and equitable lottery conducted according to IDAPA 08.02.04.203 and Idaho Code 33-5205.

Waiting Lists

Once the equitable selection process is conducted each year, waiting lists for each grade will be developed. Students will be placed on the list according to the order they were drawn for each priority group. Those lists will be used to fill available spots until the next equitable selection process is conducted. If a student does not accept an offer for enrollment or the parent does not respond to the offer by the date designated in the offer, the student's name will be removed from the list and the next eligible student will be offered the seat.

Any written requests for admission received after the lottery has been conducted will be added to the bottom of the wait list for the appropriate grade and preference group.

Wait lists will not carry over from one year to the next.

All openings during the school year will be filled according to the order of the wait list. If a parent, guardian, or other person receives an offer on behalf of a student and declines

admission, or fails to respond to such an offer in a timely manner by the date designated in such offer by Gem Prep: Meridian, then the name of such student will be stricken from the wait list, and the seat that opens in that grade will be made available to the next eligible student on the wait list.

Written requests for admission received after the lottery has been conducted will be added to the bottom of the wait list for the appropriate grade. If a student is enrolled in Gem Prep: Meridian, and their sibling is on the waitlist, the sibling student will advance to the bottom of the sibling waitlist for their respective grade level, in accordance with (Rules Governing Public Charter Schools) IDAPA 08.02.04.203.04.

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

Attendance Requirements and Records

Consistent attendance is essential to remaining in the Gem Prep: Meridian program. Gem Prep: Meridian students will meet or exceed the instructional hours as outlined in Idaho Code: 450 hours for kindergarten; 810 hours for grades 1-3; 900 hours for grades 4-6; and 990 hours for grades 7-12.

Notification of Enrollment Opportunities

In accordance with IDAPA08.02.02.203.02, Gem Prep: Meridian will ensure that the public notification process of enrollment opportunities will include the dissemination of enrollment information, at least three months in advance of the enrollment deadline established by Gem Prep: Meridian each year. The information will be posted in highly visible and prominent locations within the attendance area of the school, as well as on the school's website. In addition, Gem Prep: Meridian will ensure that such process includes the dissemination of press release or public service announcements to media outlets such as television, radio, and newspapers that broadcast within, or disseminate printed publications within, the area of attendance of the school. Gem Prep: Meridian will ensure that such announcements are broadcast or published by such media outlets on at least three occasions, beginning no later than fourteen days prior to the enrollment deadline each year. Enrollment information shall advise that all prospective students will be given the opportunity to enroll in the public charter school regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs.

Denial of Attendance

In accordance with Idaho Code 33-205, the school's Board of Directors may deny enrollment or may expel or deny attendance to Gem Prep: Meridian to any pupil who is a habitual truant (I.C. 33-201), or who is incorrigible, or whose conduct, in the judgment of the Board, is such as to be continuously disruptive of school discipline or the instructional effectiveness of the school, or whose presence in a public school is detrimental to the health and safety of other pupils, or who has been expelled from another school district in this state or any other state.

Any pupil having been denied enrollment or expelled may be enrolled or readmitted to the school by the Board of Directors upon such reasonable conditions as may be prescribed by the Board, but such enrollment or readmission shall not prevent the Board from again expelling such pupil for cause.

The process for expulsion and denial of attendance is in Tab 6 under Student Discipline. For Special Education cases, refer to Tab 3 under Special Education Services.

Student & Parent Handbook

Gem Prep: Meridian has developed a draft K-6 Student & Parent Handbook, which outlines school policies, Internet Use, and disciplinary procedures. As the school grows, a secondary handbook will be developed to reflect the laws applicable at that time.

In order to ensure that both parents and students understand the expectation for students at Gem Prep: Meridian, handbook policies will be reviewed at orientation, and will be available on the school's Web site.

Please see Appendix Q for the Student & Parent Handbook.

Internet Use

Gem Prep: Meridian will have a comprehensive, realistic and enforceable Internet Use Policy, which will include parent permission.

Business Plan, Transportation and School Lunch

Business Plan

Marketing Plan

Gem Prep: Meridian leadership believes that the best marketing strategy is to deliver an excellent education for students which produces strong results. The school can tell this story to a broad range of external stakeholders. In addition to the most critical audiences of prospective families and teachers, the organization will seek opportunities to proactively build a brand around innovation that establishes Gem Prep: Meridian as a national leader in the realm of next generation learning. The school will engage in a variety of marketing and relationship building activities in an effort to bolster enrollment and solidify the brand within the community. This may be accomplished through a variety of tools capable of reaching a wide cross section of the local community, which continues to include underserved and at-risk families. The school intends to participate in successful outreach opportunities such as:

- Participation in community and other **networking events**, e.g. fairs, family days, parades, special zoo events, holiday activities, etc. The current bilingual principal attends most of these community functions.
- **Social Media:** Facebook, Community Calendars
- Gem Prep: Meridian **Web site**
- **Brochures and Posters** handed out and placed on community bulletin boards, the local swimming pool, rec center, local public libraries, and other family gathering places, as well as shared with local community leadership groups such as rotary, etc. Principal participates in outreach activities where he can meet face-to-face with constituents.
- **Local media coverage**, news releases and articles - specifically identifying that the school is open to all students within the enrollment area and serves-equally-all demographics.
- **Invitations to campus** given to legislators, community leaders, philanthropists, local businesses, etc.
- **Signage on campus** and at public events; in languages appropriate to demographics of the enrollment area.
- Participation in **community support drives** with other schools and local businesses.
- **Events** (open houses, summer socials on campus, gatherings at local community activities, and summer lunches in the park, etc.)
- Participation in **PTO activities**, fund raisers and community projects on and off campus
- **Relationship building** with local libraries; partnering with them in various venues for student story-time and outreach opportunities to reach a wide-range of constituents.

The School's marketing plan intends to reach a diverse cross section of families. The School intends to have a diverse student body that represents many different populations including underserved populations, minorities, as well as to all within the enrollment area.

Management Plan

The Gem Innovation Schools, of Idaho Inc., Board of Directors is the governing board of the Gem Prep: Meridian school and has ultimate control over the school and all employee and parent concerns. If a parent or employee has a concern, they will first attempt to resolve the issue with the school principal. If the issue cannot be resolved with the principal, the parent or employee may attempt a resolution with the School Academic Administrator and then the School Director. If their concern is still not resolved, it will be brought before the Board of Directors.

School's Financial Plan

Budget

The budget for Gem Prep: Meridian is prepared in compliance with Idaho Code Section 33-801 and rules of the State Board of Education; is presented at a public hearing in June of each school year; and will be delivered to the State Department of Education as required on or before July 15th for the subsequent school year. Copies of the budget will be provided to any interested parties via the Gem Prep: Meridian website. Further, the budget will be prepared, approved, and filed using the required accounts associated with the Idaho Financial Accounting Reporting Management System (IFARMS).

*See Appendix F for Three Year Operating Budget with Assumptions.
See Appendix I-2 for Detailed Fiscal Impact Three Year.*

Income sources

Funding sources will include SDE foundation payments based on support units by grade, staff apportionment and benefits based on support units, transportation reimbursement based on current year expenditures and directed program payments in support of specific SDE initiatives.

Any federal funds for Title I, Title II and Title VI-B will be calculated through the prescribed formulae and submitted within required deadlines.

The leadership team has raised over 5 million dollars in grant funding to assist Gem Prep: Meridian, as well as other Gem Prep Schools, with start-up costs.

Fundraising Plan

The Board of Directors, Administrator, and/or parent organizations will be responsible for fundraising efforts, if implemented, to generate capital or to supplement per-pupil allocations.

In addition, the school, will either employ or contract services for a Development Director. The Development Director will continually strive to identify, educate and cultivate key donors who are capable of making major gifts.

Please see Appendix E-1 for the grant letter from the J.A. and Kathryn Albertson Foundation (JAKAF) and Appendix E-2 for the JAKAF Grant Distribution Letter.

Operating Expenditures

Gem Prep: Meridian will operate under a purchase order system in compliance with Idaho Code Section 33-601. All expenditure requests are signed off by the appropriate operating personnel and approved by the Finance Department. Pursuant to Idaho Code Section - 67-2302 the school will pay all of its operating obligations no later than 60 days after receipt of invoice. All operating expenditures will be approved monthly at regularly scheduled Board meetings.

Non-operating expenditures

Non-operating expenditures are based on the specific terms set out in the agreement. Non-operating expenditures are generally limited non-recurring expenditures and debt service obligations.

Cash Flow

The Business Manager will reconcile cash flow monthly to the bank statements and compare the current monthly expenditures to the monthly cash plan approved by the Board, and perform a variance analysis and reports to the Board on a monthly basis.

Financial Management

The accounting records will be kept and maintained in accordance with generally accepted accounting principles (GAAP). Gem Prep: Meridian, will follow the reporting requirements set forth by the Idaho State Department of Education IFARMS.

The Board of Directors will be ultimately responsible for financial management. The Board delegates the day-to-day financial management and day-to-day accounting of the school to the Business Manager. The Business Manager, in conjunction with his/her team (including the school operations manager at the school site), will complete a monthly review of operating results and present such results to the Board.

In addition to the annual audit (see Tab 5), a report to the Board will be given which includes any material weaknesses in internal controls and/or operating inefficiencies that should be addressed in the coming year.

The school will institute various segregation of duties to assist in the assurance that there is propriety required to protect the school's books and records, including receipt and deposit of cash, payment of expenditures and reconciliation of accounts and records.

Pre-Opening Plan and Timeline

The pre-opening timeline can be found in Appendix M.

Transportation Plan

Gem Prep: Meridian plans to offer student transportation in their first year. School leadership is currently investigating two options for transportation. Based on a successful implementation of a similar plan at Gem Prep: Pocatello, the first option will take advantage of public transportation allowing students to ride the public bus system to and from school. The school plans to negotiate with Valley Ride on the use of current and future public bus routes for their students. The second option will be contracted services. Gem Prep: Meridian will follow all state reporting requirements for transportation per Idaho Code 33-5208(4). A formal bid process as outlined by the Idaho State Department of Education and Idaho Code 33-402(2) will be followed. Transportation will be provided to the student population as outlined in Idaho Code 33-5208(4)(a)(b).

Students with special needs will be provided transportation in accordance with requirements of state and federal law. A student's IEP will determine if transportation is required and the best method of transportation. All transportation will adhere to the IDEA. Transportation of field trips, excursions, and extracurricular activities will be provided by the school through contracted services, and supported through appreciated donations from families, as well as philanthropic avenues.

School Lunch Program

The Gem Innovation Schools of Idaho Board will adopt policies relating to school lunch in accordance with federal and state laws. Gem Prep: Meridian believes that no child should go without food and intends to provide a lunch program to students.

Gem Prep: Meridian is currently investigating two options for implementing the lunch program.

Option 1:

Gem Prep: Meridian will seek a partnership with the West Ada School District. Following the model used at Gem Prep: Nampa, the district manages the full nutrition program including state and federal reporting, collection of FRL forms from families, and food preparation and delivery. Lunches will be delivered daily to the school. Gem Prep: Meridian expects there to be a contracted fee for delivery of the lunches, however, payments for food and federal reimbursement will flow directly through West Ada SD. The School Operations Manager will manage the serving of lunch using a combination of school staff and parent volunteers.

Option 2:

Gem Prep: Meridian will contract with a local catering company to provide daily lunches. Families will fill out orders and make payments online through a web portal. Though this option may not include participation in the National School Lunch Program (NSLP), the school intends to offer free and reduced lunches to those who qualify. The catering company will deliver lunches daily to the school. The School Operations Manager will manage the serving of lunch using a combination of school staff and parent volunteers.

Gem Prep: Meridian may not initially participate in the National Lunch Program, however, free and reduced data will be collected annually by individual FRL forms and/or through Direct Certification. The forms will be collected at the beginning of each school year. Gem Prep: Meridian will pursue receiving a high percentage of respondents to the FRL survey. Students who qualify for free or reduced lunches will be offered a lunch for free or at a reduced price, whether or not the school participates in the NSLP program.

Families will be notified about the nutrition options through various communication avenues such as on-campus events like 'back to school night', as well as in-house announcement TV screen, Facebook, flyers, teacher newsletters, principal newsletter, emails, etc.

Purchased Services

See Tab 10 for a list of possible vendors.

Virtual Charter School

This section is not applicable to Gem Prep: Meridian.

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Business Arrangements, Community Involvement, School Closure

Gem Prep: Meridian will purchase curriculum from several curriculum providers such as:

Pearson for ReadyGen digital courseware, Prentice Hall Common Core Literature digital courseware, Life Science and Physical Science digital courseware, Integrate High School Math digital courseware, Digits Math grades 6-8 digital courseware. Scott Foresman Social Studies textbooks.

Houghton Mifflin Harcourt for Science Fusion, World History, The Americans and World Geography interactive online subscriptions.

Singapore Math grade K-5 textbooks

Handwriting Without Tears workbooks

iReady for Diagnostic and Instruction Math and Reading site licenses

Kindergarten through sixth grade does not share teachers with other schools. However, beginning in fall 2019, Gem Prep: Meridian plans to share educators for the secondary model. For this arrangement, there are two possible strategies being considered: 1) one to one sharing with no monetary exchange: i.e. a biology teacher in Gem Prep: Pocatello will telecast to classes in Gem Prep: Nampa and Gem Prep: Meridian and vice versa an English teacher in Meridian will telecast to classes in Pocatello and Nampa. 2) a split FTE: i.e. a teacher will be contracted on three school payrolls—possibly a .4 FTE for Gem Prep: Nampa, a .4 FTE for Gem Prep: Meridian and a .2 FTE for Gem Prep: Pocatello. All options will be discussed with the Idaho State Department of Education prior to implementation.

Business Arrangements

Gem Prep: Meridian does not currently have contracts with other schools, businesses or individuals. When Gem Prep: Meridian, is authorized to operate the program as a charter school and becomes an LEA, possible key business arrangements will be:

Regence: Used to service employee health insurance plans.

Delta Dental: Used to service employee dental insurance plans.

MSBT Law: A full service law firm, used in representing and advising in the areas of general and municipal law, education law, administrative law, employment law, etc.

Excent Corporation: Gem Prep: Meridian will utilize Enrich Special Education Software to facilitate file management of IEPs and student special education records.

Hayden, Ross, PLLC: An independent, full-service CPA firm will be used for independent audits of school finances.

Illuminate Education, Inc.: Gem Prep: Meridian will use the Illuminate Data and Assessment program which provides tools to access real-time data; allowing teachers to flexibly group students, align tests with state content standards, efficiently analyze data for RTI protocol, etc.

ICRMP: Used for loss protection for property and casualty insurance coverage, exclusive to Idaho local governments.

Instructure, Inc.: Gem Prep: Meridian will utilize the Canvas software application for the administration, documentation, tracking, reporting, and data delivery for the School's learning management system.

Power School: Used to manage the student information system for online enrollment and registration, as well as managing school processes and data.

Tyler Technologies: Used for public sector accounting software and technology services.

Possible Community Partners:

- **Gem Prep: Meridian PTO:** Administration will attend PTO meetings. The School and PTO will work well together, boosting parent involvement, communication, community awareness, project funding, etc.
- **Idaho Charter School Network:** Partner with Gem Prep: Meridian to advocate for policy conducive to positive charter school outcomes.
- **J.A & Kathryn Albertson Foundation:** Has provided generous philanthropic support for the growth of Gem Prep: Meridian.
- **Idaho School Board Association:** Utilized to provide board training, staff training and legal advice.
- **Idaho Association of School Business Officials:** Utilized as a partner for school finance training, networking, finance laws and budgeting expertise.

Please see Appendix E-1 for JAKAF Grant Award Letter and Appendix E-2 for JAKAF Grant Distribution Letter.

Termination of the Charter/School Closure

In case of termination, the Chairman of the Board of Directors will be responsible for the dissolution of the School.

Prior to any school closure decision, a closure protocol will be developed to ensure timely notification to parents, orderly transition of students and student records to new schools, and proper disposition of school funds, property and assets, in accordance with Idaho law.

Pursuant to Idaho Code 33-5212, the assets for the school shall be distributed first to satisfy outstanding payroll obligations for employees of the school, including any tax, public employee retirement system and other employee benefit obligations, then to creditors of the school, and then to the authorized chartering entity in the case of a public charter school authorized by the board of a local school district. In the case of a public charter school authorized by any other authorized chartering entity, any remaining assets shall be distributed to the public school income fund. Assets purchased using federal funds shall be returned to the authorized chartering entity for redistribution among other public charter schools. If the assets of the school are insufficient to pay all parties to whom the school owes compensation, the prioritization of the distribution of assets may be determined by decree of a court of law.

Within a month after the determination to dissolve the school, the Chairman will contact the parents of past and present students informing them of the process to obtain student school records and/or to which school the records should be forwarded. The School will send written notification to parents of students at their last known address and will email the parents at their last known email. The notification will explain how to request a transfer of student records to a specific school, where to obtain records before dissolution, and where the records will be stored after dissolution. The School will send the records to the school requested by the parents. Parents can either email or send written instructions.

Within two months after the final school year, the Chairman will direct the remaining student records to parents for whom the school has mailing addresses. Any remaining student records will be stored in a secure location for the legal limit. The school will maintain a Facebook page or similar page stating who to contact for student records.

The Chairman will direct all personnel records to all former employees of the school. All former employees shall receive their personnel records within one month after the final school year.

Gem Prep: Meridian will fund and complete a final fiscal audit. The audit will be submitted to the Idaho Public Charter School Commission and the State Department of Education.

Appendix C: IPCSC Closure Protocol

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Closure Protocol

Idaho Public Charter School Commission

514 West Jefferson Street, Ste. 303

Boise, Idaho 83702

208-332-1561

pcsc@osbe.idaho.gov

Alan Reed, Chairman

Jenn Thompson, Director

Purpose

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

Authority

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

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

Closure protocol is enacted when:

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

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

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

Roles

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

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

Note

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

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I. Closure Protocol Team

A. Initial Meeting

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

B. Team Members

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

Required members of this team shall include:

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

C. Subcommittees

1. Subcommittees shall be established for the purpose of managing closure tasks in the following areas:
 - i. Communication – student, teacher, family
 - ii. Financial – vendors and assets
 - iii. Business – employer and corporation
 - iv. Records – student and employee records

D. Meeting Agenda

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

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

E. Important Dates

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

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

9. The date by which all W2s will be issued for the school's final operating year; and
10. The date by which the non-profit corporation must be dissolved.

Communication

A. Initial Stakeholder Notification

1. Within 7 business days of the date written notice of closure is issued, the school is responsible to issue a letter (drafted by the IPCSC) notifying stakeholders of closure. This letter shall minimally include:
 - a. Where and when the final order will be posted online for transparency of the reasons for closure;
 - b. The last date of student services;
 - c. Transfer procedures;
 - d. Explanation of the appeal process and when a decision regarding an appeal would be published; and
 - e. Contact information for the school's administrator and the IPCSC.
2. The school may choose to include a supplemental letter drafted by the school's board, and if so, such draft must be provided to the IPCSC prior to distribution to stakeholders.
3. The school is responsible to distribute the IPCSC's letter (and the school board issued supplemental letter, if applicable) to the following recipients:
 - a. All Parents of current students and all parents currently on a waitlist;
 - b. All Teachers, Staff, and Volunteers;
 - c. All Vendors with whom the school has an active contract or has engaged with in the past 12 months;
 - d. All Lease and Loan/bond holders; and
 - e. Any Educational Services Providers with whom the school contracts.
4. The authorizer is responsible to issue a letter informing stakeholders of the closure situation to the following recipients:

- a. All potentially impacted school districts and charter schools;
 - b. The State Department of Education;
 - c. The State Board of Education;
 - d. The Office of the Governor;
 - e. The Public Employment Retirement Service of Idaho;
 - f. The chairpersons of the House and Senate Education committees; and
 - g. The Senators and Representatives serving the state legislature on behalf of the district in which the school maintains student occupied facilities or business offices.
5. Within 7 days of the date written notice of closure is issued, the IPCSC's letter informing stakeholders of the closure situation shall be posted in a prominent location on the school's website and the IPCSC's website.

B. Staff Meeting

1. Within 7 days of the date written notice of closure is issued, the school's administrator, board chair, and business manager shall hold a meeting with all staff to discuss the following:
 - a. Media contact protocol
The Director of the IPCSC is the authorized media contact for the IPCSC. The school is encouraged to establish a single point of contact to manage public relations on behalf of the school.
 - b. Maintenance of normalcy (to the best possible level) for students through the last day of student services
All instructional and student services are required to be provided in full through the last day the school is allowed to provide such services. The student experience should remain as normal as possible through this process. It is recommended that the school provide guidance for teachers and staff early-on to ensure common language and tone is used when discussing this situation with students and families.
 - c. End of Employment Impact
This date is established by the Closure Protocol Team. When determining the end of contract dates, please consider the impact of this date on health

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

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

- a. Notification of closure timeline and timeline of parallel appeal if the school has chosen to or is considering appealing the closure decision.
- b. Review of media protocol and how to discuss the issue with parents and students.
- c. Date of last paychecks and whether/who will remain on staff after end of student services and end of contract dates.
- d. Timeline for more information regarding sick leave, vacation time, and health insurance; Cobra may not be available when the charter school providing the original health insurance ceases to exist.
- e. Timeline for more information regarding any impacts to PERSI; Employees whose last place of work prior to retirement was the school being closed may lose the ability to transfer accrued sick leave into funds used for medical coverage.
- f. Timeline for winding-down and transition of duties, including, but not limited to facility access and security, access to email and software, hardware returns, and asset management of furniture, fixtures, equipment, and curriculum.
- g. Social emotional services for staff and students if the school has chosen to make such available; We acknowledge that closure can be traumatic for staff and students. Schools are encouraged to consider making additional counseling services available.
- h. Assistance with employment transition for staff (such as access to hiring fairs or letters of recommendation) if the school has chosen to make such available.

C. Ongoing Communication

1. Additional communication with stakeholders will be necessary throughout the closure process.
2. The Communication subcommittee is responsible for ensuring that any necessary communication is timely and accurate.

F. Financial Dissolution

A. Expenses

1. Within 15 business days of the date on which written notification of closure was issued a meeting shall be held between the school's business manager, the IPCSC's Finance Manager, and the Team Lead.
2. Additional attendees (such as the school's auditor) may be invited to the meeting by mutual agreement of both required attendees. Any related costs are the responsibility of the school.
3. No later than the start of the scheduled meeting, the school's business manager shall make the following available to the IPCSC:
 - a. A list of every vendor the school has paid in the last 12 months;
 - b. A copy of all arrangements with vendors including: contracts, service agreements, grants, and/or MOUs with all services providers that are currently active or that have been active in the past 12 months;
 - c. A copy of all lease agreements and all long-term loans;
 - d. A list of all insurance policies held by the school (including liability, directors and officers, worker's comp, etc.), including company, policy number, and coverage specifics; and
 - e. All bank statements for the previous 12 months.
4. The meeting agenda for this meeting shall include the following:
 - a. A review of statute, rule, policy, and regulations related to closure as presented by the Closure Team Lead.

This part of the discussion should consider requirements of the IRS, the Department

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

- b. A review of projected cash flow through end of operations as presented by the school's Business Manager.

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

- c. Development of a plan for immediately reducing spending to necessities only, which may require board action to suspend or change policies to allow for changes in who has spending authority and at what amounts.
- d. Prioritization of payment of anticipated expenditures, pursuant to Idaho Code.
- e. Documentation of a list of items requiring follow-up and who is responsible for the workload or costs.
- f. Establishment of approximate deadlines for when each account is to be closed.

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

- a. Verification that the school's account has been paid in full with each vendor as accounts are closed;
- b. Verification that the school has met with PERSI and has established a final transmission date;
- c. Documentation that any outstanding PERSI fees are paid;
- d. Verification that the school has met with the board approved auditor and has established a final audit timeline. Note that the timing of this audit may be later than usual; and
- e. Verification of end dates for leases and liability coverage (including property and directors/officers).

B. Accounting of Assets

- i. The IPCSC shall provide to the school a written guidance document with regard to the sale and dissolution of assets.
- ii. The school shall be responsible to provide the IPCSC and the SDE with a full inventory of all physical assets owned by the corporation within 30 days of the date on which the notice of closure was issued.
- iii. The inventory shall include:
 - a. A description of the item;
 - b. The fund with which each item was purchased; and
 - c. An estimate of the current value of the item.
- D. The Team Lead, the IPCSC's Finance Manager, a representative from the SDE, and the school's Business Manager shall meet to review this inventory within 15 days of receipt of the inventory, and may verify accuracy via thorough on-site review.

C. Dissolution of Assets

1. All viable special education testing materials shall be distributed to the SDE for redistribution to charter schools based on the agency's determination of need.
2. Property owned by the ESP will be claimed by the ESP. The lease by which this equipment was provided to the school must include an itemized inventory and shall be provided to the IPCSC.
3. Any items purchased with federal funds (excluding special education testing materials) shall be returned to the IPCSC for redistribution to other charter schools. The IPCSC shall retain record of what was received and to whom it was redistributed.
4. The school is responsible to arrange for delivery of assets in an organized and well-labeled manner.
5. All assets purchased with state funds shall be liquidated to the greatest degree possible. Please see the IPCSC's guidance on the sale and dissolution of assets for procedural expectations.
6. When all assets have been redistributed and liquidated, and all creditors have been paid, any remaining funds shall be returned to the Public School Income Fund via the State Department of Education.

D. Reporting

1. The school shall ensure that an audit completed by an independent auditor is conducted, the audit report is approved by the school's board, and submitted to both the State Department of Education and the authorizer.
2. The school shall ensure that all documentation required to dissolve the school as a business is filed with the IRS, including dissolution of the 501c3.
3. After the sale of assets, and the all checks are cut, any remaining funds shall be returned to the State Department of Education for distribution to operational schools.
4. File final tax reports.
5. Issue W2s for previous tax year.

IV – Records Management

i. Records Retention Procedures

1. The school's Lead Administrator is responsible to ensure the proper retention and destruction of records in accordance with the State of Idaho's records retention schedule.
2. The public charter school shall make every effort to transfer all active student records (including the cumulative file and the special education file) to the student's next school of choice prior to the date on which records are scheduled to transfer to the authorizer.
3. The public charter school shall ensure that every student file (active or inactive) includes an official transcript (signed, embossed, etc.) or final report card and a record of where and when the student's records were transferred out of the public charter school's care. This information shall be compiled in a single spreadsheet.
4. The public charter school shall ensure that all records to be transferred to the authorizer (cumulative and special education) are scanned into an electronic format. Costs incurred are the responsibility of the school.

5. The public charter school shall ensure that all records are transferred to the authorizer via a secure file transfer protocol.
6. No employee or former employee of the school shall retain copies or have access to student, employee, or financial records after the employee's end of contract date.

ii. Records to be Retained

1. Student Records:

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

2. Personnel Records:

- a. Personnel files shall be retained for five years beyond the employee's termination date.
- b. Personnel files shall include the name, address, and contact information of the employee; employment agreements or contracts signed by the employee, verification of certification (if applicable), and all employee evaluations. No other documentation shall be retained.

3. Financial Records:

- a. Monthly expenditure reports for the five years preceding the school's closure date shall be retained. Records shall be destroyed after five years.
- b. Monthly deposit records for the five years preceding the school's closure date. Records shall be destroyed after five years.
- c. All bids received and contracts awarded in the five years preceding the school's closure date. Records shall be destroyed after five years.

- d. Medicaid reimbursement records for seven years prior to the school's closure date. Records shall be destroyed after seven years.
- e. Bank statements for all accounts for five years preceding the school's closure date. Records shall be destroyed after five years.
- f. Tax documents shall be retained for the seven years prior to the school's closure date. These documents include but are not limited to IRS forms 941 and 1099. Records shall be destroyed after seven years.
- g. Annual financial audit reports and annual board approved budgets shall be retained permanently for all operational years. These documents are submitted to the IPCSC annually, and may not need to be re-submitted.

4. Governance Records:

- a. All meeting agendas shall be retained permanently.
- b. All meeting minutes shall be retained permanently.
- c. A complete copy of the most recent set of board policy shall be retained permanently.
- d. A copy of the board bylaws and articles of incorporation shall be retained permanently.

5. School Culture Records

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

6. Records Requests After Closure

- a. The IPCSC shall manage records requests for student transcripts and for personnel files after the school has closed.
- b. The school shall ensure that the school's URL redirects to the IPCSC's records request page for a minimum of 3 years after the school's closure, at the school's expense.

V. Governing Board

iii. Final dissolution

1. Final Board Meeting

- a. In accordance with OML notice a final meeting of the governing board and pursuant to I.C. § 30-30-1001, a vote to dissolve a nonprofit corporation shall be properly noticed and accompanied by the dissolution plan. In this case, the dissolution plan is the closure protocol, which should be near completion by the time this motion is made. This section of Idaho Code also requires that the agenda state that the purpose, or one of the purposes, of the meeting is to consider a resolution to dissolve of the non-profit corporation.
- b. I.C. § 33-5212 addresses the order in which payments shall be made, and state that any remaining assets after all creditors have been paid shall be distributed to the Public School Income Fund. This information should be incorporated into the dissolution motion as it is required to be noticed by the Non-Profit Corporation Act.
- c. A vote in favor of dissolution passes with a majority vote of the board directors.
- d. A copy of the resolution must be provided to the IPCSC with 24 hours of the vote.

2. Meeting Agenda

- a. Approval of the financial audit report (if not already complete).
- b. Approval of any final contracts to be paid (i.e. for the Business Manager to return at the end of the calendar year to prepare final tax documents and distribute to employees).
- c. Appointment of a designee to file dissolution of the school's 501c3 with the IRS and articles of dissolution with the Idaho Secretary of State.
- d. Appointment of a designee to complete any and all final activities that may be necessary.
- e. Signature of any final checks.

3. Articles of Dissolution

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

Secretary of State. These articles shall minimally include:

- i. The name of the corporation;
 - ii. The date dissolution was authorized;
 - iii. A statement that dissolution was approved by a sufficient vote of the board.
- b. A corporation is effectively dissolved as of the date of its articles of dissolution.
- c. The school shall provide a copy of the filed articles of dissolution to the IPCSC.
4. A dissolved corporation may continue its corporate existence but may not carry on any activities except those appropriate to wind up and liquidate its affairs.

B. Claims against a dissolved Corporation

- iv. After the date on which the articles of dissolution are filed, the corporation may dispose of the known claims against it by sending written notice, pursuant to I.C. § 30-30-1005. Written notice must include:
 - a. A description of the information that must be included in a claim;
 - b. A mailing address where a claim may be sent;
 - c. The deadline, by which the dissolved corporation must receive the claim; and
 - d. State that the claim will be barred if not received by the deadline, which may not be fewer than one hundred twenty (120) days from the effective date of the written notice.
- v. The corporation must address any unknown claims against it by publishing a notice Pursuant to I.C. 30-30-1006. The notice must:
 1. Be published one (1) time in a newspaper of general circulation in the county where the dissolved corporation's principal office is or was located, or, if none in this state, in Ada county;
 2. Describe the information that must be included in a claim and provide a mailing address where the claim may be sent; and
 3. State that a claim against the corporation will be barred unless a proceeding to enforce the claim is commenced within five (5) years after publication of the notice.

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

C. Reporting

1. The school shall ensure that all state and federal reporting is complete prior to dissolution. Verification of completed reports shall be made by the IPCSC. Required reports include, but are not limited to the following:
 - a. ISEE final data upload including, but not limited to student, course, teachers, and financial data sets;
 - b. Federal programs final reporting;
 - c. Grant final reporting; and
 - d. The school shall ensure that dissolution of the charter holder's non-profit organization is filed with the secretary of state and shall provide the IPCSC with a copy of this filing;
2. The school shall ensure that the dissolution of the school's 501c3 is on file with the IRS and shall provide the IPCSC with a copy of this filing.

VI. Final Closure Report Outline

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

i. Cover Sheet

1. A final closure report must include a cover sheet with the following information:
 - a. The legal name of the school;
 - b. The legal name of the charter holder;
 - c. The address(s) that the school occupied at time of closure;
 - d. Contact information for future questions;

- e. The following links and a statement that more information can be found at these locations,
 - i. [PCSC webpage for this school],
 - ii. [webpage for the meeting at which the charter was approved],
 - iii. [webpage for the meeting at which the charter was nonrenewed or revoked, if applicable], and
 - iv. [webpage for any related hearings]; and
- f. A description of where requests for student transcripts can be made after closure.
- g. A list of the complete closure protocol team.
- h. A list of the following key dates:
 - i. The date on which the charter was approved;
 - ii. The first and final dates on which the school was authorized to serve students;
 - iii. The date on which the school received its final distribution of state funding;
 - iv. The date on which teacher contracts ended; and
 - v. The date on which the charter holder's corporation was dissolved.

B. Required Attachments, Redacted

1. Final IPCSC Closure Order
2. Final appeal decision (if applicable)
3. IPCSC Notification of Stakeholders Letter
4. List of all vendors, including the name and address of the vendor, a description of the services provided/purchased, and the date on which the IPCSC verified account closure.
5. A list of insurance coverages, including company and the last date of coverage (including health, liability, etc.)
6. A list of all contracts, service agreements, grants, and MOUs to be retained by the IPCSC, including verification of date received.
7. A list of all lease agreements and all long-term debt held by the school at the beginning of the closure protocol, including the company and amount.
8. Documentation of the termination of any leases or loans.
9. Final bank statements indicating account closure.

10. Expense reports for the 12 months preceding dissolution.
11. A copy of the final check cut to the SDE, if applicable.
12. Inventory of assets, including the fund with which each item was purchased, the date of purchase, the estimated value.
13. For assets purchased with federal dollars, also include the final recipient of the asset, and the date of transfer.
14. The charter holder's final dissolution resolution.
15. A copy of the articles of dissolution.
16. A copy of the 501c3 dissolution notification.
17. A copy of the newspaper notice to unknown claimants.
18. Meeting minutes from all meetings of the closure protocol team and all subcommittee meetings attended by the Closure Team Lead.
19. Any other documentation that may provide important details.

CHARTER SCHOOL PERFORMANCE CERTIFICATE

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

RECITALS

WHEREAS, **Heritage Community Charter School, Inc.** is a non-profit entity incorporated with a board of directors; and

WHEREAS, on **September 23, 2010**, the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year **2011**; and

WHEREAS, the School's charter was renewed on **March 1, 2018**, for a five-year term of operations,

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

NOW THEREFORE in consideration of the foregoing recitals and the mutual understandings contained herein, the Authorizer and **Heritage Community Charter School, Inc.** agree as follows:

SECTION 1: TERMS OF AUTHORIZATION

- A. Establishment of School.** The Charter Holder is hereby authorized to implement at the School the program described in the Charter, attached to this Certificate as Appendix B and incorporated herein by this reference. Any significant changes to any section of the Charter, including the educational program, facilities plan, financial plan, or the management plan, during the School's pre-operational period or first operational term shall be treated as an amendment in accordance with the Authorizer's policy.
- B. Term of Agreement.** The School's operational term shall be from July 1, **2023** and end on June 30, **2028**. Subsequent terms of operation may be issued by the Authorizer in accordance with Idaho Code and Authorizer policy.

SECTION 2: EDUCATIONAL PROGRAM

- A. School Mission.** The mission of the School is as follows: **The Mission of Heritage Community Charter School is to create an atmosphere of mutual respect where students feel safe and are**

challenged to become their best selves as they develop a curiosity and love of learning that will continue throughout their lives and prepare them for postsecondary education, careers, and service in their communities as well educated leaders who desire to preserve a democratic society and who act with integrity and character.

- B. **Grades Served.** The School may serve students in grades Kindergarten through 8.
- C. **Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
 - K-5 Dual Language Spanish Immersion Program to foster secondary language development, a Classical Liberal Arts curriculum to foster development of high order thinking in all grades utilizing the Core Knowledge Sequence as the framework, and offering Spanish and Logic in the middle school grades. HCCS will also continue a strong character education program. This can be measured via observation, curriculum review and lesson plans.
- 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 3: SCHOOL GOVERNANCE

- A. **Governing Board.** The School shall be governed by a non-profit board of directors (the “Board”) incorporated by the Charter Holder. The Board shall serve as public agents authorized by the Authorizer, in a manner that is consistent with the terms of this Certificate, so long as such provisions are in accordance with state and federal laws, rules and regulations. The Board shall have final authority with respect to the School’s operation, and shall have the responsibility of overseeing academic achievement, financial stability, and operational management of the School. The Charter Holder shall also be responsible for maintaining and enforcing a compliant Board and providing overall Board stewardship for the School.
- B. **Articles of Incorporation and Bylaws.** The articles of incorporation and bylaws of the Charter Holder shall provide for governance of the operation of the School as a nonprofit corporation and a public charter school, and shall at all times be consistent with all applicable laws, rules, regulations, and this Certificate. The Charter Holder shall notify the Authorizer of any modification to the articles of incorporation or bylaws within five business days of approval by the Charter Holder.
- C. **Charter Board Composition.** The composition of the Board shall at all times be determined by and consistent with the articles of incorporation and bylaws, and all applicable laws, rules, regulations, and policies. The Charter Holder shall notify the Authorizer of any changes to its composition and provide an amended School Leadership Roster within five business days of it taking effect.

SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

- A. **Oversight Allowing Autonomy.** The Authorizer’s role shall be to evaluate the School’s performance outcomes according to this Certificate and the Performance Framework, and shall be

to provide compliance oversight. The Authorizer shall comply with the provisions of the Charter Schools Act and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School.

- B. Charter School Performance Framework.** The Charter School Performance Framework (“Performance Framework”) is attached and incorporated into this agreement as Appendix A. The Performance Framework shall be used to annually evaluate the School’s academic achievement, Board stewardship, operational management, and financial stability. The specific terms of the Performance Framework are determined by the Authorizer and shall be binding on the School.
- C. Separate Academic Evaluations.** The academic performance outcomes of the K-8 on-site program operated by the School shall be aggregated across all grades for reportability.
- D. Identified Comparison Group.** For purposes of evaluating the School against the metrics and measures established in the Performance Framework, the School’s comparison group shall be identified as described below and shall be established for the length of the Certificate term.
- i. The comparison group for the School’s K-12 on-site program shall be Caldwell School District (132).**
- E. Authorizer to Monitor School Performance.** The Authorizer shall monitor and report on the School’s progress in relation to the indicators, measures, metrics, and targets set out in the Performance Framework. A formal report of the School’s academic, financial, and operational performance (“Performance Report”) shall be provided to the school and the public by the Authorizer annually. Data necessary to conduct this evaluation will be collected throughout the year. Additional reviews may be necessary if compliance concerns arise.
- F. School Performance.** The School shall meet standard on all measures of the Performance Framework. The Authorizer shall renew any charter in which the School met all the terms of its Certificate, including all appendices, at the time of renewal.
- G. Performance Framework as Basis for Renewal of Charter.** The School’s performance in relation to the Performance Framework shall provide the basis upon which the Authorizer shall decide whether to renew the School’s Charter at the end of the Certificate term.
- H. Required Reports.** The School shall prepare and submit reports as required by the Authorizer’s policy.
- I. Authorizer’s Right to Review.** The Authorizer maintains the right to request and review additional documentation if such becomes necessary in the course of regular oversight duties or to investigate the validity of a compliance concern. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.
- J. Site Visits.** The Authorizer may conduct site visits in accordance with the Authorizer’s policy. Reports from any site visit shall be made available to the School and shall be included in the School’s annual Performance Report.

SECTION 5: SCHOOL OPERATIONS

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

- B. Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be 540 students.
- C. Equitable Enrollment Procedures.** The School shall make student recruitment, admissions, enrollment, and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or proficiency in the English language. If there are more applications to enroll in the School than there are spaces available, the School shall select students to attend using a random selection process that shall be publicly noticed and open to the public.
- i. **Calendar.** The School shall operate on a traditional nine-month calendar in which the last day of the regular term shall fall on or before June 30
 - ii. The School will offer a summer school session for the purpose of acceleration and/or credit recovery.
- D. School Facilities.** The School shall operate at the following location(s): 1803 East Ustick Road, Caldwell, ID 83605. The School shall provide the Authorizer with facilities documentation, including occupancy permits, fire marshal reports, building inspection reports, and health department reports for any facility newly occupied by the School, and any remodeling or construction project for which such documentation is necessary in accordance with Authorizer policy and in accordance with law, rule, regulations, and authorizer policy.
- E. Attendance Area.** The School's primary attendance area shall be used for the purposes of determining applicability of this enrollment preference category.
The boundary of Caldwell School District, plus the intersection of Homedale Road and Farmway Road south to Orchard Avenue – Orchard Avenue East to Midway Road – Midway road north to Caldwell Boulevard – and Caldwell Boulevard northwest to Ustick Road.
- F. Staff.** Instructional staff shall be certified as provided by rule of the State Board of Education. All full-time staff members of the School shall be covered by the Public Employee Retirement System of Idaho, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.
- G. Alignment with All Applicable Law.** The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are amended, the School shall be bound by any such amendment upon the effective date of said amendment.

SECTION 6: SCHOOL FINANCE

- A. General.** The School shall comply with all applicable financial and budget laws, rules, regulations, and financial reporting requirements, as well as the requirements contained in the School's Performance Framework.
- B. Financial Controls.** At all times, the Charter Holder shall ensure that the School maintains appropriate governance, managerial procedures, and financial controls, which shall include, but not be limited to: (1) commonly accepted accounting practices and the capacity to implement them; (2) a checking account; (3) adequate payroll procedures; (4) procedures for the creation and

review of monthly and quarterly financial reports, which procedures shall specifically identify the individual who will be responsible for preparing such financial reports in the following fiscal year; (5) internal control procedures for cash receipts, cash disbursements and purchases; and (6) maintenance of asset registers and financial procedures for grants, all in accordance with state and federal laws, rules, regulations, and Authorizer policy.

- C. Financial Audit.** The School shall submit audited financial statements from an independent auditor to the Authorizer no later than November 1 of each year.
- D. Annual Budgets.** The School shall adopt a budget for each fiscal year, prior to the beginning of the fiscal year. The budget shall be in the Idaho Financial Accounting Reporting Management Systems (IFARMS) format or any other format as may be reasonably requested by the Authorizer.

SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION

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

SECTION 8: MISCELLANEOUS

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

D. Amendment. This Certificate may be amended by agreement between the School and the Authorizer in accordance with Authorizer policy. All amendments must be in writing and signed by the School and the Authorizer.

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

Chairman
Idaho Public Charter School Commission

Chairman
Heritage Community Charter School, Inc. Governing Board

Appendix A: Performance Framework

Appendix B: Charter

Appendix C: IPCSC Closure Protocol

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Appendix A: Performance Framework

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PERFORMANCE FRAMEWORK GUIDANCE: ACADEMIC MEASURES

Adopted 8/13/2020

Revised 4/14/2022

Idaho Public Charter School Commission

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Boise, Idaho 83720

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Alan Reed, Chairman

Jenn Thompson, Director

ACADEMIC MEASURES

All School Measures

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

Comparison Group: Specific to school.

1. MATH PROFICIENCY

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

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

2. ELA PROFICIENCY

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

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

3. MATH GROWTH

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

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

4. ELA GROWTH

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

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

5. LITERACY PROFICIENCY

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

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

6. COLLEGE AND CAREER READINESS

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

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

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

OPERATIONAL MEASURES

BOARD STEWARDSHIP

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

OPERATIONAL MANAGEMENT

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

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BOARD GOVERNANCE

1. Governance Structure Rubric

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

Governance Structure Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• Board Bylaws are compliant with ID law.• Articles of Incorporation are current.• No investigations were conducted into either ethical behavior or conflict of interest regarding any board director.• The board did not experience an Open Meeting Law violation that needed to be cured this year.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

2. Governance Oversight Rubric

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

Governance Oversight Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• The board reviews academic data in a timely and thorough manner.• The board reviews financial reports in a timely and thorough manner.• The board maintains compliant policies.• The board engages in strategic planning.• The board conducts a compliant annual evaluation of their school leader and/or management organization.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

3. Governance Compliance Rubric

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

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

OPERATIONAL MANAGEMENT

4. Student Services Rubric

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

Student Services Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	All of the following are true: <ul style="list-style-type: none">• The school's English Language Learner program is in good standing;• The school's Special Education program is in good standing; The school's college and career readiness program is in good standing; and• The school's federal programs are in good standing.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

5. Data Security and Information Transparency Rubric

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

Data Security and Information Transparency Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• The school's website is compliant with I.C. 33-133(7) (data collection, access, and security policy); I.C. 33-320 (continuous improvement plan); and I.C. 33-357 (expenditures updated monthly, contracts, performance reports, and annual budgets).• The school did not experience any issues involving data security this year.• The school did not experience any compliance issue regarding public records requests this year.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

6. Facility and Services Rubric

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

Facility and Building Services Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• The school's occupancy certificate is current.• The school maintains current safety inspections and drills.• The school provides daily transportation to students in compliance with Idaho Code. The school provides a compliant lunch program.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

7. Operational Compliance Rubric

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

Operational Compliance Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• Required reports are submitted accurately and on time.• The school maintains a compliant enrollment process.• No correct action plans were issued by the SDE this year.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

FINANCIAL MEASURES

NEAR TERM HEALTH

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

SUSTAINABLE HEALTH

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

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NEAR-TERM HEALTH

1. Current Ratio

Calculation: Current Assets divided by Current Liabilities

Data Source: Annual Fiscal Audit Report

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

2. Unrestricted Days Cash

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

Data Source: Annual Fiscal Audit Report

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

3. Default

Calculation: No calculation.

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

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

4. Enrollment Variance

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

Data Source: ISEE and direct school report

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

SUSTAINABLE HEALTH

5. Total Margin and 3Yr Aggregated Total Margin

Calculation:

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

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

Data Source: Annual Fiscal Audit Report

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

6. Cash Flow and Multi-Year Cash Flow

Calculation (example years are included as reference):

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

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

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

Data Source: Annual Fiscal Audit Report

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

7. Debt Service Coverage Ratio

Calculation:

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

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

Data Source: Annual Fiscal Audit Report

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

8. Debt to Asset Ratio

Calculation: Total Liabilities divided by Total Assets

Data Source: Annual Fiscal Audit Report

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

9. Financial Compliance Rubric

Calculation: Total Liabilities divided by Total Assets

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

Financial Compliance Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• Accounting Practices: finances are managed in compliance with GAAP.• Financial Transparency: expenditures and contracts are posted on the school's site.• Internal Controls: the school's internal controls are compliant.
Approaches Standard	The school was informed of non-compliance with accounting practices, financial transparency, or internal controls, and prompt action to correct is in evidence.
Does Not Meet Standard	<p>The school is operating under a notification of fiscal concern or a notification of possible or imminent closure</p> <p>OR</p> <p>The school was informed of non-compliance with accounting practices, financial transparency, or internal controls and the issues were not corrected within 30 days.</p>

Appendix B: Charter

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Heritage Community Charter School, Inc.

HERITAGE COMMUNITY CHARTER SCHOOL

Board Chairman:

Lon C. McRae

LMcRae@heritagecommunitycharter.com

1305 So. Kimball Ave.

Caldwell, Idaho 83605

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TAB 1: ARTICLES OF INCORPORATION, BYLAWS, SIGNATURES AND MISSION STATEMENT

See Appendices for Articles of Incorporation, Bylaws and Signatures of Qualified Electors

HCCS Vision and Mission Statements

Vision:

To create:

- **H**igh Academic Achievement
- **C**ontinuous Love of Learning
- **C**ommunication that is Effective and a
- **S**afe and Respectful Environment

Mission:

The Mission of Heritage Community Charter School is to create an atmosphere of mutual respect where students feel safe and are challenged to become their best selves as they develop a curiosity and love of learning that will continue throughout their lives and prepares them for post-secondary education, careers, and service in their communities as well educated leaders who desire to preserve a democratic society and who act with integrity and character.

Philosophy:

Heritage Community Charter School's philosophy lies with the strong belief that all children can learn. It is our goal to prepare each student with personal tools that will assist them in life's choices. We do so by addressing the needs of the Whole Child – Body, Mind, and Spirit:

Body: The atmosphere of the school and the classrooms will reflect mutual respect so that students will feel empowered to take risks necessary for growth and learning. Mistakes will be seen as opportunities to learn and all ideas will be valued.

Teachers will possess positive attitudes necessary to shape and facilitate learning in the classroom through encouraging, believing in the students, caring and requiring excellence in every detail.

Mind: We will seek to challenge every student all of the time through a coherent and orderly classical education curriculum.

We will have high expectations of our students, and our teachers will possess knowledge and skill necessary to assist students in achieving those high expectations.

Students will learn to value knowledge for knowledge's sake.

Spirit: Students will develop the self-esteem necessary to allow them to achieve their personal goals and to become active, responsible members of their communities.

Staff members will develop a specific character education plan and calendar of activities and events each year that will help students and the HCCS community understand and implement the character traits identified. The HCCS administrator will present the plan and calendar to the board of directors for approval by July 1st of each year.

The goal of HCCS is also for students to leave our school bilingual and bi-literate in Spanish and English. We believe we cannot accomplish this by providing Spanish as a foreign language class. Our students will need to use the language to learn something every day in order to become proficient. Our plan is to provide immersion experiences for our students.

Our teachers will use research based strategies when teaching the core subjects. But they will also use those same strategies, along with research based strategies for second language learners, to teach some of the core concepts in Spanish. For example, elementary students will have a language arts block during the morning. And in the afternoon, during "Spanish class", they will have 45 minutes to learn an additional language arts lesson. But this lesson will be taught in Spanish using curriculum materials written in Spanish. Although teachers will be using similar strategies in both sessions, the experience for the student will be very different.

Heritage Community Charter School seeks to replicate the successful curriculum model of instruction and school culture implemented by Xavier Charter School in Twin Falls. The HCCS founders believe that the educational model utilized by Xavier has a proven record of success and the establishment of a charter school, in Canyon County, that seeks to develop students who are proficient in English and Spanish as well as meet high academic standards will provide an additional choice to families in Caldwell to meet the needs of their children and assist the traditional school district in successfully preparing students to contribute to our community in meaningful ways. The Heritage Community Charter School educational program will be exemplified by:

- the consistency of the instruction models used throughout K-12. Starting with direct instruction in the lower grades and progressing through to Socratic

Teaching, concept development, synectics and inquiry models; students will be able to recognize instructional models from grade to grade. Instruction will have the appearance of a spectrum, rather than a patchwork quilt. Students will be able to take those instructional techniques and incorporate them into learning strategies.

- the consistency of the cultural/climate expectations. Behavioral standards are the same for each classroom and teacher throughout the school.

Classical Education shall be defined as teaching by the same educational principles and toward the same educational pursuits as the ancients. To do so is known as the Trivium, Latin for “the three roads”. The three classical subjects are called Grammar (Elementary years), Logic (Middle School years), and Rhetoric (High School years). Levels of development in the classical sense are Knowledge, Understanding, and Wisdom. The picture is that human beings have three areas of mental capacity: one for gathering up information (Knowledge), a second for arranging the information in a logical order (Understanding), and a third for putting this information and this ordering to practical use (Wisdom). These three capacities are mutually dependent upon each other, but have a logical and developmental order between them. They all develop at the same time, from birth, yet they each pass through periods of intensive development until they finally meet each other and work harmoniously together.

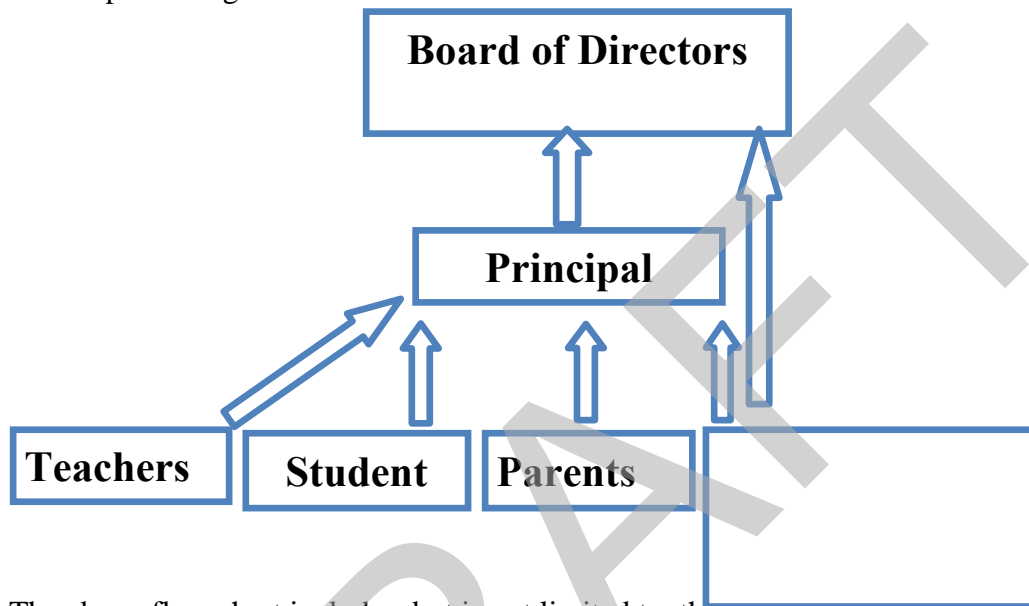
Socratic Teaching shall be defined as a powerful, teaching tactic for fostering critical thinking where the focus is on giving students questions, not answers. Teachers model the Socratic method by continually probing into the subject with questions directed at the student.

Synectics shall be defined as an approach to creative thinking that depends on understanding together that which is apparently different. Its main tool is analogy or metaphor.

TAB 2: PROPOSED OPERATIONS

Proposed Operations

The Heritage Community Charter School will function as a non-profit organization, organized and managed under the *Idaho Nonprofit Corporation Act*, as outlined in the school's Bylaws and Articles of Incorporation. Accordingly, the organizational flow chart representing the flow of information and the chain of command is as follows:



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

- The Board, as a board, shall have the full power and duty to manage and oversee the operation of the Corporation's business.
- The Board of Directors will have the responsibility to approve the selection of the school Principal, who may not be one of its members. The Board also will be responsible for hearing, and approving or disapproving, the recommendations of the school Principal with respect to changes in staffing, programs, or curriculum.
- The Board of Directors and PTSO (Parent Teacher Student Organization) of Heritage Community Charter School may provide consultation to the Principal regarding ongoing plans for the school.
- The Board will, when necessary, adjudicate disagreements between parents and the administration.
- The Board is responsible to the authorized chartering entity directly.
- The Principal (Administrator) represents the Board of Directors of the Charter School as the liaison between the Board and the charter school.

- The Principal supervises, directly or indirectly, all employees of the charter school.

The school may hire staff or contract with a service provider for services such as transportation, food service, accounting, business management, or other business or educational services.

Target Student Population/Primary Attendance Area

The Primary Attendance Area of Heritage Community Charter School will include the following: the boundary of Caldwell School District, plus the intersection of Homedale Road and Farmway Road south to Orchard Avenue – Orchard Avenue East to Midway Road – Midway road north to Caldwell Boulevard – and Caldwell Boulevard northwest to Ustick Road. See image to the side.



Note: The “red” border indicates the boundary for Caldwell School District (boundary to the north). The “yellow” border (boundary to the south) indicates the additional area that combines with the district boundaries to constitute the Primary Area of Attendance.

Potential Effects on the District

Heritage Community Charter School will be located within the Caldwell School District

Boundaries and anticipates serving students from Caldwell, Vallivue, Nampa, Marsing and other small school districts within Canyon County.

Heritage Community Charter School plans to open in the fall of 2011 with two classes of 30 students each in grades K-6 (60 students per grade); one class of 30 students in grade 7; one class of 30 students in grade 8 and a total of 40 students in grades 9-12.

HCCS plans to expand grades 7 and 8 in the 2012-2013 school year to 60 students per grade. Maximum enrollment in HCCS will be 540 students. While the founders of

HCCS are sensitive to the struggles of public charter schools expanding into secondary education, the founders believe that offering a pilot secondary program beginning in the initial year of operation will give HCCS an opportunity to collect data and make adjustments that will allow the secondary program to be fully implemented and successfully functioning by the time the secondary program is full (the 2017-2018 school year). In addition, the founders of HCCS will be able to offer a unique secondary program designed to provide instruction in the core content areas utilizing the HCCS educational model. Planned expansion for grades 9-12, and/or increasing the number of students per grade in subsequent years will be dependent upon total enrollment, facility, budget needs, surveyed parental support, students' pre-registration and upon the approval from the Heritage Community Charter School Board of Directors.

The loss of ADA income (in local districts) due to HCCS's enrollment will be offset by the increase in projected population for Canyon County. In addition, HCCS expects to attract students currently enrolled in virtual charter schools and students currently participating in home schooling and will therefore minimally impact the Caldwell School District financially.

Although we recognize the strength of the local school district, there is a dual benefit a new public charter school will bring to our community. First, it will allow parents to choose a specific focus that meets the learning style and needs of their child. Second, parents make a conscious decision on where to have their child educated creating greater community buy-in to the educational process. This gain of choice not only benefits those attending public charter schools but also those attending traditional public schools. HCCS is proud to offer another choice of quality learning in a thriving, progressive School District. We are committed to remain a good neighbor in the educational community.

Facilities

We recognize the difficulties and resources needed to secure adequate facilities for public charter schools. With that in mind, we have selected several proposed locations for HCCS's future school facility. Upon approval, HCCS will develop a formal facility plan that takes into consideration our expected enrollment, staff size, revenues, and growth. Adoption of this facility plan will allow the Board of Directors to assess facility needs, evaluate and select a site, and explore our financing options.

Notwithstanding the likelihood of a modular campus in our early years, it will be the ultimate goal to provide a permanent structure that will meet the needs of the school's academic program. Due to the difficulties associated with financing in the current market, HCCS plans to utilize modular classrooms to meet its facility needs in the first few years of operation.

In an effort to select a site that will meet current and future needs, locations will be considered based on factors such as convenience for transportation, safety, diversity of the immediate surrounding neighborhoods, code requirements, access to major utilities, topography, affordability, etc.

Regardless of the location or type of facility, Heritage Community Charter School will acknowledge and certify that the facilities used will meet all requirements for health, safety, fire and accessibility prior to the opening of the school and will provide for the regular inspections of the facilities by authorized inspectors for the aforementioned compliance. Any facilities that the Board secures on behalf of the school will meet the legal requirements described above. For potential sites, *see* Appendix E.

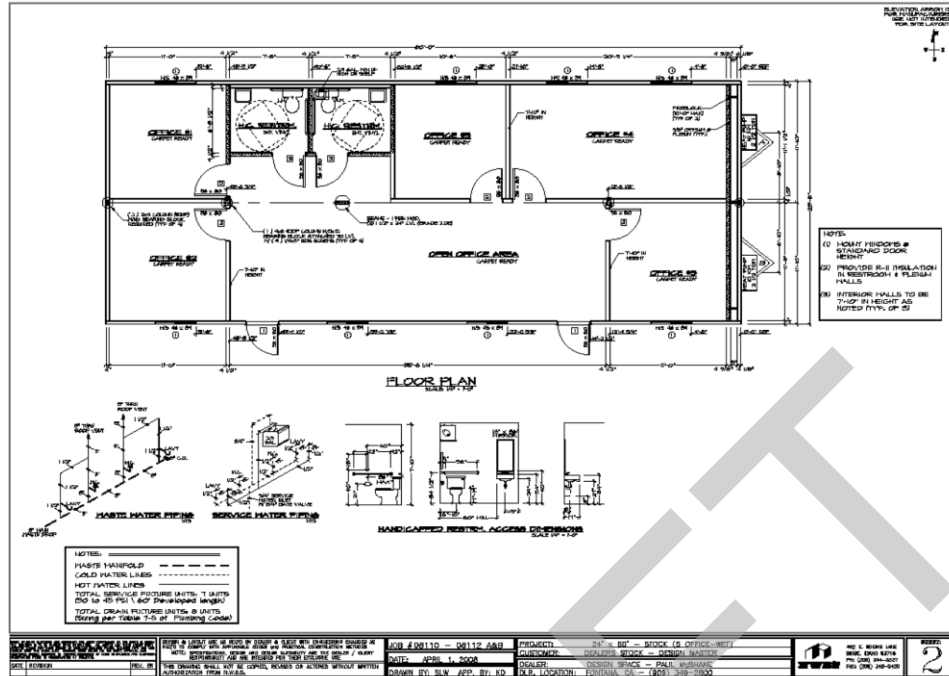
At this point, we have discussed our facility needs and received a commitment from a group of investors that are experienced in charter school facilities and are willing to assist us identify, secure, and develop a site that will accommodate our building needs (*See* Appendix L).

As part of our facility due diligence, we have also researched the specific zoning requirements applicable to any of the listed choices. In Caldwell, the municipal code provides that a charter school and all accessory buildings are considered a permitted use in any residential zoning district so long as certain requirements are met – examples include limitations on proximity to fire stations, industrial zones, airport overlay, etc. In the event our chosen site does not comply with the code restrictions, HCCS will go through the process of obtaining a special use permit with the city. While a special use permit would require additional time, it does provide HCCS with significant freedom if the most desirable location does not fit the parameters established for a permitted use.

The ultimate goal of Heritage Community Charter School will be to provide a facility in a convenient location that will both ensure the safety and enhance the education of our students. Due to the difficulties associated with financing in the current market, HCCS will likely utilize modular classrooms to meet its facility needs in the first few years of operation. We have spoken with several temporary classroom companies and have identified our needs and broken out our anticipated costs for the first several years of operation. For our first year, at a minimum we will seek modular units that contain restroom facilities, accommodate at least two classrooms, and have all the requisite permitting and licensing for the State of Idaho – a sample classroom floor plan is included above. We are aware of other units that accommodate more classrooms and can be more cost efficient, but their availability is limited. Therefore, for planning purposes, we will utilize a standard 28x64 two-classroom unit. In addition to the classroom space, we have included in our budget an administrative modular unit. This trailer will be used to house student records and will include a teacher break room, principal's office, secretary's office, etc. An example is provided below:



Tab 2: Proposed Operations



While the amount we have budgeted for our facility costs can be found in Appendix J, the following table provides a more detailed breakdown of HCCS's yearly expenses as it relates to the transportation, set up, development, and lease of its facilities in years one through three:

	July	Aug	Aug	Aug	Aug	Monthly Lease
	Delivery	Skirting	HC Install & Ramps	Block&Level	Anchors & Ramps	Lease
28x64 (2 Classrooms)	\$ 1,125	\$ 1,525	\$ 2,175	\$ 2,645	\$ 650	\$ 1,395
Year one costs per building			\$ 23,465			
Year 2 costs per building			\$ 16,740			
Land Lease/Year			\$ 70,000			
Best Case Buildings Costs						
Year 1		11	\$ 319,365			
Year 2		11	\$ 254,140			
Year 3		11	\$ 254,140			
Worst Case Buildings Costs						
Year 1		9	\$ 272,435			
Year 2		10	\$ 244,125			
Year 3		11	\$ 260,865			

Please take note: under both the best and worst case scenarios, the year one "costs" reflect 10.5 months of rent (beginning mid-August). Also note, the mobile administrative office building shown above is approximately \$400 less per month in rent; however, the difference was not included in an effort to provide flexibility in the event unforeseen costs arise.

As of the date of this submission, the HCCS board is waiting for additional documentation regarding its ability to secure land for its modular campus.

Administrative Services

Administrative services will be provided by the Heritage Community Charter School Principal supplemented by other contracted services as needed. Annual programmatic and financial reports will be presented to the Board of Directors and the authorized chartering entity. The Principal will also serve as the liaison between the Heritage Community Charter School and its Board of Directors, and parents. The Principal, in coordination with the Heritage Community Charter School Board of Directors, will determine the day-to-day operations of Heritage Community Charter School.

Potential Civil Liability & Insurance Commitment

The Idaho Public Charter School Commission (the “IPCSC”) shall have no liability for the acts, omissions, debts or other obligations of Heritage Community Charter School.

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

All contract service providers are required to have adequate limits of liability insurance as determined by the board or other state requirement and shall maintain the same throughout any contract period. Heritage Community Charter School shall operate its business in conformance with all local, state and federal environmental laws.

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

TAB 3: EDUCATIONAL PROGRAMS

Educational Goals

It is the goal of Heritage Community Charter School to pursue a quest for excellence in all things ... for students, teachers and administrators. This lofty goal comes with the realization that excellence is never an accident – it comes from careful planning, exacting actions and precise follow through so that excellence becomes the norm, the habit that students, teachers and administrators will work toward every day.

This will be accomplished through strict adherence to the Thoroughness Standards.

Educational Thoroughness Standards

Standard 1. A safe environment conducive to learning is provided.

Goal: In keeping with our theme of addressing the needs of the whole child; body, mind and spirit, the goal of Heritage Community Charter School is to provide surroundings that maximize the learning process by having a safe and orderly facility where students will be academically challenged without the fear of threat.

Objectives: Heritage Community Charter School will:

- Develop procedures of conduct for students for proper behavior in the class and around the school. Procedures help establish a non-threatening environment where students are allowed to make mistakes without the anxiety of ridicule.
 - Develop a plan of action for addressing discipline concerns that emphasizes character building concepts that allows students to choose the right course of action.
 - Provide a staff/student handbook that provides rules and guidelines for physical safety. These guidelines will include and not be limited to the procedures for fire drills, visitors, reporting unsafe equipment, methods for checking students in and out of school, notification of parents' rights, and staff monitoring responsibilities..
 - Provide a facility that meets all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools, and is inspected as required to ensure the safety of students and staff.
 - Establish, publish, and enforce policies that define acceptable and unacceptable behavior, including zero tolerance for weapons, and use or sale of alcohol, tobacco, and drugs. (see appendices for these policies.)
 - Create an environment that encourages parents and other adults to visit the school and participate in the school's activities.
 - Students will be required to wear a school uniform to help create an environment that is conducive to learning.
-

Standard 2. Educators are empowered to maintain classroom discipline. Each staff member has the right to teach without fear of violence.

Goal: Create uniform school wide discipline and consequence procedures that are founded in dignity and logic. Consistency from all classrooms, to the playground, to the lunch room and anywhere else on the school property will insure equitable handling of infractions.

Objectives: Heritage Community Charter School will:

- Develop a student handbook providing a code of conduct including clear expectations and consequences for unacceptable behavior, and a process for teachers to handle minor and major infractions in the classroom setting.
- Teach appropriate behaviors and foster responsible decision-making skills where students assume responsibility for their own behavior.
- Establish and maintain consistent rules aligned throughout the school.
- Celebrate the success of good behavior

Standard 3. The basic values of honesty, self-discipline, unselfishness, respect for authority, and the central importance of work are emphasized.

Goal: Educate students as to classical views of self-command using traditional teaching methods so that each student will; recognize pillars of character, practice virtuous actions, and be able to differentiate between right and wrong

Objectives: Heritage Community Charter School will:

- Have teachers model desired behaviors and attitudes such as those set forth in the following Virtues (from *The Book of Virtues* by William J. Bennett), and Eight Expectations for Living:

Virtues –

Responsibility

Friendship

Compassion

Courage

Self-Discipline

Loyalty

Work

Perseverance

Honesty

Eight Expectations for Living –

1. We will value one another as unique and special individuals.
2. We will not laugh at or make fun of a person's mistakes nor use sarcasm or putdown.
3. We will use good manners, saying "please," "thank you," and "excuse me" and allow others to go first.
4. We will cheer each other to success.
5. We will help one another whenever possible.
6. We will recognize every effort and applaud it.
7. We will encourage each other to do our best.

8. We will practice virtuous living, using the Life Principles.

- Help students strive for excellence in learning and practicing the Life Principles and Eight Expectations for Living.
- Display every student's work in some positive form with teachers providing positive commentary through oral and/or written feedback.
- Daily recite or reflect upon a school, class and/or personal creed to reaffirm commitment to excellence.

Standard 4. The skills necessary to communicate effectively are taught.

Goal: To equip each student with the necessary communication skills to prepare them for the 21st century.

Objectives: Heritage Community Charter School will:

- Emphasize students and teachers speaking in complete sentences and addressing one another by name, demonstrating mutual respect and common courtesy.
- Use enriched vocabulary that is drawn directly from classical education sources such as classic literature, myths, fables, poetry, proverbs, quotes, foundational writings and other genres.
- Emphasize and practice good listening skills and techniques
- Emphasize meaningful language experience through daily memory work, recitations and/or writing that are exuberant and full of expression

Elementary (Grades K-5):

The conviction that learning more than one language is important for every child guides HCC's commitment to a dual-language program. Language is not only a means to communicate and an instrument for thinking; it is also an important tool for understanding and appreciating the thoughts of others in our increasingly multicultural world. Knowing two languages is a marketable skill, thus expanding the individual child's later opportunities for constructive engagement with society.

There are cognitive benefits as well. According to Michael Rosanova, Ph.D., a professor of education at Chicago State University, a Montessori-certified teacher, and an expert in bilingual education, "Long term, children who have gone through an early childhood dual-language immersion experience show greater cognitive flexibility, greater facility in concept formation, greater creativity and problem-solving skills in verbal and math problems, and, obviously, a greater facility of vocabulary.

"Learning a language, however, occurs most effectively and efficiently at a very early age – young children are highly receptive to language acquisition, and second language learning comes most easily early on in a child's life."

Elementary students at HCCS will be at the perfect age for dual-language learning.

- **Secondary** (Grades 6-8):

The philosophy and purpose are the same for the secondary program with a greater emphasis on college preparation. Students who have completed five or more years of elementary instruction at HCCS should be able to demonstrate bi-literate proficiency. Core classes will be taught in English in the secondary program. Spanish instruction, however, may continue through elective classes if the board of directors determines the need for additional Spanish instruction. Students in grades 6-8 will receive instruction in Spanish which will prepare them for post-secondary study and enhance their overall understanding of languages.

Standard 5. A basic curriculum necessary to enable students to enter academic or professional-technical post-secondary educational programs is provided.

Goal: Help children establish strong foundations of knowledge, grade by grade through a solid, specific, shared core curriculum that will provide all children, regardless of background, with the shared knowledge they need to be included in our national literate culture.

Objectives: Heritage Community Charter School will:

- Use the Idaho State Board of Education's Standards as a foundation to be enhanced by the Core Knowledge Sequence. Develop a spectrum of instructional strategies that are research driven/data proven to ensure student learning, including but not limited to direct instruction, Socratic Teaching, concept development, synectics and inquiry models that are consistent throughout K-8.
- Use field trips and career development discussions when appropriate.
- Teach students as a whole group, thoroughly and to mastery, with intensive and specific modifications insuring success for all including identified special needs students.
- Expect teachers to "teach on their feet", meaning engaging students personally, adjusting instruction as necessary and holding high expectations of all students.

Curriculum Emphasis - Special Emphasis:

- **Elementary (K-5):** HCCS will offer a Spanish language program to enable students to become bilingual and bi-literate. The curriculum will incorporate theoretical foundations of bilingual education and second-language acquisition to implement effective program model. The goal of HCCS is for students to leave our school bilingual and bi-literate in both Spanish and English. The process for achieving that goal, however, will require that the school develop the capacity to provide Spanish instruction in phases. Full implementation will be achieved by the end of year 4 of operation.
- For draft implementation model, please see appendix I

- Oral language development will be the focus of the Spanish program in kindergarten, 1st and 2nd grades. Reading and writing in Spanish will be added in 3rd grade. Spanish as a Second Language (SSL) strategies will be used for those students who transfer to our school and are behind in their Spanish language development.
- **Secondary (6-8):** Students will receive instruction in core subjects in English. The founders believe that all students can learn and can achieve high standards. The school is committed to providing the support necessary for diverse learners to participate in the HCCS educational program. While our program focuses on a rigorous curriculum, HCCS will modify, adapt and design instruction to meet the needs of individual students when appropriate.
- HCCS will develop a rigorous secondary program designed to prepare students for success in post-secondary education and the workforce. The founders of HCCS believe that by beginning operations with a small, pilot secondary program of 100 students and expanding as each year's 5th graders move into secondary school, the school will be able to collect data and modify the program in order to effectively meet the needs of students and achieve the vision of HCCS. A draft secondary school program model is included in Appendix I.
- It is the goal of the HCCS founders to develop a robust dual credit program for secondary students that will allow students to finish a substantial number of college credits prior to high school graduation.

Standard 6. The skills necessary for the students to enter the workforce are taught.

Goal: Provide students with: communication skills so that they can interact with others; cultural literacy, so that they possess a reservoir of common facts, ideas and references known to all in the culture; and real world work related experiences. -

Objectives: Heritage Community Charter School will:

- Provide a strong foundation in classical education that includes basic reading, writing, science, social studies, and computational skills.
- Provide a technology-rich environment, encouraging the effective use of technology as a tool in the workplace of the 21st century.
- Enable students to develop the following intellectual habits important in the work place: adapting to new situations and responding effectively to new information; solving problems; locating and evaluating information from a variety of sources; making flexible connection among various disciplines of thought; thinking logically and making informed judgments.
- Enable students to develop the following personal habits important in the work place: accepting responsibility for personal decisions and actions; honesty, courage, and integrity; a healthy lifestyle; empathy, courtesy, and respect for differences among people; self-confidence; concentration and perseverance; responsible time management; assuming a fair share of the work load; and working cooperatively with others to reach group consensus.
- Provide students with jobs in their classrooms and throughout the school to teach

the importance of work, instill ownership in the school, and to help them learn the skills that they will need to enter the work force. These skills include taking instruction from supervisors, learning a task, and accomplishing a task in a timely manner.

Standard 7. The students are introduced to current technology.

Goal: Provide students with a technology-rich environment using tools such as computers, scientific equipment, and networks linked to local and nationwide resources.

Objectives: Heritage Community Charter School will:

- Use interactive technology as tools in an integrated educational program rather than as primary instructional delivery systems.
- Emphasize the acquisition of basic computer skills as a supplementary medium of communication and research to complement other approaches.
- Use computers as tools for such activities as accessing research information, authoring, computation, record keeping, data storage, and communication.

Standard 8. The importance of students acquiring the skills to enable them to be responsible citizens of their homes, schools, and communities is emphasized.

Goal: Provide students with opportunities to become involved in the community so as to develop the skills and understanding necessary to become responsible citizens in their respective jobs and communities of the 21st century.

Objectives: Heritage Community Charter School will:

- Enable students to develop habits of responsible citizens by following the guidelines outlined under Standard 3 with respect to the Life Principles and the Eight Expectations for Living.
- Enable students to understand and apply concepts and principles embedded in each of the social studies: history, geography, political science, economics and constitutional studies.
- Further enhance the ability of students to assess needs, prioritize in decision making, plan an approach, implement a plan, and evaluate the result as part of the community service aspect of the curriculum. This will take the form of the classroom community service projects:
 - K-5 – community projects established and supported by class parents
 - 6-8 – class sponsored community projects
- Plan for further growth in career guidance and development as we expand into the high school grades.

Heritage Community Charter School will achieve the Thoroughness Standards by: implementing a classical education curriculum that is Solid, Sequenced, Specific and Shared; by establishing a culture of great expectations of all students, faculty and

administration; and by developing a community of learning and professional development among the staff.

Definition of “Educated Person”

The “Educated Person” in the 21st Century will need to be a true learner of the world. The person must have the skill to learn, evaluate information and respond appropriately to challenges. In addition, the worker of tomorrow will need to possess life skills to allow him or her to become a successful member of the community. Communication is an essential part of an educated person’s life and the educated person strives to communicate with others effectively. To ensure the learning process, HCCS will concentrate on three areas: curriculum, climate and instruction.

How Learning Best Occurs

The founders of Heritage Community Charter School believe that learning best occurs in an environment that challenges students academically and encourages them to excel. HCCS believes that students will learn when provided with a strong foundation in the core content areas, language development opportunities and elective choices that are engaging. HCCS also believes that learning occurs best in an environment that promotes respect for others and strong character development. HCCS will provide students with this type of environment and educational opportunities designed to help all students succeed.

Curriculum Overview

For the sake of academic excellence, greater fairness, and higher literacy, schools need a solid, specific, shared core curriculum in order to help children establish strong foundations of knowledge, grade by grade. Heritage Community Charter School will remain aligned with the general goals and curriculum of the Idaho State Standards while incorporating the concepts of classical education as outlined here:

- **Solid Foundations** - Many people say that knowledge is changing so fast that what students learn today will soon be outdated. While current events and technology are constantly changing, there is nevertheless a body of lasting knowledge that should form the core of the curriculum. Such solid knowledge includes, for example, the basic principles of constitutional government, important events of world history, essential elements of mathematics and of oral and written expression, widely acknowledged masterpieces of art and music, and stories and poems passed down from generation to generation.
- **Sequenced** - Knowledge builds on knowledge. Children learn new knowledge by building on what they already know. Only a system that clearly defines the knowledge and skills required to participate in each successive grade can be equitable and fair for all students. For this reason a clear outline of content to be learned grade by grade will be developed. This sequential building of knowledge not only helps ensure that children enter each new grade ready to learn, but also helps prevent the many repetitions and gaps.
- **Specific** – A classical education curriculum sequence is distinguished by its specificity. By clearly specifying important knowledge in language arts, history

and geography, math, science, and the fine arts, the curriculum presents a practical answer to the question, "What do our children need to know?"

- Shared - Literacy depends on shared knowledge. To be literate means, in part, to be familiar with a broad range of knowledge taken for granted by speakers and writers. For example, when sportscasters refer to an upset victory as "David knocking off Goliath," or when reporters refer to a "threatened presidential veto," they are assuming that their audience shares certain knowledge. One goal of the curriculum will be to provide all children, regardless of background, with the shared knowledge they need to be included in our national literate culture.

Character Education/School Climate

It is with the realization that no matter how good a curriculum is, no matter how prepared the teachers are, and no matter how new, updated and technologically advanced a facility is, if there is not the belief that every child can learn, and every teacher can make a difference, then all is for naught.

With this in mind, HCCS will strive to follow the "Great Expectations" Life Principles and the Eight Expectations for Living as outlined in Thoroughness Standard #3.

The Great Expectations Model is guided by six basic Tenets. These Tenets provide guidelines for training and implementation and serve as standards for evaluating the school, teachers and staff. The Tenets are as follows:

- High Expectations - Teachers must hold high expectations of students. When students recognize those expectations, they will respond by reaching upward to achieve them.
- Teacher Attitude and Responsibility - Teachers who have positive attitudes possess the influence necessary to shape the attitudes of students. The teacher's attitude is one of a facilitator of learning who encourages and believes in students, and who requires excellence in every detail.
- All Children Can Learn - All children can learn no matter what labels are placed upon them, whether it is learning disabled, low socioeconomic status, unstable home life, inner-city, or rural.
- Building Self-Esteem - Building self-esteem is the key to helping students believe they are capable of learning and motivating them to try.
- Climate of Mutual Respect - Students are empowered to take risks necessary for growth when encompassed in a climate of mutual respect in which mistakes are seen as opportunities to learn and their ideas and efforts are appreciated. The teacher must extend the same respect to students that he/she desires to receive from them.
- Teacher Knowledge and Skill - The teacher must be knowledgeable and skillful in learning theory and teaching methods that enable students to achieve academic and social success.

With the Tenets comes Seventeen Classroom Practices to guide implementation of the ideal into each classroom. Consistency from classroom to classroom will be the hallmark for HCCS.

Classroom Practices:

1. The teacher models desired behaviors and attitudes such as those set forth in the Life Principles and the Eight Expectations for Living.
2. Students and teachers speak in complete sentences and address one another by name, demonstrating mutual respect and common courtesy.
3. Students are taught as a whole group, thoroughly and to mastery, with intensive and specific modifications insuring success for all.
4. Lessons are integrated, related to the real world, reviewed consistently, and connected to subsequent curricula.
5. Critical thinking skills are taught.
6. A non-threatening environment, conducive to risk-taking, is evident. Mistakes are okay. Students are taught to learn from their mistakes and to correct them.
7. Memory work, recitations, and/or writing occur daily. These enhance character development and effective communication skills while extending curricula. Recitations are exuberant and full of expression.
8. Enriched vocabulary is evident and is drawn directly from challenging writings and/or wisdom literature. Sources should include classic literature, myths, fables, poetry, proverbs, quotes, and other genres.
9. The Magic Triad (a kind word, a gentle touch and a smile), a positive and caring environment, and discipline with dignity and logic are evident.
10. Every student's work is displayed in some form. Teachers provide positive commentary through oral and/or written feedback.
11. Word identification skills are used as a foundation for expanding the use of the English and Spanish languages.
12. Students assume responsibility for their own behavior. Their choices determine consequences.
13. A school, class, or personal creed is recited or reflected upon daily to reaffirm commitment to excellence.
14. All students experience success. The teacher guarantees it by comparing students to their own past performance, not the performance of others. Students are showcased, and past failures are disregarded.
15. The teacher teaches on his/her feet, engages students personally, holds high expectations of students, and does not limit them to grade level or perceived ability.
16. Teachers and students celebrate the successes of others.

Parent Involvement

Enrollment at Heritage Community Charter School will provide unique and meaningful opportunities for parental involvement by actively encouraging parent participation in HCCS's Parent Organization, involvement in school management and volunteer work.

HCCS encourages all of our parents to be highly involved in their child(ren)'s education and in the Heritage Community. HCCS understands that parent involvement may look different for each family and values all efforts parents make to support their child's education. Some examples of parent involvement may include:

- Asking your child what he/she learned in school each day
- Reviewing your child's homework with him/her
- Reading with your child
- Attending semester conferences
- Communicating with your child's teacher by phone, email or in person
- Volunteering at the school
- Helping the school with activities

HCCS Parent Teacher Student Organization

Parents/Guardians and grandparents of HCCS students may become members of the HCCS Parent Teacher Student Organization.

Members of the HCCS Parent Teacher Student Organization will:

- ☐ Potentially serve on a board appointed task force or committee to investigate and research specific items related to school policy, procedure, programs, and curriculum.
- ☐ Executive members of the Organization will be encouraged to attend the governing board meetings.
- ☐ Volunteer time to the school.
- ☐ Organize volunteer opportunities and potentially produce a monthly newsletter.
- ☐ Organize fundraising opportunities.
- ☐ Background checks, where applicable, will be performed on volunteers working with students.

Students at HCCS may participate in a student government organization. Students will have a minimum of one representative from the student government organization attend the Parent Teacher Student Organization monthly meeting.

Volunteer Time

HCCS will rely on parents and their willingness to volunteer their time to assist with the daily operation of the school as well as after school programs. Parent volunteerism is strictly optional, but it is encouraged for the benefit of the students. The school will regularly distribute volunteer information to parents that will allow them to sign up for service in areas of expertise or interest. This will allow parents to provide the most meaningful service, and simultaneously provide the school with the ability to coordinate parent service with school needs. Additionally, the school will advertise specific assistance in its newsletter and website when needed.

HCCS can also appoint a committee member to schedule and coordinate volunteer services for parents who wish to donate their time to the school. This individual will be

charged with maintaining parent volunteer information and notifying parents of opportunities at the school. Examples of parent volunteer opportunities include but are not limited to:

Recess assistance	Playground monitoring
School tours	Computer lab assistant
Computer support	Field trips
At-home repair of student wear	Fundraising
Daily cleanup	Traffic/Parking assistance
Classroom aid/support	Building maintenance
At-home work for teachers	Set construction & design
Baking dishes for special events	Library assistance
Assembly Support	Parent Organization

The foregoing list is non-exhaustive and may change from time to time on an “as-needed” basis.

Instructional Model

Similar to the curriculum, instructional models must be solid, sequenced, specific and shared. Solid in that models used must be proven, data supported techniques that intensify the learning experience for students. Sequenced so that what is started in Kindergarten, continues throughout each grade, adapting and changing as needed for each new grade level, but recognizable none the less. Specific so that it targets each topic, so that teaching is with a purpose. And Shared – HCCS will establish itself as a learning community of teachers – each one teaching and learning from each other.

Logistically, each teacher will be on a rotation to receive specific, targeted professional development approved by the Board of Directors that supports HCCS’s vision and mission statements. They in turn will be the mentors/instructors of that professional development to the rest of the staff. This will insure that not only will each teacher will receive quality professional development every few years. Each teacher will have the responsibility and opportunity of being a team leader for Heritage Community Charter School.

Targeted initial instructional professional development will be obtained from Great Expectations, Core Knowledge, and in dual language instruction and/or others as recommended by the Principal and teachers and approved by HCCS’s Board of Directors.

HCCS will explore opportunities to provide enrichment and remediation programs before school, after school and during school breaks to allow students to receive additional support for instruction. HCCS will also develop a peer tutoring or mentoring program that allows elementary students to work with secondary students to build upon students’ knowledge and skills in the content areas and to enhance the HCCS community by developing cross-grade level relationships. HCCS secondary students will be required to participate in the peer mentoring program in order to fulfill community service requirements for specific secondary classes.

Special Education Services

Heritage Community Charter School will comply with the Individuals with Disabilities in Education Act (“IDEA”), Section 504 of the Rehabilitation Act (“Section 504”), and the Americans with Disabilities Act (“ADA”).

To ensure the provision of a free and appropriate public education to all school-age children in need of Special Education Services, Heritage Community Charter School provides a Special Education Program in accordance with federal and state regulations and guidelines. Specifically, Heritage Community Charter School adopts and complies with the current Idaho Special Education manual from the State Department of Education. To the best of our knowledge this manual reflects IDEA guidelines and Special Education Best Practices. The Heritage Community Charter School Principal will designate a certified employee to serve as the Section 504 Compliance Officer.

It is the intent of Heritage Community Charter School to identify, locate, and evaluate all enrolled children who may have disabilities. Disability, in this instance, includes, but is not limited to, such conditions as hearing impairments, visual impairments, speech or language impairments, specific learning disabilities, emotionally disturbed, multiple disabilities, cognitive disability, other health impairments, physical impairments, autism, and traumatic brain injury.

HCCS will strive to obtain IEPs for students enrolled in the charter school prior to the beginning of each school year. The HCCS administrator, office staff and special education staff will review the list of students enrolling at HCCS after the annual enrollment deadline and subsequent lottery each year and will collect information regarding IEP and 504 plans after students have confirmed that they will be attending HCCS. HCCS staff will strive to obtain copies of IEP and eligibility documents prior to August 1st of each year whenever possible so that staff can plan for instruction and services to begin immediately when the school year begins. HCCS staff will utilize information from documents obtained to plan for instruction, related services, accommodations, evaluations and IEPs that are necessary to ensure students with disabilities receive a free appropriate education in the least restrictive environment as defined by the student’s IEP.

HCCS will contract with related service providers for some services and will have those contracts in place and approved by the Board of Directors prior to the beginning of each school year. In addition, the HCCS administrator and the HCCS special education staff will plan an annual in-service training that they will provide to staff members each year, prior to the beginning of school, to ensure that all HCCS staff have access to and an understanding of information in each student’s IEP and can work together to implement the IEP.

Every year starting in August and continuing throughout the year, Heritage Community Charter School will make a concerted effort to identify children with disabilities. The September in-service shall be a review of special education requirements, regulations and obligations so that Heritage Community Charter School is alert to the needs of the

children for whom it is responsible. The assistance of all staff members and agency personnel in this process is essential to accomplish this task, and they must work to ensure that this goal and responsibility are achieved.

Heritage Community Charter School asks for information about each child that is identified to establish answers to such questions as:

- What is the challenge?
- What has already been done about the challenge/what interventions have been used?
- What background information is available?

This information may be collected in several ways including interview, observations, screening, and testing. This information may be obtained from parents and the student, or from other agencies that have information about the student. This information will be reviewed by a multidisciplinary team to determine whether further evaluation is needed and/or whether the child meets the eligibility requirements to receive special education services.

All information collected will be held in strict confidence and released to others only with parental permission or as allowed by law. Parents may have a copy of any records kept upon request. A copy of the *Procedural Safeguards Notice* from the Idaho Special Education Manual will be provided to parents of Special Needs students each year in accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004).

Heritage Community Charter School keeps a record of all persons who review confidential records and also maintains a list of employees who may have access to records. When the information collected, maintained, or used is no longer needed to provide educational services to the child, the parents will be informed.

Parents and students have rights in this process. Parents have the right to:

- Review their child's records
- Refuse permission to release information (except as required by, or permitted by, law to be released)
- Request that information they believe to be inaccurate, misleading, or in violation of their child's privacy or other rights be changed. Requests for changing information in a students' record must be made to Heritage Community Charter School in writing, not by email. Response from the school to the request will be made within a reasonable time. If the school makes a decision not to change the information, the parents/guardian may request a district hearing following the process outlined in the Idaho Special Education Manual from the State Department of Education.

Heritage Community Charter School appoints one person to make sure that information archived on the students is kept confidential and also has a system that assures a practical method of identifying which children are currently receiving special education services

and which children are not. Certain data regarding children are maintained within this system.

If a student at Heritage Community Charter School is found to be eligible for special education services at the charter school, services will be provided for that student as determined by the student's IEP team and in accordance with state and federal regulations:

- Heritage Community Charter School will form a multidisciplinary team to consider a student's eligibility for special education. If the team determines the need for an evaluation by personnel, such as a school psychologist, speech therapist, or occupational therapist, not currently employed by HCCS, such evaluation may be contracted with a private provider or local school district.
- A certified special education teacher will be responsible to monitor Individual Education Plans (IEPs) and supervise the implementation as written. The special education teacher, or an educational assistant under his/her supervision, will provide services as described by the student's IEP. The special education teacher will consult with the general education staff to utilize effective classroom interventions, adaptations, and modifications.
- Related services, such as speech or language therapy, behavioral therapy, occupational therapy, or transportation, refer to those services necessary for a student to benefit from his or her education and will be provided as determined by the student's IEP team.

Heritage Community Charter School will provide special education and related services to eligible Heritage Community Charter School students in the Least Restrictive Environment as identified by each student's IEP. Heritage Community Charter School's IEP team, inclusive of the parent, will be responsible for identifying and providing the LRE as outlined in the IEP.

When necessary, Heritage Community Charter School will contract with a private provider or local school district for the provision of related services. Direct speech, language, behavioral, or OT services may be provided by a paraprofessional under the direct supervision of a licensed therapist. The supervision of paraprofessionals will be outlined in the student's IEP.

- In the event that the IEP team determines that the student's academic needs cannot be met on site, Heritage Community Charter School may contract with a local school district or private provider to provide services.

The HCCS board of directors understands that a dual language program may present additional challenges for students with disabilities. The HCCS board believes that this is an opportunity to train staff members to effectively identify each individual student's strengths and needs and develop a plan with goals that are designed to meet that individual student's needs. HCCS will provide specific training to staff members to

ensure that IEP teams can identify students with language proficiency needs, students with disabilities and students with both language proficiency needs and disabilities. Staff will be trained to create appropriate educational plans for students' needs. Staff will also be trained to provide appropriate interventions, accommodations and modifications as identified by multi-disciplinary and/or IEP teams.

Few legislative mandates of the federal government have such far-reaching implications for local school districts. The school is committed to working with the community in providing services that meet the individual needs of each child.

Implementing IDEA disciplinary procedures

The discipline procedures adopted in the Idaho Special Education Manual will be utilized in disciplinary matters for students with disabilities attending HCCS. These adopted policies and procedures will meet the requirements of the IDEA. The HCCS administrator will review these policies and procedures annually; obtain training (when necessary) to ensure he or she follows these procedures, and provide training to HCCS staff in the requirements of IDEA with regard to discipline of students.

The Role of General Education Teachers in Regard to Special Education

All special education students will remain in the "regular" class unless otherwise indicated on their IEPs. They are included in all class activities. Teachers will maintain a minimum monthly conference with the special education student's parent/guardian. "Parent" will be defined according to IDEA 34 CFR 300.30. The special education teacher will collaborate a minimum of 1 time per week with the general education teacher. Teachers are included in the student's IEP conference. IEP meetings shall be held annually and teachers will be given advanced notice of the date and time for these meetings. Teachers need to sign the child's IEP as the regular classroom teacher. If the teacher monitors the goals of this IEP and does quarterly progress reports on the status, the IEP can benefit the teacher in understanding the child's special needs and the focus taken in the delivery of services to the child.

The special education teacher will contact the regular classroom teacher(s) on an "as needed basis" (but no less than once per month) to provide the teacher with specific IEP information regarding each student with a disability; provide updates; discuss progress, and answer questions. The teacher should contact the special educator with questions or concerns as soon as possible once a question or concern arises. Working as a team with special needs students is critical in ensuring that each student's needs are met.

Limited English Proficiency

In addition, students attending Heritage Community Charter School with limited English proficiency, (LEP) will be assessed using the Home Language Survey to determine the

extent to which they may require Title III services or a LEP instructor. Every effort will be made to help the student attain proficiency in the English language.

Heritage Community Charter School will apply the federal definition of Limited English Proficient (LEP) as defined in Title III and IX of the ESEA. Students who are eligible for the LEP program will participate in the LEP program according to state and federal guidelines. State and federally mandated testing of LEP students will be administered. The *Guidance for Evaluating Limited English Proficient (LEP) Students to Establish Special Education Eligibility*, provided by the Idaho Department of Education, will be used for identifying Special Education LEP students.

Heritage Community Charter School will follow the Idaho LEP Program guide and administer the Access 2.0 for student placement as well as monitor student growth. The following guidelines will be used for the Home Language Survey in order to identify Primary Home Language Other Than English (PHLOTE) students.

Home Language Survey (HLS)

- ☐ A survey will go home to the parents of all students.
- ☐ If the survey comes back indicating that a student may be Limited English Proficient (LEP), the student will be tested with an English language proficiency test within 30 days of registration or within 2 weeks of entry into the school (if during the year.)
- ☐ If the student tests less than proficient on the English language proficiency test, then a letter will go home to the parents indicating that their child was identified as needing specific English language services. The parent will be given the opportunity to waive the services, if desired.
- ☐ If the parent does not waive the Limited English Proficiency (LEP) services for their child, then the student will be placed in a program of “high quality language instruction, based on scientifically based research” (Section 3115 (c) (1)), as determined by Heritage Community Charter School.
- ☐ Those children placed in a program will be counted for state and Federal funding.
- ☐ Once a student tests proficient on the English language proficiency test, they will be exited from the LEP program and monitored for 2 years. Students on monitoring status will be coded LEP on the ISAT and still counted for state and Federal funding purposes.
- ☐ Those students whose parents waive the services may not be considered as “LEP” for state and Federal funding purposes and ISAT coding. However, they are still English language learners and must still be served according to their needs, according to the Office of Civil Rights.

Gifted and Talented Students

HCCS shall identify and provide reasonable services to students who possess demonstrated or potential abilities that give evidence of high performing capabilities in intellectual, creative, specific academic or leadership areas, or ability in the performing or visual arts, and those students who require services or activities not ordinarily provided

by the school in order to more fully develop such capabilities. HCCS will utilize eligibility criteria developed by the Idaho Department of Education as stipulated in Idaho Code 33-2003. The HCCS educational program will support the needs of gifted and talented students through its highly challenging curriculum. HCCS will also utilize the services of the Idaho Center on Disabilities and Human Development (CDHD) to ensure that gifted and talented students at the school are properly identified and provided with appropriate instruction.

Plan for Dual Enrollment Participation

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

Parents will be provided information concerning dual enrollment options and requirements in accordance with the local school district policies. State funding of a dually enrolled student will be only to the extent of the student's participation in the public school programs. The HCCS board will adopt a dual enrollment policy and procedures for dual enrollment.

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

TAB 4: MEASUREMENT OF PROGRESS

HCCS will seek to achieve this by providing enjoyable learning experiences, a progressive educational program in core subjects, and a bi-literate curriculum – all in an environment of respect, parental involvement, and a strong sense of community.

Method by which student progress will be measured

HCCS students will participate in state required assessments which will be used to measure progress in meeting state standards. In addition, HCCS will use classroom assessments, progress monitoring tools and data collection designed to monitor each measurable educational standard to assess individual, grade level and school progress in meeting the standards identified within the HCCS charter. Regular reports regarding progress will be provided to the HCCS board at the end of each semester.

Measurable student educational standards

Standard 1: Students at Heritage Community Charter School enrolled continuously from the beginning of the school year, will show annual academic improvement.

Standard 2: HCCS will achieve a daily average school absentee rate of less than 10% when calculated on a monthly basis.

Standard 3: Students will be able to recite a school, class, or personal creed after 6 consecutive months at Heritage Community Charter School assessed by the classroom/advisory teacher using the following measurements:

Grades K – 5:

- 85% of students participating in a flawless recitation of a school or class creed as part of a whole group (class) setting.
- 85% of students individually reciting a grade appropriate class creed flawlessly, with a maximum of two prompts.

Grades 6-12

- ☐ 85% of students participating in a flawless recitation of a school or class creed as part of a whole group (class) setting.
- ☐ 85% of students individually reciting a flawless class or personal creed.

Standard 4:

- 95% of 8th grade students will develop a 4-year plan including a four year high school plan as part of their career portfolio.

“The capacity to become cooperative contributors of society”

Standard 5: 90% of students will participate in a yearly community service project as outlined:

- K-5 – community projects established by teachers and supported by parents
- 6-8 – class-sponsored community projects

Standard 6: HCCS will achieve above average parent and student satisfaction as measured by completion of an annual parent and student satisfaction survey.

- HCCS parents will be encouraged to complete a parent satisfaction survey each school-year. Parent satisfaction ratings will be calculated in each of the following areas: Academic Program, Parent and Community Relations/Communication, Administration and Board Activity, General School Operations. Survey results will be examined by the school administrator, school leadership team, and the Board of Directors to identify areas of strength and areas for improvement.
- A minimum of 75% of HCCS students in grades 3rd - 8th will complete a student satisfaction survey at least once a year. Student satisfaction ratings will be calculated in each of the following areas: Academic Program, School Culture, Faculty/Administrative and Student Relations/Communication. Survey results will be examined by the school administrator, school leadership team, and the Board of Directors to identify areas of strength and areas for improvement.
- During the first year of operation, HCCS will collect baseline data regarding parent participation in parent involvement events.

Objectives and Targeted Practices

Standard 1 - Academic Improvement

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

Targeted Practice: students will be able to recognized ‘good, better and best’ work, both in their own and others
Students will be able to rewrite papers/projects to reflect corrective comments from others
Students will understand what plagiarism is, and how to create original works.

Objective: • Students will acquire and integrate knowledge and experiences from different subject areas.

Objective: • Students will gather and use subject area information effectively in order to gain new information and knowledge, classify and organize information, support inferences, and justify conclusions appropriate to the context and audience.

Targeted Practice: Students will be able to use a variety of resources in which to access information.

Objective: • Students will utilize, evaluate, and refine the use of multiple strategies to solve a variety of problems.

Targeted Practice: students will use a variety of problem solving techniques that have been introduced through the instructional models.

Objective: Enjoy high bi-literate proficiency – Elementary

Targeted Practice: students will demonstrate proficiency in Spanish language including the ability to exchange personal feelings and ideas orally, present material and respond spontaneously to questions, read and comprehend text, produce written text that adequately conveys ideas.

Standard 2 – Student Work and Classroom Environment

Objective: Students will experience success in the classroom

Targeted Practice: Every student's work will be displayed in some form in the classroom and/or school

Objective: The School and each classroom will have a non-threatening environment:

Targeted Practice: there will be no tolerance for abusive language, bullying and/or teasing. Each student has a right to make mistakes and the opportunity to correct them without prejudice.

Targeted Practice: there will be evidence that teachers are creating a positive and caring environment by using a kind word, a gentle touch and a smile with their students.

Standard 3 –Effective Communication

Objective: Students will communicate with clarity, purpose, and an understanding of audience using a variety of communication forms and skills.

Targeted Practice: students will develop oral and written projects appropriate to the student's grade level

Objective: Students will develop oral and written skills in two languages.

Targeted Practice: All students will have access to instruction in a second language. This instruction may be delivered in the form of a uniquely qualified instructor, computer software, and/or other technology assisted instruction.

Standard 4 – Career Plans

Objective: Students will reflect on, reconsider and re-evaluate the significance of information and their own learning.

Targeted Practice:

Students will participate in parent-teacher conferences

Standard 5 – Community Service Projects

Objective: Students will develop strategies and techniques to use self-regulation, critical, and creative thinking when presented with a task and personalized learning goals.

Targeted Practice: students will learn and use different techniques (such as planners or advanced organizers) to outline and plan time/projects
Objective: Students will deal with disagreement and conflict caused by diversity of opinions and beliefs

Targeted Practice: students will know and use a variety of conflict resolution techniques
Objective: Students will evaluate and manage their behavior as group members
Targeted Practice: students will evaluate their personal contributions to the school and community as part of their community service project -
Objective: Students will participate in community service that reflects responsible citizenship in a democratic society

Targeted Practice: students will engage in community service as outline in the Thoroughness Standard #6

Standard 6 Appreciation for the Arts and Literature

Objective: Students will develop an appreciation for music, visual arts, and/ or performance.

Targeted Practice: all students will participate in music, visual arts and/or performing arts instruction/ appreciation.

Objective: Students will develop an appreciation for literature, poetry and expression of life principles through literature.

Targeted Practice: all students will participate in instruction and discussion of classic literature and poetry. All students will be able to identify life principles in works of literature studied at each grade level.

Targeted Practice: all students will participate in the recitation of the school and class poems and/or creeds.

Targeted Practice: all students in grades 9-8 will write and recite a personal creed incorporating key life principles.

Course of Instruction-

Instruction is inclusive of subject matter content and course offerings. Patterns of instructional organization will be determined by a qualified School Administrator and teaching team. Heritage Community Charter School will assure students meet the school goals with the state standards as a minimum. This includes special instruction that allows limited English proficient students to participate successfully in all aspects of the school's curriculum and keep up with other students in the regular education program. It also includes special learning opportunities for accelerated, learning disabled students, and students with other disabilities.

At appropriate grade levels, students will successfully complete instruction in the following that will include but not be limited to:

- Language Arts and Communication will include instruction in reading, writing, English, literature, technological applications, spelling, speech and listening.

- Mathematics will include instruction in addition, subtraction, multiplication, division, percentages, mathematical reasoning and probability.
- Science will include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences.
- Social Studies will include instruction in United States and world history, government, geography, economics, current world affairs, citizenship, and sociology.

Elementary School (Grades 1-5)

- Other required instruction for all students and other required offerings include:
- Fine Arts (art and music)
- Health (wellness)
- Physical Education (fitness)

Additional instructional options as determined by HCCS include:

- Foreign Language-(Spanish)

Middle School (Grades 6-8)

No later than the end of Grade eight (8) all students will develop parent-approved student learning plans for their high school and post-high school options. The learning plan will be developed by students and parents or guardians with advice and recommendation from school personnel. It will be reviewed annually, may be revised at any time, and will follow all rules pertaining to such learning plans as set forth by state rule. HCCS will have met its obligation for parental involvement if it makes a good faith effort to notify the parent or guardian of the responsibility for the development and approval of the learning plan. A learning plan will not be required if the parent or guardian requests in writing, that no learning plan be developed.

Other required instruction for all students includes:

- Health (wellness)
- Physical Education (fitness)

Other required offerings of the school might include:

- Fine & Performing Arts
- Vocational-Technical Education

Additional instruction options as determined by HCCS. For example:

- Spanish
- Latin
- Humanities

Other required instruction for all students includes:

- Physical Education
- Foreign Language

Additional instructional options can be determined by the Board of Directors so that graduation requirements from Heritage Community Charter School meet or exceed Idaho State Board of Education requirements.

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Academic Mastery

Students in attendance at Heritage Community Charter School will be expected to do the following:

- Meet the statewide performance standards adopted by the Idaho State Board of Education including but not limited to: Language Arts, Mathematics, Science, Social Studies and Physical Education. Students of HCCS will be tested with the same standardized tests as other Idaho public school students.

Remediation

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

- Not reaching grade level on state adopted standardized tests.
- Reading below grade level as determined by IRI in grades K – 3; grades 4 – ~~12-8~~ teachers will use multiple sources of data such as classroom grades, fluency checks, comprehension checks, and/or computerized programs to determine a student's reading level.
- Failure to do math at grade level as determined by program assessments and/or on state adopted standardized tests.-

Provision by which students will receive standardized testing

The students at Heritage Community Charter School will be evaluated using adopted statewide performance/academic assessments in the areas of Language Arts, Mathematics, Reading, Science, Social Studies and others as targeted by the Idaho Board of Education. Those assessments currently include the Idaho Standards Achievement Tests, the Idaho Reading Indicator (IRI), and the National Assessment of Educational Progress (NAEP).

Additional yearly assessment tools may be required as determined by the HCCS Board of Directors.

Results will be reported as follows:

- Individual student progress
- Grade level/school composite scores
- Year to year comparative results by subject
- Comparative results between HCCS, state and national averages

Provision Ensuring State Accreditation

Heritage Community Charter School will be accredited through AdvanED Training will be obtained for properly applying for accreditation including the correct procedures for submitting reports.

Provision plan for improvement per ESSA

Student learning is the primary focus for Heritage Community Charter School. Our current plan entails data collection and evaluation on a regular schedule as outlined under Tab 4. A Strategic Plan would be in place as part of our accreditation process with the State of Idaho. Should it be determined through our measurement systems that learning is being compromised, steps will be taken by the Principal and the Board of Directors to identify and target school and individual needs. A comprehensive plan of improvement will be developed that would examine curriculum, time on task, teaching instruction, and other important process that effect student learning.

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TAB 5: GOVERNANCE STRUCTURES

Description of Governance Structure

Heritage Community Charter School, Inc. is organized as a non-profit corporation pursuant to the Idaho Nonprofit Corporation Act. The Articles of Incorporation for Heritage Community Charter School, Inc. were filed with the Secretary of the State of Idaho on February 2, 2010. (Note: the 501(c)(3) application will be completed upon approval of the charter.) HCCS is governed by a Board of Directors that consists of three to seven board members as set forth in HCCS's Bylaws and Articles of Incorporation.

Upon approval, members of the Governing Board are deemed public agents responsible for oversight of the Charter School. The Governing Board (referred to as the "Board of Directors" or "Board") has all the power and duties afforded to a Board of Directors. Subject to the limitations of the Idaho Nonprofit Corporation Act, its Articles of Incorporation and its Bylaws, the activities and affairs of the school shall be conducted and all corporate powers shall be exercised by or under the direction of the Board. The function of the Board can be described as policy making, advising and evaluating. The Board shall have further duty of directing the financial means by which the educational program is conducted. They shall also ensure that the community be informed of the needs, purposes, values, and status of the charter school.

The Board, as a board, shall have the full power and duty to manage and oversee the operation of the school's business and to pledge the credit, assets, and property of the school when necessary to facilitate efficiency in its operation. Authority is given to the Charter School Board of Directors by the State of Idaho as provided in the "Public Charter Schools Act of 1998." (Idaho Code § 33-5204.)

During the initial year of operation, the Board shall be comprised of at least the following positions: chairman, secretary, and treasurer. The responsibilities of these positions are outlined in the Corporate Bylaws. The Board of Directors will be determined through elections as outlined in the Bylaws.

Liability

Upon approval, Heritage Community Charter School will be liable for all acts, omissions, debts or other obligations. The Idaho Public Charter School Commission (the "IPCSC") shall have no liability for the acts, omissions, debts or other obligations of Heritage Community Charter School.

Process to Ensure Parental Involvement

The Board shall establish policies to ensure parental involvement. These requirements shall not require the payment of tuition or mandatory service requirements, but will include requirements for parental or legal guardian participation in enrollment procedures, school policy recommendation, and student discipline. HCCS is a public

school of choice and parents who choose this school for their children are agreeing to abide by the policies of the school.

The Board can establish or recognize an official parent committee. Members of that committee will be elected annually by parents or designated guardians of students enrolled in the school according to policy to be set by the Board.

Plan for Annual Financial & Programmatic Audits

Each year HCCS will conduct an annual programmatic audit and an annual financial audit. The results of the annual financial audit will be submitted to the Idaho Department of Education in compliance with Idaho Code 33-701(6) (as required by Idaho Code 33-5210(3)). A copy of these audits will also be submitted to the Idaho Public Charter School Commission.

HCCS will comply with Idaho Public Charter School Commission policy and conduct a programmatic audit through information obtained via its own instruments, timeline, and processes; a copy of this report will be sent to the chartering entity. Results of the Programmatic Audit will be submitted, with a report on student progress based upon the student standards and measurement of student progress outlined in the charter, to the school's authorizing entity each year. Accreditation-related visits and/or reports will be completed in a timely manner and copies will be submitted to the school's authorizing entity if and when applicable.

The annual financial audit will be conducted by an independent auditing firm and copies of the audit will be sent annually to the chartering entity. In addition, HCCS's authorizer may choose to conduct an audit of HCCS at the expense of the authorizer.

TAB 6: EMPLOYEES

Employee Qualifications

HCCS's staff will meet or exceed qualifications required by state law, including the following:

- ☐ All individuals to be employed by Heritage Community Charter School will possess the personal characteristics, knowledge base and successful experiences necessary for meeting the requirements of this charter.
- ☐ Administrative and instructional staff will be certified teachers, or a waiver or another limited certification option will be obtained as provided by rules of the State Board of Education. All instructional staff will be highly qualified as required by the No Child Left Behind Act. All HCCS staff will meet appropriate certification and/or licensure requirements for the positions held by the individual.

A series of professional and in-house professional development sessions will be conducted to train personnel in the unique aspect of Heritage Community Charter School. Training may include but is not limited to:

- Instructional Models methodology to insure the consistency of instruction
- Language instruction in immersion models
- Language Arts
- Vocabulary with an emphasis on word roots
- Great Expectations Training
- Classroom pacing
- Teaching with Love and Logic
- Core Knowledge
- Identified Life Principles
- School Leadership
- Memorization and Dramatization
- Homework
- Utilizing parent volunteers
- Effective use of educational assistants
- Modeling as a staff
- Capturing teaching time
- Intervention strategies for students at risk

Health & Safety Procedures

Heritage Community Charter School complies with the provisions of Idaho Code with the following health and safety procedures:

1. Passing a criminal history check is required for all employees in compliance with Section 33-130, Idaho Code. This requirement is also a condition of employment.

2. Students are required to show proof of immunization before enrolling at Heritage Community Charter School. Copies of Immunization records and of birth certificates will be kept on file.
3. Heritage Community Charter School welcomes visitors during the regular school day, as well as at the school's public events. Parents and/or guardians are particularly encouraged to visit the school and participate in its programs. However, protection of the students and staff of Heritage Community Charter School is the highest priority. In an effort to monitor and protect access to students and staff members, all visitors are required to check in at the school office before visiting classrooms or other areas on campus. Visitors will be required to receive and wear a visitor's pass when visiting the school. If the principal determines that the presence of any person is disruptive or detrimental to the school's program, the administrator may prohibit that individual's presence on campus.

Individuals that visit the school to communicate with or remove a student from campus must obtain permission of the principal or their designee prior to contacting the student. The Principal or designee shall not grant such permission unless the person has a clearly valid and proper reason for contacting the student. Parents and guardians will be granted access to their students immediately upon request unless there is a legally necessary reason to deny access. However, parents and guardians who enter classrooms may be subject to reasonable restrictions to prevent the disruption of the instructional process.

4. To ensure the safety and health of children and staff, Heritage Community Charter School shall, at least once a year subject the facilities to an independent inspection for the purposes of determining whether such facilities comply with safety and health standards and other codes and requirements of Idaho law. The safety inspection will be conducted by a professionally qualified independent inspector or done pursuant to Title 39, Chapter 80, Idaho Code. The safety inspection report shall be provided to the Board of Directors and to the authorizing charter entity for review

5. Heritage Community Charter School shall ensure the safety and health of students and staff by:

- a. having in place at all times an Emergency Plan that will include evacuation, lock-down, and bomb threat procedures particular to the current facility. HCCS will cooperate and coordinate efforts with city, county, and state emergency personnel. HCCS shall review its emergency evacuation plan annually to determine whether the procedures in place require modification. The Plan will be posted in the school office as well as in every classroom building in the school. The Plan will be provided to each staff member at the beginning of the school year. In addition, HCCS will educate parents and patrons by providing information regarding the Plan in the student handbook or on the HCCS's web page.
- b. advising all school personnel of routine procedures to follow in handling body fluids. These procedures shall provide simple and effective precautions against transmission of diseases to persons exposed to the blood or body fluids of another. These procedures shall be standard health and safety practices. No distinction shall be made between body fluids from individuals with a known disease or infection and from individuals without symptoms or with an undiagnosed disease. Training and appropriate supplies shall be available to all personnel.

c. recognizing that HCCS is responsible for providing first aid or emergency treatment in case of sudden illness or injury to a student, but that further medical attention is the responsibility of the parent or guardian. Each parent or guardian must provide an emergency telephone number where the parent or designee of the parent can be reached. When a student is injured, staff shall provide immediate care and attention until relieved by a superior, a nurse or a doctor. The principal or designated staff member should immediately contact the parent so that the parent can arrange for care or treatment of the injured student. If a child develops symptoms of illness while at school, the responsible school officials shall do the following:

- Isolate the child immediately from other children in a room or area segregated for that purpose.
- Inform the parent or guardian as soon as possible about the illness and request him or her to pick up the child.
- As required by law, report each case of suspected communicable disease the same day by telephone to the local health authority, or as soon as possible thereafter if no contact can be made the same day.

In the event that the parent cannot be reached and in the judgment of the principal or person in charge immediate medical attention is required, the injured student may be taken directly to the hospital and treated by the physician on call. When the parent is located, he/she may elect to continue the treatment or make other arrangements.

d. requiring that school employees be authorized in writing by the school administrator or school principal to be able to:

- assist in the self-administration of any drug that may lawfully be sold over the counter without a prescription to a pupil in compliance with the written instructions, if the pupil's parent or guardian consents in writing.
- assist in the self-administration of a prescription drug to a pupil in compliance with the written instructions of a practitioner, if the pupil's parent or guardian consents in writing.

No employee except a qualified health care professional may administer a drug or prescription drug to a pupil under this policy except in an emergency situation. Diagnosis and treatment of illness and the prescribing of drugs are never the responsibility of a school employee and should not be practiced by any school personnel.

e. maintaining tobacco free buildings and grounds. Use of tobacco will not be allowed in any buildings or grounds nor will employees be allowed to use tobacco while on duty. New employees of the school will be hired with the understanding that they will be directed not to use tobacco in school buildings or grounds. Limitations or prohibitions on tobacco use are applicable to all hours.

All school workplaces are drug- and alcohol-free workplaces. All employees are prohibited from:

- Unlawful manufacture, dispensing, distribution, possession, use, or being under the influence of a controlled substance while on school premises or while performing work for the school;
- Distribution, consumption, use, possession, or being under the influence of alcohol while on school premises or while performing work for the school.

For purposes of this policy, a controlled substance is one which is:

- not legally obtainable;

- being used in a manner different than prescribed;
- legally obtainable, but has not been legally obtained; or
- referenced in federal or state controlled substance acts.

f. Attendance at Heritage Community Charter School may be denied to any child diagnosed as having a contagious or infectious disease that could make the child's attendance harmful to the welfare of other students. In the instance of diseases causing suppressed immunity, attendance may be denied to a child with suppressed immunity in order to protect the welfare of the child with suppressed immunity when others in the school have an infectious disease which, although not normally life threatening, could be life threatening to the child with suppressed immunity.

g. The School may arrange each year for health services to be provided to all students.

Such services may include, but not be limited to:

- Consulting services of a qualified specialist for staff, students, and parents.
- Vision and hearing screening.
- Scoliosis screening.
- Immunizations.

h. Although neither a school (nor a teacher) has a duty to warn of the suicidal tendencies of a student absent the teacher's or school's knowledge of direct evidence of such suicidal tendencies, the School may, in its sole discretion, provide the following programs in order to prevent adolescent suicide by:

- offering and providing help and assistance including early identification;
- support and/or counseling by school support personnel for low-risk students;
- referral to appropriate sources outside the school for high and moderate-risk students;
- the rights of the student and his/her family; and
- after care support by the school for faculty, staff, and students after a sudden death has occurred.

i. HCCS recognizes that the misuse of drugs is a serious problem with legal, physical and social implications for the entire school community. As an educational institution of this community, the school should strive to prevent drug abuse and help drug abusers by educational, rather than punitive means.

For purposes of this policy, "Drugs" shall mean:

- all dangerous controlled substances as so designated and prohibited by Idaho law;
- all chemicals which release toxic vapors;
- all alcoholic beverages;
- any prescription or patent drug, except those for which permission to use in school has been granted pursuant to Board policy;
- "look-alikes";
- anabolic steroids;
- any other illegal substances so designated and prohibited by law.

In accordance with Federal law, the Board of Directors hereby establishes a "Drug-Free School Zone" that extends 1000 feet from the boundary of any school property. The Board prohibits the use, possession, concealment, delivery, or distribution of any drug or any drug-related paraphernalia at any time on school property, within the Drug-Free School Zone, or at any school-related event. Individuals eighteen (18) years of age or older who knowingly deliver or distribute controlled substances so designated and

prohibited by Idaho law within the Drug-Free School Zone to another person could be prosecuted to the fullest extent of the law.

6. For minor infractions of school rules or regulations, or for minor misconduct, staff may discipline and/or detain students. Students may be required to attend Saturday detention for up to four (4) hours.

Preceding the assessment of such punishment, the staff member shall inform the student of the nature of the offense charged, and/or the specific conduct that allegedly constitutes the violation.

The student shall be afforded an opportunity to explain or justify his/her actions to the staff member. Parents must be notified prior to a student serving an after-school detention. Students detained for corrective action or punishment shall be under the supervision of the staff member or designee.

Disciplinary measures include, but are not limited to:

- expulsion
- suspension
- detention, including Saturdays
- clean-up duty
- loss of student privileges
- loss of bus privileges
- notification to juvenile authorities and/or police
- restitution for damages to school property

7. To maintain a climate of respect and high expectation there, Heritage Community Charter school prohibits harassment, intimidation, and bullying by any means, including but not limited to electronic, written, oral or physical acts, either direct or indirect, when such intentional electronic, oral, written or physical acts physically harm, substantially interfere with a student's education, threaten the overall educational environment, substantially disrupt the operation of school, or are otherwise prohibited by law. This prohibition shall apply to all school employees, volunteers, parents/guardians, and students, including conduct between students, between adults, and between adults and students. Any such actions will follow disciplinary procedures.

8. Heritage Community Charter School is a school of choice and at any time a parent deems the school as unsafe, their child may enroll in the designated school for the student's place of residence. (NCLB Act 2001 – Title IX Part E Subpart 2, Sec. 9532)

Provision for Employee Benefits (PERSI, SS, WC, etc)

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

Transfer rights

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

The board of directors for the charter school shall provide coverage for their employees with the public employee retirement system, federal social security, unemployment insurance and worker's compensation insurance.

Collective bargaining

In compliance with Idaho Code §33-5205(3)(p), HCCS staff shall be considered a separate unit for purposes of collective bargaining.

Employee Contracts for Teachers & Administrators

HCCS's staff will meet or exceed qualifications required by state law, including the following:

- Heritage Community Charter School will follow the same personnel practices as are required by the Idaho Code. This would include supervision, evaluation, and dismissal as detailed by the Idaho Code.
- All teachers and administrators will be on a written contract approved by the Superintendent of Public Instruction.
- Those required by Idaho Code 33-130 and others the Board or Administrator require will undergo State of Idaho criminal background checks including the FBI finger-printing checks.
- Teachers will be evaluated according to the procedures outlined in Idaho Code 33-513.
- The school will employ as many teachers as course loads demand and as qualified applicants are available. All staffing decisions will be made with the needs of the students being the highest priority.
- Student/Teacher ratios will be recommended by the Administrator and subject to Board approval. Student/Teachers ratios established may require the Board to hire additional staff to ensure adequate services or dismiss staff members to ensure fiscal responsibility.

TAB 7: SCHOOL PROCEDURES

Admission Procedures

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

Enrollment Opportunities I.C. 33-5205(3)(s)

The Governing Board will take the following steps to ensure the Caldwell community is aware of the enrollment opportunities at Heritage Community Charter School: while taking into consideration the language demographics of the attendance area, at least three (3) months in advance of the enrollment deadline, enrollment information will be posted in highly visible and prominent locations within the HCCS attendance area. In addition, the Governing Board shall ensure that such process includes the dissemination of press releases or public service announcements to media outlets that broadcast within, or disseminate printed publications within, the attendance area of HCCS. The Governing Board will ensure that such announcements are broadcast or published by such media outlets on not less than three (3) occasions, beginning no later than fourteen (14) days prior to the enrollment deadline each year. Finally, such enrollment information shall advise that all prospective students will be given the opportunity to enroll in HCCS, regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs.

Caldwell District Demographics

HCCS seeks to provide a unique opportunity for students residing within the Caldwell community. The Founders of HCCS are committed to continuing the positive relationship with the Caldwell School District that the charter petitioners have enjoyed during the development phase of the charter school. HCCS anticipates serving as another unique educational choice in a district committed to meeting the needs of all of its students. In addition, HCCS will strive to serve a population of students that is similar in its demographic characteristics to that of the Caldwell School District. HCCS will plan marketing efforts designed to provide information to all community members in both English and Spanish and in a variety of formats (written, radio, television, community meetings, etc.). Marketing efforts will be designed to attract a student population that is consistent with the demographics of the District (within a plus or minus 10%) of the percentage of any group by ethnicity, ELL, free and reduced lunch, special education, etc. while also complying with Idaho Code regarding enrollment procedures.

Enrollment Deadline

Each year the Governing Board shall establish an enrollment admissions deadline, which shall be the date by which all written requests for admission to attend HCCS for the next

school year must be received. The enrollment deadline cannot be changed once the enrollment information is disseminated.

Requests for Admission

HCCS will comply with Section 33-5205(3)(j) of the Idaho Code to establish policy and procedure for admission. A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a child in this state, may make a request in writing for such child to attend HCCS. In the case of a family with more than one (1) child seeking to attend HCCS, a single written request for admission must be submitted on behalf of all siblings. The written request for admission must be submitted to, and received by, HCCS on or before the enrollment deadline established by the Governing Board. The written request for admission shall contain the name, grade level, address, and telephone number of each prospective student in a family. If the initial capacity of HCCS is insufficient to enroll all prospective students, then a lottery shall be utilized to determine which prospective students will be admitted to HCCS. Only those written requests for admission submitted on behalf of prospective students that are received prior to the enrollment deadline established by the Governing Board shall be permitted in the lottery. Only written requests for admission shall be considered by the Governing Board. Written requests for admission received after the established enrollment deadline will be added to the bottom of the waiting list for the appropriate grade. If there is an opening in one grade, a sibling, if any, from a late submitted application must go to the bottom of the sibling list.

Admission Preferences I.C. 33-5206 & 33-5205(3)(j)

HCCS has established an admission preference for students residing within the primary attendance area of the school. In addition, HCCS has established admission preferences for returning students, for children of founders and full-time employees of the school, and for siblings of students already selected to attend the school.

Priority of Preferences for Initial Enrollment

If the initial capacity of HCCS is insufficient to enroll all prospective students, a lottery shall be utilized to determine which prospective students will be admitted to HCCS. HCCS will follow Idaho Code Section 33-5205(3)(j). Prospective students will be placed in priority groups as follows:

- a. First, to the children of founders and full-time employees (provided that this admission preference shall be limited to not more than ten percent (10%) of the initial capacity of HCCS).
- b. Second, to siblings of pupils already selected by the lottery.
- c. Third, to prospective students residing in the primary attendance area of HCCS.
- d. Fourth, students who reside outside the primary attendance area of HCCS.

Priority of Preferences for Subsequent Enrollment Periods

Preferences for subsequent enrollment periods shall be as follows:

- a. First, to pupils returning to HCCS in the second or any subsequent year of operation. Returning students are automatically enrolled in the appropriate grade and do not need to be selected by a lottery.
- b. Second, to children of founders and full-time employees provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of HCCS.
- c. Third, to siblings of pupils already enrolled in HCCS.
- d. Fourth, to prospective students residing in the primary attendance area of HCCS.
- e. Fifth, to prospective students residing outside the primary attendance area of HCCS.

Proposed Attendance List for Lottery

Each year the Governing Board shall create an attendance list containing all the names of all prospective students on whose behalf a written request for admission was timely received by HCCS, separated by grade level. In addition, the proposed attendance list shall contain columns next to the name of each student, in which the Governing Board will designate admission preferences applicable to each prospective student. The columns shall be designated “A” for returning student preference; “B” for children of founders and full time employees preference; “C” for sibling preference, with a corresponding cross-reference to each of the siblings of the prospective student; and “D” for primary attendance area preference, and “E” for students residing outside the primary attendance area.

Equitable Selection Process

If the initial capacity of HCCS is insufficient to enroll all prospective students, or if the capacity is insufficient to enroll all prospective students in subsequent school years, then the Governing Board shall determine the students who will be offered admission to HCCS by conducting a lottery. The selection procedure, unless otherwise determined by the Governing Board and then approved by the school’s authorizer, shall be conducted as follows:

The name of each prospective student on the proposed attendance list shall be individually affixed to or written on a three by five (3x5) inch index card. The index cards shall be separated by grade. The selection procedure shall be conducted one (1) grade level at a time, with the order of grade levels selected randomly. The index cards containing the names of the prospective students for the grade level being selected shall be placed into a single container.

A neutral, third party shall draw the grade level to be completed first and then draw each index card from the container for that grade level, and such person shall write the selection number on each index card as drawn, beginning with the numeral “1” and continuing sequentially thereafter. In addition, after selecting each index card, the name of the person selected will be compared to the proposed attendance list to determine whether any preferences are applicable to such person.

If the name of the person selected is a returning student, then the letter “A” shall be written on such index card. If the name of the person selected is the child of a

founder or full-time employee, the letter “B” shall be written on such index card. If the name of the person selected is the sibling of another student that has already been selected for admission to the public charter school, the letter “C” shall be written on such index card. If the name of the person selected resides in the primary attendance area of the public charter school, then the letter “D” shall be written on such index card. If the name of the person selected resides outside the primary attendance area of HCCS, then the letter “E” shall be written on such index card.

With regard to the sibling preference, if the name of the person selected has a sibling in a higher grade who has already been selected, but the person previously selected did not have the letter “C” written on his or her index card (because a sibling had not been selected for admission prior to the selection of the index card of that person), then the letter “C” shall now be written on that person’s index card at this time.

With regard to the founder’s and full-time employee’s preference, a running tally shall be kept during the course of the selection procedure of the number of index cards, in the aggregate, that have been marked with the letter “B”. When the number of index cards marked with the letter “B” equals ten percent (10%) of the proposed capacity of HCCS for the school year at issue, then no additional index cards shall be marked with the letter “B,” even if such person selected would otherwise be eligible for the founder’s and full-time employee’s preference.

After all index cards have been selected for each grade, then the index cards shall be sorted for each grade level in accordance with the following procedure. All index cards with the letter “A” shall be sorted first, based on the chronological order of the selection number written on each index card; followed by all index cards with the letter “B,” based on the chronological order of the selection number written on each index card; followed by all index cards with the letter “C,” based on the chronological order of the selection number written on each index card; followed by all index cards with the letter “D,” based on the chronological order of the selection number written on each index card; followed by all index cards with the letter “E,” based on the chronological order of the selection number written on each index card; followed finally, by all index cards containing no letters, based on the chronological order of the selection number written on each index card.

After the index cards have been drawn and sorted for all grade levels, the names shall be transferred by grade level, and in such order as preferences apply, to the final selection list.

Within sixty days of approval of this charter, the HCCS board of directors will develop and adopt a definition of “Founders”. That definition will include, but not be limited to, those persons:

- sitting on the Board of Directors from January 2010 to June 2011 and/or
- involved in the initial writing of the petition for Heritage Community Charter School and/or

- Those individuals who have made a significant contribution to the development and establishment of Heritage Community Charter School as deemed by the Board of Directors.

VIII. Final Selection List

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

Notification and Acceptance Process

HCCS will comply with Idaho State Board of Education Rules Governing Public Charter Schools IDAPA 08.02.04 for the Notification and Acceptance Process.

1. Within seven days after conducting the selection process, Heritage Community Charter School will send an offer letter to the parent or guardian, who submitted an admission request on behalf of the student, advising the person that the student has been selected for admission to Heritage Community Charter School. The offer letter must be signed by the student's parent or guardian, and returned to HCCS by the date designated in the offer letter from HCCS.
2. Within seven days after conducting the selection process, Heritage Community Charter School will send a letter to the parent or guardian, or other person who has submitted an admission request on behalf of the student, advising them that the perspective student is not eligible for admission, but will be placed on a waiting list and may be eligible for admission at a later date if a seat becomes available.
3. If a parent, guardian, or other person receives an offer letter on behalf of a student and declines admission, or fails to sign and return the offer in a timely manner by the date designated in the offer letter, then the name of that student will be stricken from the final selection list, and that seat will be made available to the next eligible student on the final selection list.
4. If a student withdraws from Heritage Community Charter School during the school year for any reason, then the seat that opens in that grade will be made available to the next eligible student on the final selection list.

X. Subsequent School Years

HCCS will comply with Idaho State Board of Education Rules Governing Public Charter Schools IDAPA 08.02.04 for Subsequent School Years.

The final selection list for a given school year will not roll over to the next subsequent school year. If the capacity of Heritage Community Charter School is not sufficient to

enroll all prospective students during the next subsequent school year, then a new equitable selection process will be conducted by Heritage Community Charter School for that year.

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

XI. Amendments

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

Disciplinary Procedures

Respectful behavior and kindness, with an emphasis on politeness, honesty, and integrity, is the number one expectation for Heritage Community Charter School students. There is little tolerance for disrespect shown to oneself and others at HCCS.

Students must be polite to the teachers, administrators, staff, fellow students, and any visitors. The same is required of those employed by Heritage Community Charter School. Teachers, administrators, and staff will be respectful of students and each other, and be an example of correct and proper behavior. Because the number one goal at HCCS is to have a safe and orderly school that provides an atmosphere that is conducive to learning, there is a focus on positive behavior. Any student faced with a disciplinary action will be granted due process pursuant to Idaho Code. In the case of suspension or expulsion, a student and parent/guardian will be given written notice of the charges and an opportunity to present the student's version of the incident. Whenever a student is faced with disciplinary actions the parents will be notified in a timely manner.

Heritage Community Charter School will produce a student handbook that will follow state laws and due process that outlines a Code of Conduct, with expectations and consequences. This handbook will be submitted to the authorizing entity before the start of the school year. Steps to address inappropriate behavior will include, but are not limited to the following:

1. Written or verbal teacher notification to the parent/guardian of incidence or infraction.
2. Principal intervention
3. Three day suspension. A Parent/guardian conference with student and principal to be held before re-admittance.
4. Five day suspension. A parent/guardian conference with student and the Board of Directors to be held before re-admittance.

5. Expulsion in accordance with Idaho Code.

Major Discipline Problems

Major discipline problems will be referred to the principal or designee for the appropriate consequences that may include suspension or referral to the Board of Directors or designee for expulsion. Written notice to the parent or guardian of the student shall state the grounds for the denial of enrollment and will indicate a time and place where parents may appear to contest the action of the Board of Directors. Written notice will only be given in the event the student is expelled or denied enrollment.

A student may be automatically suspended (step three of the above procedure) under circumstances that: endanger student lives, involve drug/alcohol violations, involve weapons violations, and/or others as designated by the Board of Directors. Policies addressing drugs/alcohol and weapons can be found in the appendix. An informal hearing will be held prior to the suspension as required by Section 33-205, Idaho Code.

Temporary Suspension

Students who cannot abide by the school regulations and policies of Heritage Community Charter School and who disrupt the educational atmosphere or interfere with the educational process of the school may be temporarily suspended from classroom instruction and/or school for a time, not to exceed five (5) days by the principal or designee; and in the event the Board of Directors determines that it would be detrimental to the student and/or other students' health, welfare, or safety to return the student to school, the Board may extend the temporary suspension for an additional five (5) school days.

Expulsion

The Board of Directors may expel students who refuse or consistently fail to abide by school regulations and policies. Expulsion procedures will comply with Idaho Code. The student will be granted a full and fair hearing prior to the decision for expulsion to present information concerning the incident and/or actions of the student. The decision of the Board is final.

Reenrollment to School Following Expulsion

A student who has been expelled may appeal to the Board of Directors to hear a petition for reenrollment in school. Heritage Community Charter School's Board of Directors shall have the right to deny reenrollment for disciplinary or attendance reasons.

Disciplinary Procedures for Special Education Students

Heritage Community Charter School adopts and complies with the current Idaho Special Education Manual from the State Department of Education and will follow the procedures outlined in the student discipline section of the manual. Students with disabilities are entitled to all of the same due process rights in the area of discipline as

students without disabilities. In addition, there are additional safeguards that will be observed that insure their right to Free Appropriate Public Education (“FAPE”).

Alcohol and Controlled Substances

The Board recognizes that the misuse of drugs is a serious problem with legal, physical and social implications for the entire school community. As the educational institution of this community, the schools should strive to prevent drug abuse and help drug abusers by educational, rather than punitive means.

For purposes of this policy, “Drugs” shall mean:

- A. all dangerous controlled substances as so designated and prohibited by Idaho law;
- B. all chemicals which release toxic vapors;
- C. all alcoholic beverages;
- D. any prescription or patent drug, except those for which permission to use in school has been granted pursuant to Board policy;
- E. “look-alikes”;
- F. anabolic steroids;
- G. any other illegal substances so designated and prohibited by law.

In accordance with Federal law, the Board hereby establishes a “Drug-Free School Zone” that extends 1000 feet from the boundary of any school property. The Board prohibits the use, possession, concealment, delivery, or distribution of any drug or any drug-related paraphernalia at any time on school property, within the Drug-Free School Zone, or at any school-related event.

Furthermore, the principal shall take the necessary steps to ensure that an individual eighteen (18) years of age or older who knowingly delivers or distributes controlled substances so designated and prohibited by Idaho law within the Drug-Free School Zone to another person is prosecuted to the fullest extent of the law.

The principal shall prepare guidelines for the identification and regulation of drug use in the schools. Such guidelines shall emphasize the prevention of drug use and include a statement to students that use of illicit drugs and the unlawful possession of alcohol is harmful. The student handbook shall provide standards of conduct that are applicable to all students which clearly prohibit, at a minimum, the unlawful possession, use, or distribution of illicit drugs and alcohol by students on school premises or as a part of any school activity.

Sanctions for violation of school policies which address illegal drug and alcohol possession, use or distribution will include referral to the appropriate law enforcement agency and may include voluntary referral to appropriate persons or agencies for screening and assessment.

Public Charter School Attendance Alternatives

Because Heritage Community Charter School is a new entity and not a conversion of an existing school, the attendance alternative would be the same as for those presently residing within the area. Students located within the attendance area of the charter school would have the option to enroll in existing public schools presently serving the area. No student will be required to attend Heritage Community Charter School.

Process for Public Notification of Enrollment Opportunities

All advertising and promotion processes for HCCS will include the dissemination of enrollment information in English, Spanish and possibly other language(s) taking into consideration the demographics of the area, at least three (3) months in advance of the enrollment deadline established by the public charter school each year, to be posted in highly visible and prominent locations within the area of attendance of the public charter school. In addition, HCCS shall ensure that such process includes the dissemination of press release and/or public service announcements, to media outlets that broadcast within, and/or disseminate printed publications within, the area of attendance of the public charter school; HCCS will ensure that such announcements are broadcast and/or published by such media outlets on not less than three (3) occasions, beginning not later than fourteen (14) days prior to the enrollment deadline each year. Finally, such enrollment information shall advise that all prospective students will be given the opportunity to enroll in the public charter school, regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs.

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

- Advertising with public schools located within the target area using flyers upon administrative approval.
- Heritage Community Charter School website (available within four weeks of charter approval) that will introduce information about the school.
- Brochures promoting the curriculum and methods used at Heritage Community Charter School.
- Public informational meetings about Heritage Community Charter School held in accordance with Section 67-2340 of the Idaho Code

Other methods that may include: news releases, radio, television, newspapers, news conferences, newsletters and signage.

Habitual Truancy, Incurrigibility, & Disruptive Students

Students of HCCS may be denied attendance for any of the following reasons:

- If the student is an habitual truant, defined by Idaho Code 33-206 as any public school pupil who, in the judgment of the board of trustees, repeatedly has violated the attendance regulations established by the board; or any child whose parents or guardians, or any of them, have failed or refused to cause such child to be instructed as provided in section Idaho Code.
- If the student is incorrigible,

- If the student is deemed by the board of trustees to be disruptive of school discipline or instruction effectiveness, or
- If the student is detrimental to the health and safety of the other students

In addition, students attempting to enroll at the school after being expelled from another district may be denied enrollment. Students who are expelled from HCCS or denied enrollment will be denied enrollment for not less than one calendar year. The school will comply with Idaho Code 33-205 which states that “No pupil shall be expelled nor denied enrollment without the board of trustees having first given written notice to the parent or guardian of the pupil, which notice shall state the grounds for the proposed expulsion or denial of enrollment and the time and place where such parent or guardian may appear to contest the action of the board to deny school attendance, and which notice shall also state the rights of the pupil to be represented by counsel, to produce witnesses and submit evidence on his own behalf, and to cross-examine any adult witnesses who may appear against him. Within a reasonable period of time following such notification, the board of trustees shall grant the pupil and his parents or guardian a full and fair hearing on the proposed expulsion or denial of enrollment. However, the board shall allow a reasonable period of time between such notification and the holding of such hearing to allow the pupil and his parents or guardian to prepare their response to the charge. Any pupil who is within the age of compulsory attendance, who is expelled or denied enrollment as herein provided, shall come under the purview of the juvenile corrections act, and an authorized representative of the board shall, within five (5) days, give written notice of the pupil’s expulsion to the prosecuting attorney of the county of the pupil’s residence. Discipline for students with disabilities, including expulsion and denial of attendance will comply with the requirements of the Individuals with Disabilities Education Act and the Idaho Special Education Manual as adopted by the Heritage Community Charter School Board of Directors and described in this Charter School Petition.

Plan for the Denial of School Attendance

Heritage Community Charter School is a public school, open to all children based on the provisions provided within this petition. Strict adherence to HCCS’s Code of Conduct for Students as described in the Student Handbook is required for optimum learning to be achieved. New/incoming students and parents will ‘sign off’ on accepting the conditions and consequences of HCCS’s Code of Conduct. Students who show signs of truancy, incorrigibility, disruptive to the learning process, health or safety risk will follow the provisions set forth under Disciplinary Procedures in this petition.

Except in extenuating circumstances as presented to the Board of Directors, a student expelled from another school or district in this state or any other state shall be denied the right to enroll in Heritage Community Charter School. Written notice to the parent or guardian of the student shall state the grounds for the denial of enrollment and will indicate a time and place where parents may appear to contest the action of the Board of Directors.

Student Handbook & Parental Access

Upon approval of the charter, the Board of Directors will appoint a committee to develop a student handbook that will reflect the vision and purpose of HCCS and that will be in compliance with the HCCS School Board Policies and the Law of the State of Idaho. The student handbook will be available in hard copy and on the HCCS web site. All new students will receive a copy of the Student Handbook upon enrollment.

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TAB 8: Business Plan

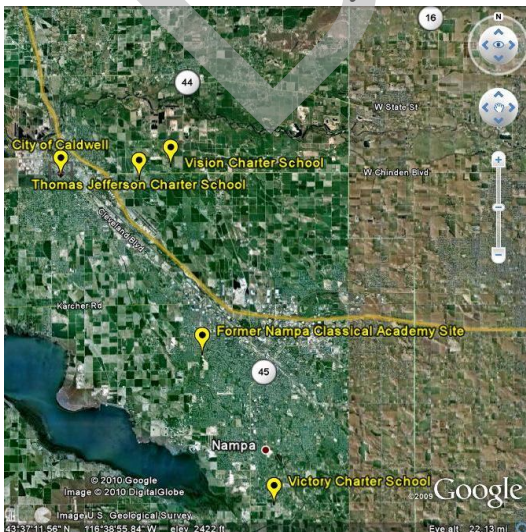
Description

Heritage Community Charter School, Inc. was established to act and operate exclusively as a nonprofit corporation pursuant to the Idaho Nonprofit Corporation Act. The purpose for which it was created was to establish and operate an Idaho public charter school and to provide educational activities related to this purpose. HCCS was incorporated and organized by a group of founding members who volunteered their time and resources to create another choice in public education to parents and students in their community.

In accordance with the provisions of Idaho Code § 33-5205(3)(s) and IDAPA 08.02.04.203.2, HCCS will ensure that citizens in the area of attendance are made aware of the enrollment opportunities the school. This notification process will include the dissemination of enrollment information at least three months in advance of the enrollment deadline established by the public charter school each year, to be posted in highly visible and prominent locations within the area of attendance of the public charter school. The information disseminated in compliance with the provisions of this paragraph will take into consideration the language demographics of HCCS's attendance area. In addition, HCCS will ensure the dissemination of press releases or public service announcements to media outlets that broadcast within (or disseminate printed publications within) the area of attendance of the school. Further, HCCS ensures that these announcements will be broadcast or published by such media outlets no less than three times beginning no later than fourteen days prior to the enrollment deadline each year. Finally, this enrollment information will expressly provide notice that all prospective students will be given the opportunity to enroll at Heritage Community Charter School, regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs.

Marketing Plan

Purpose. At Heritage Community Charter School, our express purpose is to provide residents of our community with another choice in education. More specifically, our purpose is to offer an educational option that is otherwise unavailable yet highly desired.



Educational Environment. Residents of Canyon County have demonstrated an overwhelming demand for choice in education for their children. For example, all operating charter schools in the county are reporting significant waiting lists: **Victory Charter School** – waitlist of 1,791 students; **Vision Charter School** – waitlist of 396 students; **Idaho Arts** – waitlist of 507 students; and **Thomas Jefferson Charter School** – waitlist of

681 students. Furthermore, a recent decision by the IPCSC to revoke Nampa Classical Academy's charter will only increase the demand for additional charter school options inasmuch as over 550 students were enrolled to attend this school in the fall of 2010. Taken together, these schools report a combined total of 3,375 students waiting to enroll in the closest charter schools. For students that reside within Heritage Community Charter School's proposed Primary Area of Attendance, the likelihood of being accepted in any of these schools is very small due to the fact that they would not fall within these charter schools' primary area of attendance and would therefore not qualify for a permitted preference in enrollment – not to mention the additional time and cost of transporting their children to and from these schools.

Notwithstanding the apparent interest in charter schools, Caldwell School District does not have a charter school option within its boundaries. In the 2009-2010, the district reported a fall enrollment of 3,552 students in K-6, with a total K-12 enrollment of 6,212. Further, Caldwell School District is essentially surrounded by Vallivue School District (serving 4,220 in grades K-6 with a total K-12 enrollment of 7,040), and shares its northern boundary with Middleton School District (serving 1,596 students in K-6 with a total K-12 enrollment of 3,026). (See 2009-2010 Fall Enrollment Chart below.)

CANYON COUNTY SCHOOL DISTRICTS Fall Enrollment Data 2009-2010																	
GRADES	K	1	2	3	4	5	6	TOTAL K-6	7	8	9	10	11	12	Total 6-12	Total K-12	
131 Nampa	1,300	1,242	1,244	1,222	1,238	1,210	1,250	8,706	1,143	1,162	1,130	1,033	960	1,055	6,483	15,189	
132 Caldwell	529	559	533	506	484	451	490	3,552	463	456	495	428	451	367	2,660	6,212	
133 Wilder	43	37	33	37	30	31	42	253	29	20	41	20	18	15	143	396	
134 Middleton	215	255	216	235	237	227	211	1,596	214	261	285	244	218	208	1,430	3,026	
135 Notus	30	24	25	30	24	35	31	199	34	26	32	34	38	25	189	388	
136 Melba	51	46	48	54	56	44	63	362	56	57	55	56	64	60	348	710	
137 Parma	93	78	87	74	90	81	86	589	70	92	82	80	82	78	484	1,073	
139 Vallivue	638	660	602	632	595	566	527	4,220	533	520	484	465	438	380	2,820	7,040	
TOTALS	2,899	2,901	2,788	2,790	2,754	2,645	2,700	19,477	2,542	2,594	2,604	2,360	2,269	2,188	14,557	34,034	

As seen above, over 24,500 K-8 students are attending Canyon County public schools, and approximately 11,815 of those students reside in Caldwell, Vallivue, and Middleton school districts – all of which will likely have students attending Heritage Charter School.

In addition to the public school offering in our community, over 1,600 students sought out alternative choices in education and were reported to have enrolled in private or non-public schools at the end of the 2007-08 school year. (See table below.)

CANYON COUNTY	PK	K	1	2	3	4	5	6	Total K-6	7	8	9	10	11	12	Total K-12	
Caldwell Seventh Day Adventist	3	12	11	8	11	13	4	8	70	9	17	0	0	0	0	26	96
Calvary Christian School	33	13	13	6	7	7	8	12	99	7	9	9	6	8	5	44	143
Gem State Academy	0	0	0	0	0	0	0	0	0	0	0	19	32	22	29	102	102
Greenleaf Friends Academy	40	17	10	14	20	14	11	17	143	21	24	17	17	29	27	135	278
Nampa Christian School	48	60	43	49	42	39	41	39	361	53	47	56	48	68	68	340	701
St. Paul'S Catholic School	30	20	23	27	22	23	25	13	183	18	15	0	0	0	0	33	216
Treasure Valley Ed Center	0	0	0	1	1	1	2	2	7	3	6	3	4	2	7	25	32
Zion Lutheran School	25	17	12	12	8	4	0	0	78	0	0	0	0	0	0	0	78
TOTAL CANYON COUNTY	179	139	112	117	111	101	91	91	941	111	118	104	107	129	136	705	1646

Enrollment data obtained through the Idaho State Department of Education's *Non-Public Fall Enrollment 2007-2008*.

The purpose of providing this “educational landscape” is to demonstrate the viability of the market from which HCCS will likely draw its student base and provide realistic support for the enrollment projections reflected in this petition. With proper outreach and marketing, we are confident that we will be able to attract students to HCCS. However, demographics or a high population of school-aged children is only the foundation for our enrollment projections. The final piece is simple: a unique and desirable educational offering that will enhance and improve the educational offering found at other schools.

Competitive Advantage. It is our firm belief that the program of instruction outlined in this petition will be the driving force behind parents’ choice to enroll their students in HCCS. As noted above, HCCS will use the Idaho State Board of Education’s Standards as a foundation to be enhanced by the Core Knowledge Sequence and an advanced liberal arts high school curriculum. Many traditional public and charter schools have chosen to implement this highly effective curriculum that promotes academic excellence, greater equity and higher literacy, and a coherent, cumulative, and content specific core curriculum. The instructional program at HCCS will be further enhanced by a substantive second language acquisition program. The Core Knowledge Sequence provides the high level of planning and coordination across all grades that are almost always features of successful second language acquisition programs. With this curricular foundation, the addition of a second language will provide students with a host of benefits, including but not limited to: improved problem solving, increased test scores, increased proficiency with native language, increased creativity, improved literacy skills, and a broadened appreciation for other cultures. Given the demographics of Caldwell and surrounding districts, this program will provide meaningful benefits for all students who choose to attend the school.

Outreach. In addition to the procedures and requirements outlined in the *Description* section above, advertising for Heritage Community Charter School may also include, but not be limited to, the following methods:

- Advertising with public schools located within the target area using flyers upon administrative approval.
- Heritage Community Charter School website (available within four to eight weeks following charter approval) that will introduce information about the school.
- Brochures promoting the curriculum and methods used at Heritage Community Charter School.
- Public informational meetings about Heritage Community Charter School. Note: these meetings may be subject to the open meetings law contained in Idaho Code § 67-2345. If open meetings rules apply, HCCS board shall ensure compliance.

Operations

Following the outline detailed under Tab 2, organization of Heritage Community Charter School will generally follow the model of traditional single-grade classrooms starting with grades K-6, and beginning with a small grade 7-12 pilot secondary program. The Principal will determine the day-to-day operations of the school including but not limited

to the school calendar, schedule, and hours of operation in accordance to State required hours of attendance and Board of Director approval.

Administrative services will be provided by the Principal, augmented by other contracted services as needed.

Board Policy

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

Budget

The budget for Heritage Community Charter School will be: (i) prepared in compliance with section 33-801, Idaho Code; (ii) will be presented at a public hearing in June of the year the school will open; and (iii) will be delivered to the State Department of Education as required on or before July 15 prior to the start of the school year. The budget will be prepared, approved and filed using the Idaho Financial Accounting Reporting Management System (IFARMS) format. Funding sources will include state allocation per pupil, federal start-up grants, private grants, business partnerships, and donations. Following is a projected three-year budget and first year cash flow.

For budget, please see Appendix I.

Transportation Services

In accordance with Idaho Code §§33-1501 and 33-1006, where practicable HCCS will provide transportation to students that reside more than 1.5 miles from the school facility and within the Primary Area of Attendance. HCCS will ensure its transportation policy complies with Idaho Code §§ 33-402(g), 33-1510, 33-1006, 33-1501 through 1514, 33-5208, and 67-2806 inasmuch as they are applicable to the school. Inasmuch as the process for advertising, receiving proposals, and selecting a student transportation provider is time consuming and involves various timelines and procedures, HCCS will take all reasonable steps to ensure transportation services are secured in a timely manner. In the process of advertising, HCCS will solicit proposals from all busing contractors listed on the SDE's contractor list.

School Lunch Program

Heritage Community Charter School hopes to begin offering hot food services during its first year of operation and will follow the guidelines listed by the National School Lunch Program. Free and reduced lunch forms will be provided to all students. Until a facility is available, alternate sources to offer lunch will be explored.

Determining Eligibility for Free and Reduced Price Meals

All schools participating in the NSLP must make free and reduced price meals available to eligible students. Each School Food Authority participating in the NSLP must have an approved free and reduced price policy statement on file at the State Agency. If a School Food Authority is just starting in participation in the NSLP it must file its policy statement for approval by the State Agency. This policy statement then becomes a permanent document, subject to any amendments whenever the School Food Agency makes a significant change in its free and reduced price policy.

(NOTE: For Directors' Resumes, please see Appendix N)

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TAB 10: BUSINESS PRACTICES

Business Arrangements

Public Access

Heritage Community Charter School's policies regarding the public access to the school's students, staff, and facilities will comply with all aspects of the Idaho Public Records Law (Idaho Code 9-337 – 9-350). The Charter School will comply with Idaho statutes relating to public records and public meetings, as indicated in the Bylaws. We will comply with the Idaho Open Meeting Law (Idaho Code 67-2340-67-2347).

Complaint Process

Heritage Community Charter School's protocol for a complaint process for parents/guardians and the public are as follows, with the ultimate authority residing with the Board of Directors of Heritage Community Charter School;

1. Have pertinent parties meet and try to resolve the issue.
2. If no resolution can be found, the Principal will arbitrate and attempt to find a resolution.
3. Ultimately, the issue will be brought before the Board of Directors. The decision of the Board of Directors will be final.

School Records

Heritage Community Charter School's Principal will determine how the school will maintain school records and required information, consistent with state and Federal laws/statutes. Records of students transferring from HCCS will be forwarded to the new school upon request of the school or parents. Records of students transferring to HCCS will be requested of the previous school of attendance.

Inspection Reports

Heritage Community Charter School will provide certification that the facilities meet all requirements for health, safety, fire, and accessibility for the handicapped required of all public schools prior to the opening of the school and by the date specified in the contract. The Charter School will provide initial and ongoing certifications of the facilities for health, safety, and fire compliance to the district and other entities as required.

State Compliance

Heritage Community Charter School will comply with the State Board of Education and Superintendent for Public Instruction as they relate to Charter Schools and all state statutes applying to public education unless exempt through charter legislation.

Right to Evaluate Contract Compliance

The Public Charter School Commission or the school's Authorized Chartering Entity, if not authorized by the Public Charter School Commission, shall retain the right at any time to evaluate the degree to which Heritage Community Charter School is meeting the

terms of the charter contract. The Board of Directors or designee may choose to have a State representative(s) or an independent evaluator(s):

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

Amending the Contract

A material revision of the terms of the charter school contract requires the approval of the school's authorizer and the Board of Directors.

Plan for Termination

It is the responsibility of the board of directors of Heritage Community Charter School to maintain communications with the Authorized Chartering Entity regarding any changes, problems, or difficulties in the operations of the school.

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

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

Upon the dissolution of the charter school, the schools assets will distributed to the Idaho Public Charter School Commission.

Upon dissolution of the charter school, all records of students will be immediately transferred to the receiving district and a notice will be sent to all parents describing how to request records from HCCS. Personnel records will be transferred to the HCCS authorizer and all employees will receive a notice describing where records will be maintained and describing the length of time personnel records will be held by the HCCS authorizer.

Internet Policy

HCCS shall adopt a Policy of Internet Safety for minors that include the operation of a technology protection measure with respect to any of its computers with Internet access and that protects against access through such computers to visual depictions that are obscene, child pornography, or other content harmful to minors in compliance with the Children's Internet Protection Act. An example of an internet policy can be found in Appendix B.

Appendix C: IPCSC Closure Protocol

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Closure Protocol

Idaho Public Charter School Commission

514 West Jefferson Street, Ste. 303

Boise, Idaho 83702

208-332-1561

pcsc@osbe.idaho.gov

Alan Reed, Chairman

Jenn Thompson, Director

Purpose

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

Authority

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

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

Closure protocol is enacted when:

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

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

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

Roles

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

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

Note

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

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I. Closure Protocol Team

A. Initial Meeting

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

B. Team Members

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

Required members of this team shall include:

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

C. Subcommittees

1. Subcommittees shall be established for the purpose of managing closure tasks in the following areas:
 - i. Communication – student, teacher, family
 - ii. Financial – vendors and assets
 - iii. Business – employer and corporation
 - iv. Records – student and employee records

D. Meeting Agenda

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

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

E. Important Dates

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

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

9. The date by which all W2s will be issued for the school's final operating year; and
10. The date by which the non-profit corporation must be dissolved.

Communication

A. Initial Stakeholder Notification

1. Within 7 business days of the date written notice of closure is issued, the school is responsible to issue a letter (drafted by the IPCSC) notifying stakeholders of closure. This letter shall minimally include:
 - a. Where and when the final order will be posted online for transparency of the reasons for closure;
 - b. The last date of student services;
 - c. Transfer procedures;
 - d. Explanation of the appeal process and when a decision regarding an appeal would be published; and
 - e. Contact information for the school's administrator and the IPCSC.
2. The school may choose to include a supplemental letter drafted by the school's board, and if so, such draft must be provided to the IPCSC prior to distribution to stakeholders.
3. The school is responsible to distribute the IPCSC's letter (and the school board issued supplemental letter, if applicable) to the following recipients:
 - a. All Parents of current students and all parents currently on a waitlist;
 - b. All Teachers, Staff, and Volunteers;
 - c. All Vendors with whom the school has an active contract or has engaged with in the past 12 months;
 - d. All Lease and Loan/bond holders; and
 - e. Any Educational Services Providers with whom the school contracts.
4. The authorizer is responsible to issue a letter informing stakeholders of the closure situation to the following recipients:

- a. All potentially impacted school districts and charter schools;
 - b. The State Department of Education;
 - c. The State Board of Education;
 - d. The Office of the Governor;
 - e. The Public Employment Retirement Service of Idaho;
 - f. The chairpersons of the House and Senate Education committees; and
 - g. The Senators and Representatives serving the state legislature on behalf of the district in which the school maintains student occupied facilities or business offices.
5. Within 7 days of the date written notice of closure is issued, the IPCSC's letter informing stakeholders of the closure situation shall be posted in a prominent location on the school's website and the IPCSC's website.

B. Staff Meeting

1. Within 7 days of the date written notice of closure is issued, the school's administrator, board chair, and business manager shall hold a meeting with all staff to discuss the following:
 - a. Media contact protocol
The Director of the IPCSC is the authorized media contact for the IPCSC. The school is encouraged to establish a single point of contact to manage public relations on behalf of the school.
 - b. Maintenance of normalcy (to the best possible level) for students through the last day of student services
All instructional and student services are required to be provided in full through the last day the school is allowed to provide such services. The student experience should remain as normal as possible through this process. It is recommended that the school provide guidance for teachers and staff early-on to ensure common language and tone is used when discussing this situation with students and families.
 - c. End of Employment Impact
This date is established by the Closure Protocol Team. When determining the end of contract dates, please consider the impact of this date on health

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

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

- a. Notification of closure timeline and timeline of parallel appeal if the school has chosen to or is considering appealing the closure decision.
- b. Review of media protocol and how to discuss the issue with parents and students.
- c. Date of last paychecks and whether/who will remain on staff after end of student services and end of contract dates.
- d. Timeline for more information regarding sick leave, vacation time, and health insurance; Cobra may not be available when the charter school providing the original health insurance ceases to exist.
- e. Timeline for more information regarding any impacts to PERSI; Employees whose last place of work prior to retirement was the school being closed may lose the ability to transfer accrued sick leave into funds used for medical coverage.
- f. Timeline for winding-down and transition of duties, including, but not limited to facility access and security, access to email and software, hardware returns, and asset management of furniture, fixtures, equipment, and curriculum.
- g. Social emotional services for staff and students if the school has chosen to make such available; We acknowledge that closure can be traumatic for staff and students. Schools are encouraged to consider making additional counseling services available.
- h. Assistance with employment transition for staff (such as access to hiring fairs or letters of recommendation) if the school has chosen to make such available.

C. Ongoing Communication

1. Additional communication with stakeholders will be necessary throughout the closure process.
2. The Communication subcommittee is responsible for ensuring that any necessary communication is timely and accurate.

F. Financial Dissolution

A. Expenses

1. Within 15 business days of the date on which written notification of closure was issued a meeting shall be held between the school's business manager, the IPCSC's Finance Manager, and the Team Lead.
2. Additional attendees (such as the school's auditor) may be invited to the meeting by mutual agreement of both required attendees. Any related costs are the responsibility of the school.
3. No later than the start of the scheduled meeting, the school's business manager shall make the following available to the IPCSC:
 - a. A list of every vendor the school has paid in the last 12 months;
 - b. A copy of all arrangements with vendors including: contracts, service agreements, grants, and/or MOUs with all services providers that are currently active or that have been active in the past 12 months;
 - c. A copy of all lease agreements and all long-term loans;
 - d. A list of all insurance policies held by the school (including liability, directors and officers, worker's comp, etc.), including company, policy number, and coverage specifics; and
 - e. All bank statements for the previous 12 months.
4. The meeting agenda for this meeting shall include the following:
 - a. A review of statute, rule, policy, and regulations related to closure as presented by the Closure Team Lead.
This part of the discussion should consider requirements of the IRS, the Department

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

- b. A review of projected cash flow through end of operations as presented by the school's Business Manager.

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

- c. Development of a plan for immediately reducing spending to necessities only, which may require board action to suspend or change policies to allow for changes in who has spending authority and at what amounts.
- d. Prioritization of payment of anticipated expenditures, pursuant to Idaho Code.
- e. Documentation of a list of items requiring follow-up and who is responsible for the workload or costs.
- f. Establishment of approximate deadlines for when each account is to be closed.

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

- a. Verification that the school's account has been paid in full with each vendor as accounts are closed;
- b. Verification that the school has met with PERSI and has established a final transmission date;
- c. Documentation that any outstanding PERSI fees are paid;
- d. Verification that the school has met with the board approved auditor and has established a final audit timeline. Note that the timing of this audit may be later than usual; and
- e. Verification of end dates for leases and liability coverage (including property and directors/officers).

B. Accounting of Assets

- i. The IPCSC shall provide to the school a written guidance document with regard to the sale and dissolution of assets.
 - ii. The school shall be responsible to provide the IPCSC and the SDE with a full inventory of all physical assets owned by the corporation within 30 days of the date on which the notice of closure was issued.
 - iii. The inventory shall include:
 - a. A description of the item;
 - b. The fund with which each item was purchased; and
 - c. An estimate of the current value of the item.
- D. The Team Lead, the IPCSC's Finance Manager, a representative from the SDE, and the school's Business Manager shall meet to review this inventory within 15 days of receipt of the inventory, and may verify accuracy via thorough on-site review.

C. Dissolution of Assets

1. All viable special education testing materials shall be distributed to the SDE for redistribution to charter schools based on the agency's determination of need.
2. Property owned by the ESP will be claimed by the ESP. The lease by which this equipment was provided to the school must include an itemized inventory and shall be provided to the IPCSC.
3. Any items purchased with federal funds (excluding special education testing materials) shall be returned to the IPCSC for redistribution to other charter schools. The IPCSC shall retain record of what was received and to whom it was redistributed.
4. The school is responsible to arrange for delivery of assets in an organized and well-labeled manner.
5. All assets purchased with state funds shall be liquidated to the greatest degree possible. Please see the IPCSC's guidance on the sale and dissolution of assets for procedural expectations.
6. When all assets have been redistributed and liquidated, and all creditors have been paid, any remaining funds shall be returned to the Public School Income Fund via the State Department of Education.

D. Reporting

1. The school shall ensure that an audit completed by an independent auditor is conducted, the audit report is approved by the school's board, and submitted to both the State Department of Education and the authorizer.
2. The school shall ensure that all documentation required to dissolve the school as a business is filed with the IRS, including dissolution of the 501c3.
3. After the sale of assets, and the all checks are cut, any remaining funds shall be returned to the State Department of Education for distribution to operational schools.
4. File final tax reports.
5. Issue W2s for previous tax year.

IV – Records Management

i. Records Retention Procedures

1. The school's Lead Administrator is responsible to ensure the proper retention and destruction of records in accordance with the State of Idaho's records retention schedule.
2. The public charter school shall make every effort to transfer all active student records (including the cumulative file and the special education file) to the student's next school of choice prior to the date on which records are scheduled to transfer to the authorizer.
3. The public charter school shall ensure that every student file (active or inactive) includes an official transcript (signed, embossed, etc.) or final report card and a record of where and when the student's records were transferred out of the public charter school's care. This information shall be compiled in a single spreadsheet.
4. The public charter school shall ensure that all records to be transferred to the authorizer (cumulative and special education) are scanned into an electronic format. Costs incurred are the responsibility of the school.

5. The public charter school shall ensure that all records are transferred to the authorizer via a secure file transfer protocol.
6. No employee or former employee of the school shall retain copies or have access to student, employee, or financial records after the employee's end of contract date.

ii. Records to be Retained

1. Student Records:

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

2. Personnel Records:

- a. Personnel files shall be retained for five years beyond the employee's termination date.
- b. Personnel files shall include the name, address, and contact information of the employee; employment agreements or contracts signed by the employee, verification of certification (if applicable), and all employee evaluations. No other documentation shall be retained.

3. Financial Records:

- a. Monthly expenditure reports for the five years preceding the school's closure date shall be retained. Records shall be destroyed after five years.
- b. Monthly deposit records for the five years preceding the school's closure date. Records shall be destroyed after five years.
- c. All bids received and contracts awarded in the five years preceding the school's closure date. Records shall be destroyed after five years.

- d. Medicaid reimbursement records for seven years prior to the school's closure date. Records shall be destroyed after seven years.
- e. Bank statements for all accounts for five years preceding the school's closure date. Records shall be destroyed after five years.
- f. Tax documents shall be retained for the seven years prior to the school's closure date. These documents include but are not limited to IRS forms 941 and 1099. Records shall be destroyed after seven years.
- g. Annual financial audit reports and annual board approved budgets shall be retained permanently for all operational years. These documents are submitted to the IPCSC annually, and may not need to be re-submitted.

4. Governance Records:

- a. All meeting agendas shall be retained permanently.
- b. All meeting minutes shall be retained permanently.
- c. A complete copy of the most recent set of board policy shall be retained permanently.
- d. A copy of the board bylaws and articles of incorporation shall be retained permanently.

5. School Culture Records

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

6. Records Requests After Closure

- a. The IPCSC shall manage records requests for student transcripts and for personnel files after the school has closed.
- b. The school shall ensure that the school's URL redirects to the IPCSC's records request page for a minimum of 3 years after the school's closure, at the school's expense.

V. Governing Board

iii. Final dissolution

1. Final Board Meeting

- a. In accordance with OML notice a final meeting of the governing board and pursuant to I.C. § 30-30-1001, a vote to dissolve a nonprofit corporation shall be properly noticed and accompanied by the dissolution plan. In this case, the dissolution plan is the closure protocol, which should be near completion by the time this motion is made. This section of Idaho Code also requires that the agenda state that the purpose, or one of the purposes, of the meeting is to consider a resolution to dissolve of the non-profit corporation.
- b. I.C. § 33-5212 addresses the order in which payments shall be made, and state that any remaining assets after all creditors have been paid shall be distributed to the Public School Income Fund. This information should be incorporated into the dissolution motion as it is required to be noticed by the Non-Profit Corporation Act.
- c. A vote in favor of dissolution passes with a majority vote of the board directors.
- d. A copy of the resolution must be provided to the IPCSC with 24 hours of the vote.

2. Meeting Agenda

- a. Approval of the financial audit report (if not already complete).
- b. Approval of any final contracts to be paid (i.e. for the Business Manager to return at the end of the calendar year to prepare final tax documents and distribute to employees).
- c. Appointment of a designee to file dissolution of the school's 501c3 with the IRS and articles of dissolution with the Idaho Secretary of State.
- d. Appointment of a designee to complete any and all final activities that may be necessary.
- e. Signature of any final checks.

3. Articles of Dissolution

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

Secretary of State. These articles shall minimally include:

- i. The name of the corporation;
 - ii. The date dissolution was authorized;
 - iii. A statement that dissolution was approved by a sufficient vote of the board.
- b. A corporation is effectively dissolved as of the date of its articles of dissolution.
- c. The school shall provide a copy of the filed articles of dissolution to the IPCSC.
4. A dissolved corporation may continue its corporate existence but may not carry on any activities except those appropriate to wind up and liquidate its affairs.

B. Claims against a dissolved Corporation

- iv. After the date on which the articles of dissolution are filed, the corporation may dispose of the known claims against it by sending written notice, pursuant to I.C. § 30-30-1005. Written notice must include:
 - a. A description of the information that must be included in a claim;
 - b. A mailing address where a claim may be sent;
 - c. The deadline, by which the dissolved corporation must receive the claim; and
 - d. State that the claim will be barred if not received by the deadline, which may not be fewer than one hundred twenty (120) days from the effective date of the written notice.
- v. The corporation must address any unknown claims against it by publishing a notice Pursuant to I.C. 30-30-1006. The notice must:
 1. Be published one (1) time in a newspaper of general circulation in the county where the dissolved corporation's principal office is or was located, or, if none in this state, in Ada county;
 2. Describe the information that must be included in a claim and provide a mailing address where the claim may be sent; and
 3. State that a claim against the corporation will be barred unless a proceeding to enforce the claim is commenced within five (5) years after publication of the notice.

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

C. Reporting

1. The school shall ensure that all state and federal reporting is complete prior to dissolution. Verification of completed reports shall be made by the IPCSC. Required reports include, but are not limited to the following:
 - a. ISEE final data upload including, but not limited to student, course, teachers, and financial data sets;
 - b. Federal programs final reporting;
 - c. Grant final reporting; and
 - d. The school shall ensure that dissolution of the charter holder's non-profit organization is filed with the secretary of state and shall provide the IPCSC with a copy of this filing;
2. The school shall ensure that the dissolution of the school's 501c3 is on file with the IRS and shall provide the IPCSC with a copy of this filing.

VI. Final Closure Report Outline

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

i. Cover Sheet

1. A final closure report must include a cover sheet with the following information:
 - a. The legal name of the school;
 - b. The legal name of the charter holder;
 - c. The address(s) that the school occupied at time of closure;
 - d. Contact information for future questions;

- e. The following links and a statement that more information can be found at these locations,
 - i. [PCSC webpage for this school],
 - ii. [webpage for the meeting at which the charter was approved],
 - iii. [webpage for the meeting at which the charter was nonrenewed or revoked, if applicable], and
 - iv. [webpage for any related hearings]; and
- f. A description of where requests for student transcripts can be made after closure.
- g. A list of the complete closure protocol team.
- h. A list of the following key dates:
 - i. The date on which the charter was approved;
 - ii. The first and final dates on which the school was authorized to serve students;
 - iii. The date on which the school received its final distribution of state funding;
 - iv. The date on which teacher contracts ended; and
 - v. The date on which the charter holder's corporation was dissolved.

B. Required Attachments, Redacted

1. Final IPCSC Closure Order
2. Final appeal decision (if applicable)
3. IPCSC Notification of Stakeholders Letter
4. List of all vendors, including the name and address of the vendor, a description of the services provided/purchased, and the date on which the IPCSC verified account closure.
5. A list of insurance coverages, including company and the last date of coverage (including health, liability, etc.)
6. A list of all contracts, service agreements, grants, and MOUs to be retained by the IPCSC, including verification of date received.
7. A list of all lease agreements and all long-term debt held by the school at the beginning of the closure protocol, including the company and amount.
8. Documentation of the termination of any leases or loans.
9. Final bank statements indicating account closure.

10. Expense reports for the 12 months preceding dissolution.
11. A copy of the final check cut to the SDE, if applicable.
12. Inventory of assets, including the fund with which each item was purchased, the date of purchase, the estimated value.
13. For assets purchased with federal dollars, also include the final recipient of the asset, and the date of transfer.
14. The charter holder's final dissolution resolution.
15. A copy of the articles of dissolution.
16. A copy of the 501c3 dissolution notification.
17. A copy of the newspaper notice to unknown claimants.
18. Meeting minutes from all meetings of the closure protocol team and all subcommittee meetings attended by the Closure Team Lead.
19. Any other documentation that may provide important details.

CHARTER SCHOOL PERFORMANCE CERTIFICATE

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

RECITALS

WHEREAS, **Idaho Virtual Academy, Incorporated** is a non-profit entity incorporated with a board of directors; and

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,

WHEREAS, on **February 24, 2023**, the Authorizer renewed the School's charter for a subsequent five-year term of operations to begin July 1, 2023 and end on June 30, 2028.

NOW THEREFORE in consideration of the foregoing recitals and the mutual understandings contained herein, the Authorizer and **Idaho Virtual Academy, Incorporated** agree as follows:

SECTION 1: TERMS OF AUTHORIZATION

- A. Establishment of School.** The Charter Holder is hereby authorized to implement at the School the program described in the Charter, attached to this Certificate as Appendix B and incorporated herein by this reference. Any significant changes to any section of the Charter, including the educational program, facilities plan, financial plan, or the management plan, during the School's pre-operational period or first operational term shall be treated as an amendment in accordance with the Authorizer's policy.
- B. Term of Agreement.** The School's operational term shall be from July 1, **2023** and end on June 30, **2028**. Subsequent terms of operation may be issued by the Authorizer in accordance with Idaho Code and Authorizer policy.

SECTION 2: 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 Kindergarten through 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. This can be measured via observation and lesson plans.
- **Rigorous Curriculum:** Idaho Virtual Academy utilizes the award winning K12 curriculum. This can be measured via curriculum review.
- **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. This can be measured via observation and staff interviews.
- **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. This can be measured via policy review.
- **Partnership:** Teachers, parents and students uniquely connected in a 21st Century Learning Community designed to support and enhance individual student learning. This can be measured via observation and policy review.
- **21st Century Skills:** Students will gain the skills, knowledge and expertise to succeed in work and life in the 21st century. This can be measured via observation and curriculum review.
- **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. This can be measured via observation, data analysis, and curriculum review.

- D. Standardized Testing.** Students of the School shall be tested with the same standardized tests as other Idaho public school students.
- E. Accreditation.** The School shall be accredited as provided by rule of the State Board of Education. The School shall be accredited or appropriately credentialed by Cognia. All reports issued to the School from the accrediting agency shall be submitted to the Authorizer within five days of receipt.

SECTION 3: SCHOOL GOVERNANCE

- A. Governing Board.** The School shall be governed by a non-profit board of directors (the "Board") incorporated by the Charter Holder. The Board shall serve as public agents authorized by the Authorizer, in a manner that is consistent with the terms of this Certificate, so long as such

provisions are in accordance with state and federal laws, rules and regulations. The Board shall have final authority with respect to the School's operation, and shall have the responsibility of overseeing academic achievement, financial stability, and operational management of the School. The Charter Holder shall also be responsible for maintaining and enforcing a compliant Board and providing overall Board stewardship for the School.

- B. Articles of Incorporation and Bylaws.** The articles of incorporation and bylaws of the Charter Holder shall provide for governance of the operation of the School as a nonprofit corporation and a public charter school, and shall at all times be consistent with all applicable laws, rules, regulations, and this Certificate. The Charter Holder shall notify the Authorizer of any modification to the articles of incorporation or bylaws within five business days of approval by the Charter Holder.
- C. Charter Board Composition.** The composition of the Board shall at all times be determined by and consistent with the articles of incorporation and bylaws, and all applicable laws, rules, regulations, and policies. The Charter Holder shall notify the Authorizer of any changes to its composition and provide an amended School Leadership Roster within five business days of it taking effect.

SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

- A. Oversight Allowing Autonomy.** The Authorizer's role shall be to evaluate the School's performance outcomes according to this Certificate and the Performance Framework, and shall be to provide compliance oversight. The Authorizer shall comply with the provisions of the Charter Schools Act and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School.
- B. Charter School Performance Framework.** The Charter School Performance Framework ("Performance Framework") is attached and incorporated into this agreement as Appendix A. The Performance Framework shall be used to annually evaluate the School's academic achievement, Board stewardship, operational management, and financial stability. The specific terms of the Performance Framework are determined by the Authorizer and shall be binding on the School.
- C. Separate Academic Evaluations.** The aggregated K-12 virtual program and the virtual-alternative program shall each be evaluated separately with regard to the academic section of the Performance Framework.
- D. Identified Comparison Group.** For purposes of evaluating the School against the metrics and measures established in the Performance Framework, the School's comparison group shall be identified as described below and shall be established for the length of the Certificate term.
 - i. The comparison group for the School's virtual program shall include all virtual schools operating in Idaho (excluding the School's virtual program).
 - ii. The comparison group for the School's virtual-alternative program shall include all alternative schools operating in Idaho (excluding the School's virtual-alternative program).
- E. Authorizer to Monitor School Performance.** The Authorizer shall monitor and report on the School's progress in relation to the indicators, measures, metrics, and targets set out in the

Performance Framework. A formal report of the School's academic, financial, and operational performance ("Performance Report") shall be provided to the school and the public by the Authorizer annually. Data necessary to conduct this evaluation will be collected throughout the year. Additional reviews may be necessary if compliance concerns arise.

- F. School Performance.** The School shall meet standard on all measures of the Performance Framework. The Authorizer shall renew any charter in which the School met all the terms of its Certificate, including all appendices, at the time of renewal.
- G. Performance Framework as Basis for Renewal of Charter.** The School's performance in relation to the Performance Framework shall provide the basis upon which the Authorizer shall decide whether to renew the School's Charter at the end of the Certificate term.
- H. Required Reports.** The School shall prepare and submit reports as required by the Authorizer's policy.
- I. Authorizer's Right to Review.** The Authorizer maintains the right to request and review additional documentation if such becomes necessary in the course of regular oversight duties or to investigate the validity of a compliance concern. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.
- J. Site Visits.** The Authorizer may conduct site visits in accordance with the Authorizer's policy. Reports from any site visit shall be made available to the School and shall be included in the School's annual Performance Report.

SECTION 5: SCHOOL OPERATIONS

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

A. Maximum Enrollment. The maximum number of students who may be enrolled in the school will be determined by the Board each school year, no later than the annual meeting prior to that school year. The Board must also establish an enrollment deadline(s). The Charter Board may establish different enrollment caps for the general program or specific grade levels or programs. As defined in IDAPA 08.02.04 section 203.02, caps shall not be placed on special education or alternative programs. The enrollment cap(s) and/or deadline must be publicly posted as soon as reasonably possible after the Board makes its annual determination and remain posted for the remainder of the affected school year. 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.

- B. Equitable Enrollment Procedures.** The School shall make student recruitment, admissions, enrollment, and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or proficiency in the English language. If there are more applications to enroll in the School than there are spaces available, the School

shall select students to attend using a random selection process that shall be publicly noticed and open to the public.

- i. **Calendar.** The School shall operate on a traditional nine-month calendar in which the last day of the regular term shall fall on or before June 30
 - ii. The School will offer a summer school session for the purpose of acceleration and/or credit recovery.
- C. School Facilities.** The School shall operate at the following location(s): 1965 S. Eagle Road, Meridian, ID 83642. The School shall provide the Authorizer with facilities documentation, including occupancy permits, fire marshal reports, building inspection reports, and health department reports for any facility newly occupied by the School, and any remodeling or construction project for which such documentation is necessary in accordance with Authorizer policy and in accordance with law, rule, regulations, and authorizer policy.
- D. Attendance Area.** The School's primary attendance area shall be used for the purposes of determining applicability of this enrollment preference category. The School's primary attendance area is as follows: State of Idaho.
- E. Staff.** Instructional staff shall be certified as provided by rule of the State Board of Education. All full-time staff members of the School shall be covered by the Public Employee Retirement System of Idaho, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.
- F. Alignment with All Applicable Law.** The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are amended, the School shall be bound by any such amendment upon the effective date of said amendment.

SECTION 6: SCHOOL FINANCE

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

SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION

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

SECTION 8: MISCELLANEOUS

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

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

Chairman
Idaho Public Charter School Commission

Chairman
Idaho Virtual Academy, Incorporated Governing Board

Appendix A: Performance Framework

Appendix B: Charter

Appendix C: IPCSC Closure Protocol

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Appendix A: Performance Framework

DRAFT



PERFORMANCE FRAMEWORK GUIDANCE: ACADEMIC MEASURES

Adopted 8/13/2020

Revised 4/14/2022

Idaho Public Charter School Commission

514 W Jefferson Street, Suite 303

Boise, Idaho 83702

Phone: (208)332-1561

pcsc@osbe.idaho.gov

Alan Reed, Chairman

Jenn Thompson, Director

Academic Framework - Adopted 8/13/20

Revised 4/14/22

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ACADEMIC MEASURES

All School Measures

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

Comparison Group: Specific to school

1. MATH PROFICIENCY

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

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

2. ELA PROFICIENCY

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

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

3. MATH GROWTH

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

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

4. ELA GROWTH

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

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

5. LITERACY PROFICIENCY

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

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

6. COLLEGE AND CAREER READINESS

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

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

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

ADDITIONAL ACADEMIC MEASURES FOR ALTERNATIVE PROGRAMS GRADES 6-12

Standard Academic Measures

1. Math Proficiency
2. ELA Proficiency
3. College and Career Readiness (5yr ACGR)

In addition to the standard measures above, the following measures will apply to alternative programs.

Alternative Program Measures

1. Math Content Mastery
2. ELA Content Mastery
3. Progress Toward Graduation
4. College and Career Readiness- Alternative

In order to be considered an alternative program, 100% of the students enrolled in the program must meet the statutory definition of “at-risk”.

Comparison Group: the comparison group for alternative programs includes all schools and IPCSC programs serving 100% at-risk student populations.

MATH PROFICIENCY (Standard Measure)

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

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

MATH CONTENT MASTERY ALTERNATIVE

Note: This measure will be considered in addition to the standard proficiency measure for schools classified as alternative. Non-alternative schools may include this measure as a mission specific goal, in addition to the standard measures, if they feel this data would help the IPCSC understand their school's academic outcomes.

Idaho graduation requirements only require math to be taken in three of the four years of high school. Alternative schools structure this requirement differently. For the purposes of this measure, the total number of continuously enrolled students will exclude students enrolled in a grade for which the school does not require math to be taken.

Alt Proficiency Rubric	
Exceeds Standard	The percentage of continuously enrolled students who have either already completed all ELA/Math graduation requirements or successfully earned credit for the equivalent of 1 year of instruction in the discipline (ELA or Math) is more than 10% above the school's percentage in the previous year, OR The percentage in the current year is greater than 80%.
Meets Standard	The percentage of continuously enrolled students who have either already completed all ELA/Math graduation requirements OR Successfully earned credit for the equivalent of 1 year of instruction in the discipline (ELA or Math) is equal to or up to 10% greater than the school's percentage in the previous year.
Approaches Standard	The percentage of continuously enrolled students who have either already completed all ELA/Math graduation requirements OR Successfully earned credit for the equivalent of 1 year of instruction in the discipline (ELA or Math) is below, but no more than 10% below, the school's percentage in the previous year.
Does Not Meet Standard	The percentage of continuously enrolled students who have either already completed all ELA/Math graduation requirements OR Successfully earned credit for the equivalent of 1 year of instruction in the discipline (ELA or Math) is more than 10% below the school's percentage in the previous year.

ELA PROFICIENCY (Standard Measure)

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

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

ELA CONTENT MASTERY ALTERNATIVE

Note: This measure will be considered in addition to the standard proficiency measure for schools classified as alternative. Non-alternative schools may include this measure as a mission specific goal, in addition to the standard measures, if they feel this data would help the IPCSC understand their school's academic outcomes.

Alt Proficiency Rubric	
Exceeds Standard	The percentage of continuously enrolled students who have either already completed all ELA/Math graduation requirements or successfully earned credit for the equivalent of 1 year of instruction in the discipline (ELA or Math) is more than 10% above the school's percentage in the previous year, OR The percentage in the current year is greater than 80%.
Meets Standard	The percentage of continuously enrolled students who have either already completed all ELA/Math graduation requirements OR Successfully earned credit for the equivalent of 1 year of instruction in the discipline (ELA or Math) is equal to or up to 10% greater than the school's percentage in the previous year.
Approaches Standard	The percentage of continuously enrolled students who have either already completed all ELA/Math graduation requirements OR successfully earned credit for the equivalent of 1 year of instruction in the discipline (ELA or Math) is below, but no more than 10% below, the school's percentage in the previous year.
Does Not Meet Standard	The percentage of continuously enrolled students who have either already completed all ELA/Math graduation requirements OR Successfully earned credit for the equivalent of 1 year of instruction in the discipline (ELA or Math) is more than 10% below the school's percentage in the previous year.

9-12 PROGRESS TOWARD GRADUATION ALTERNATIVE

Note: This measure will be considered in addition to the standard growth measure for schools classified as alternative. Non-alternative schools may include this measure as a mission specific goal, in addition to the standard measures, if they feel this data would help the IPCSC understand their school's academic outcomes.

For the purpose of this measure, a quarter of instructional enrollment will be calculated based on the number of instructional days reported and may be further modified by mutual agreement of the school and the IPCSC based on the alternative school's course completion structure.

Alt Growth Rubric	
Exceeds Standard	More than 75% of students enrolled in the alternative program earned 2.9 credits for every instructional quarter for which the student was enrolled for 90% of the days in that instructional quarter.
Meets Standard	Between 65% and 75% of students enrolled in the alternative program earned 2.9 credits for every instructional quarter for which the student was enrolled for 90% of the days in that instructional quarter falls, OR his percentage is less than 65% BUT at least 5% greater than in the previous year.
Approaches Standard	Less than 65% of students enrolled in the alternative program earned 2.9 credits for every instructional quarter for which the student was enrolled for 90% of the days in that instructional quarter AND this percentage is between 3% and 5% greater than the previous year.
Does Not Meet Standard	Less than 65% of students enrolled in the alternative program earned 2.9 credits for every instructional quarter for which the student was enrolled for 90% of the days in that instructional quarter AND this percentage is less than 3% greater than in the previous year.

COLLEGE AND CAREER READINESS (Standard Measure)

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

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

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

COLLEGE AND CAREER READINESS – ALTERNATIVE

Note: This measure will be considered in addition to the standard college and career readiness measure for schools classified as alternative. Non-alternative schools may include this measure as a mission specific goal, in addition to the standard measures, if they feel this data would help the IPCSC understand their school's academic outcomes.

C&C Readiness Rubric	
Exceeds Standard	The percentage of the not continuously enrolled students who were enrolled for at least 45 days and were eligible to graduate in the same academic year (plus summer) who graduated is more than 10% above the school's percentage in the previous year, OR The percentage in the current year is greater than 75%.
Meets Standard	The percentage of the not continuously enrolled students who were enrolled for at least 45 days and were eligible to graduate in the same academic year (plus summer) who graduated is equal to OR Up to 10% greater than the school's percentage in the previous year.
Approaches Standard	The percentage of the not continuously enrolled students who were enrolled for at least 45 days and were eligible to graduate in the same academic year (plus summer) who graduated is below, but no more than 10% below the school's percentage in the previous year.
Does Not Meet Standard	The percentage of the not continuously enrolled students who were enrolled for at least 45 days and were eligible to graduate in the same academic year (plus summer) who graduated is more than 10% below the school's percentage in the previous year.

OPERATIONAL MEASURES

BOARD STEWARDSHIP

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

OPERATIONAL MANAGEMENT

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

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BOARD GOVERNANCE

1. Governance Structure Rubric

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

Governance Structure Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• Board Bylaws are compliant with ID law.• Articles of Incorporation are current.• No investigations were conducted into either ethical behavior or conflict of interest regarding any board director.• The board did not experience an Open Meeting Law violation that needed to be cured this year.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

2. Governance Oversight Rubric

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

Governance Oversight Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• The board reviews academic data in a timely and thorough manner.• The board reviews financial reports in a timely and thorough manner.• The board maintains compliant policies.• The board engages in strategic planning.• The board conducts a compliant annual evaluation of their school leader and/or management organization.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

3. Governance Compliance Rubric

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

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

OPERATIONAL MANAGEMENT

4. Student Services Rubric

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

Student Services Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	All of the following are true: <ul style="list-style-type: none">• The school's English Language Learner program is in good standing;• The school's Special Education program is in good standing; The school's college and career readiness program is in good standing; and• The school's federal programs are in good standing.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

5. Data Security and Information Transparency Rubric

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

Data Security and Information Transparency Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• The school's website is compliant with I.C. 33-133(7) (data collection, access, and security policy); I.C. 33-320 (continuous improvement plan); and I.C. 33-357 (expenditures updated monthly, contracts, performance reports, and annual budgets).• The school did not experience any issues involving data security this year.• The school did not experience any compliance issue regarding public records requests this year.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

6. Facility and Services Rubric

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

Facility and Building Services Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• The school's occupancy certificate is current.• The school maintains current safety inspections and drills.• The school provides daily transportation to students in compliance with Idaho Code. The school provides a compliant lunch program.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

7. Operational Compliance Rubric

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

Operational Compliance Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• Required reports are submitted accurately and on time.• The school maintains a compliant enrollment process.• No correct action plans were issued by the SDE this year.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

FINANCIAL MEASURES

NEAR TERM HEALTH

1. Default

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1. Default

Calculation: No calculation.

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

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



PERFORMANCE FRAMEWORK GUIDANCE: ALTERNATIVE MEASURES

Adopted 8/13/2020

Revised 4/14/2022

Idaho Public Charter School Commission

514 W Jefferson, Suite 303

Boise, Idaho 83720

Phone: (208)332-1561

pcsc@osbe.idaho.gov

Alan Reed, Chairman

Jenn Thompson, Director

ADDITIONAL ACADEMIC MEASURES FOR ALTERNATIVE PROGRAMS GRADES 6-12

Standard Academic Measures

1. Math Proficiency
2. ELA Proficiency
3. College and Career Readiness (5yr ACGR)

In addition to the standard measures above, the following measures will apply to alternative programs.

Alternative Program Measures

1. Math Content Mastery
2. ELA Content Mastery
3. Progress Toward Graduation
4. College and Career Readiness- Alternative

In order to be considered an alternative program, 100% of the students enrolled in the program must meet the statutory definition of “at-risk”.

Comparison Group: the comparison group for alternative programs includes all schools and IPCSC programs serving 100% at-risk student populations.

MATH PROFICIENCY (Standard Measure)

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

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

MATH CONTENT MASTERY ALTERNATIVE

Note: This measure will be considered in addition to the standard proficiency measure for schools classified as alternative. Non-alternative schools may include this measure as a mission specific goal, in addition to the standard measures, if they feel this data would help the IPCSC understand their school's academic outcomes.

Idaho graduation requirements only require math to be taken in three of the four years of high school. Alternative schools structure this requirement differently. For the purposes of this measure, the total number of continuously enrolled students will exclude students enrolled in a grade for which the school does not require math to be taken.

Alt Proficiency Rubric	
Exceeds Standard	The percentage of continuously enrolled students who have either already completed all ELA/Math graduation requirements or successfully earned credit for the equivalent of 1 year of instruction in the discipline (ELA or Math) is more than 10% above the school's percentage in the previous year, OR The percentage in the current year is greater than 80%.
Meets Standard	The percentage of continuously enrolled students who have either already completed all ELA/Math graduation requirements OR Successfully earned credit for the equivalent of 1 year of instruction in the discipline (ELA or Math) is equal to or up to 10% greater than the school's percentage in the previous year.
Approaches Standard	The percentage of continuously enrolled students who have either already completed all ELA/Math graduation requirements OR Successfully earned credit for the equivalent of 1 year of instruction in the discipline (ELA or Math) is below, but no more than 10% below, the school's percentage in the previous year.
Does Not Meet Standard	The percentage of continuously enrolled students who have either already completed all ELA/Math graduation requirements OR Successfully earned credit for the equivalent of 1 year of instruction in the discipline (ELA or Math) is more than 10% below the school's percentage in the previous year.

ELA PROFICIENCY (Standard Measure)

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

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

ELA CONTENT MASTERY ALTERNATIVE

Note: This measure will be considered in addition to the standard proficiency measure for schools classified as alternative. Non-alternative schools may include this measure as a mission specific goal, in addition to the standard measures, if they feel this data would help the IPCSC understand their school's academic outcomes.

Alt Proficiency Rubric	
Exceeds Standard	The percentage of continuously enrolled students who have either already completed all ELA/Math graduation requirements or successfully earned credit for the equivalent of 1 year of instruction in the discipline (ELA or Math) is more than 10% above the school's percentage in the previous year, OR The percentage in the current year is greater than 80%.
Meets Standard	The percentage of continuously enrolled students who have either already completed all ELA/Math graduation requirements OR Successfully earned credit for the equivalent of 1 year of instruction in the discipline (ELA or Math) is equal to or up to 10% greater than the school's percentage in the previous year.
Approaches Standard	The percentage of continuously enrolled students who have either already completed all ELA/Math graduation requirements OR successfully earned credit for the equivalent of 1 year of instruction in the discipline (ELA or Math) is below, but no more than 10% below, the school's percentage in the previous year.
Does Not Meet Standard	The percentage of continuously enrolled students who have either already completed all ELA/Math graduation requirements OR Successfully earned credit for the equivalent of 1 year of instruction in the discipline (ELA or Math) is more than 10% below the school's percentage in the previous year.

9-12 PROGRESS TOWARD GRADUATION ALTERNATIVE

Note: This measure will be considered in addition to the standard growth measure for schools classified as alternative. Non-alternative schools may include this measure as a mission specific goal, in addition to the standard measures, if they feel this data would help the IPCSC understand their school's academic outcomes.

For the purpose of this measure, a quarter of instructional enrollment will be calculated based on the number of instructional days reported and may be further modified by mutual agreement of the school and the IPCSC based on the alternative school's course completion structure.

Alt Growth Rubric	
Exceeds Standard	More than 75% of students enrolled in the alternative program earned 2.9 credits for every instructional quarter for which the student was enrolled for 90% of the days in that instructional quarter.
Meets Standard	Between 65% and 75% of students enrolled in the alternative program earned 2.9 credits for every instructional quarter for which the student was enrolled for 90% of the days in that instructional quarter falls, OR his percentage is less than 65% BUT at least 5% greater than in the previous year.
Approaches Standard	Less than 65% of students enrolled in the alternative program earned 2.9 credits for every instructional quarter for which the student was enrolled for 90% of the days in that instructional quarter AND this percentage is between 3% and 5% greater than the previous year.
Does Not Meet Standard	Less than 65% of students enrolled in the alternative program earned 2.9 credits for every instructional quarter for which the student was enrolled for 90% of the days in that instructional quarter AND this percentage is less than 3% greater than in the previous year.

COLLEGE AND CAREER READINESS (Standard Measure)

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

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

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

COLLEGE AND CAREER READINESS – ALTERNATIVE

Note: This measure will be considered in addition to the standard college and career readiness measure for schools classified as alternative. Non-alternative schools may include this measure as a mission specific goal, in addition to the standard measures, if they feel this data would help the IPCSC understand their school's academic outcomes.

C&C Readiness Rubric	
Exceeds Standard	The percentage of the not continuously enrolled students who were enrolled for at least 45 days and were eligible to graduate in the same academic year (plus summer) who graduated is more than 10% above the school's percentage in the previous year, OR The percentage in the current year is greater than 75%.
Meets Standard	The percentage of the not continuously enrolled students who were enrolled for at least 45 days and were eligible to graduate in the same academic year (plus summer) who graduated is equal to OR Up to 10% greater than the school's percentage in the previous year.
Approaches Standard	The percentage of the not continuously enrolled students who were enrolled for at least 45 days and were eligible to graduate in the same academic year (plus summer) who graduated is below, but no more than 10% below the school's percentage in the previous year.
Does Not Meet Standard	The percentage of the not continuously enrolled students who were enrolled for at least 45 days and were eligible to graduate in the same academic year (plus summer) who graduated is more than 10% below the school's percentage in the previous year.

Appendix B: Charter

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IDAHO
VIRTUAL ACADEMY

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. Certified staff will be employed through the use of contracts and in accordance with Idaho statute. 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.

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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. IDVA's alternative school program (Vision) may serve grades 6-12.

Our Alternative School Program is differentiated from our regular school program through the following:

Curriculum and Instruction

- a. Curriculum is provided and supported by K12.
- b. Block system instead of semester system; students take up to two classes at a time for one credit each.
- c. Vision will offer a summer school session.
- d. Teachers have modified the curriculum and aligned it to the state standards. Teachers have completed curriculum maps to focus on the pace of the course and to allow students more time to focus on the essential standards.
- e. Students can earn additional credits via credit recovery courses. The stipulation is they must be passing all current classes before adding a credit recovery course to their schedule.
- f. Students have mandatory live classes along with additional mandatory live small group (Tier II) classes based on assessment/classroom data.

Culture

- a. Monthly school assemblies are held to celebrate student accomplishments.
- b. Students have the opportunity to graduate with honors.
- c. Students are supported by a team that consists of dedicated Teachers, a Student Support Advisor, a Counselor, a Master Teacher, a School Social Worker, an Assistant Principal, and a Principal.

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.

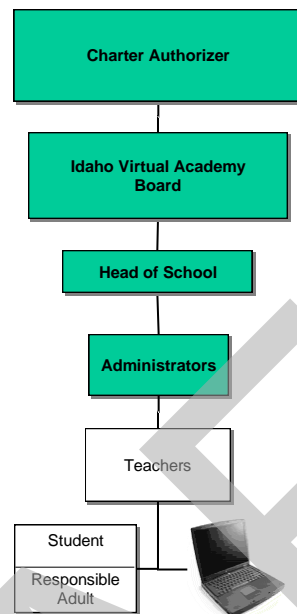
Administrative offices and other facilities are in compliance with all required federal, state and local regulations as required for public schools.

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.

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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.

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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.

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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.

Appendix C: IPCSC Closure Protocol

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Closure Protocol

Idaho Public Charter School Commission

514 West Jefferson Street, Ste. 303

Boise, Idaho 83702

208-332-1561

pcsc@osbe.idaho.gov

Alan Reed, Chairman

Purpose

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

Authority

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

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

Closure protocol is enacted when:

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

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

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

Roles

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

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

Note

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

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I. Closure Protocol Team

A. Initial Meeting

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

B. Team Members

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

Required members of this team shall include:

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

C. Subcommittees

1. Subcommittees shall be established for the purpose of managing closure tasks in the following areas:
 - i. Communication – student, teacher, family
 - ii. Financial – vendors and assets
 - iii. Business – employer and corporation
 - iv. Records – student and employee records

D. Meeting Agenda

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

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

E. Important Dates

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

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

9. The date by which all W2s will be issued for the school's final operating year; and
10. The date by which the non-profit corporation must be dissolved.

Communication

A. Initial Stakeholder Notification

1. Within 7 business days of the date written notice of closure is issued, the school is responsible to issue a letter (drafted by the IPCSC) notifying stakeholders of closure. This letter shall minimally include:
 - a. Where and when the final order will be posted online for transparency of the reasons for closure;
 - b. The last date of student services;
 - c. Transfer procedures;
 - d. Explanation of the appeal process and when a decision regarding an appeal would be published; and
 - e. Contact information for the school's administrator and the IPCSC.
2. The school may choose to include a supplemental letter drafted by the school's board, and if so, such draft must be provided to the IPCSC prior to distribution to stakeholders.
3. The school is responsible to distribute the IPCSC's letter (and the school board issued supplemental letter, if applicable) to the following recipients:
 - a. All Parents of current students and all parents currently on a waitlist;
 - b. All Teachers, Staff, and Volunteers;
 - c. All Vendors with whom the school has an active contract or has engaged with in the past 12 months;
 - d. All Lease and Loan/bond holders; and
 - e. Any Educational Services Providers with whom the school contracts.
4. The authorizer is responsible to issue a letter informing stakeholders of the closure situation to the following recipients:

- a. All potentially impacted school districts and charter schools;
 - b. The State Department of Education;
 - c. The State Board of Education;
 - d. The Office of the Governor;
 - e. The Public Employment Retirement Service of Idaho;
 - f. The chairpersons of the House and Senate Education committees; and
 - g. The Senators and Representatives serving the state legislature on behalf of the district in which the school maintains student occupied facilities or business offices.
5. Within 7 days of the date written notice of closure is issued, the IPCSC's letter informing stakeholders of the closure situation shall be posted in a prominent location on the school's website and the IPCSC's website.

B. Staff Meeting

1. Within 7 days of the date written notice of closure is issued, the school's administrator, board chair, and business manager shall hold a meeting with all staff to discuss the following:
 - a. Media contact protocol
The Director of the IPCSC is the authorized media contact for the IPCSC. The school is encouraged to establish a single point of contact to manage public relations on behalf of the school.
 - b. Maintenance of normalcy (to the best possible level) for students through the last day of student services
All instructional and student services are required to be provided in full through the last day the school is allowed to provide such services. The student experience should remain as normal as possible through this process. It is recommended that the school provide guidance for teachers and staff early-on to ensure common language and tone is used when discussing this situation with students and families.
 - c. End of Employment Impact
This date is established by the Closure Protocol Team. When determining the end of contract dates, please consider the impact of this date on health

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

2. The meeting agenda for this staff meeting should include the following:
 - a. Notification of closure timeline and timeline of parallel appeal if the school has chosen to or is considering appealing the closure decision.
 - b. Review of media protocol and how to discuss the issue with parents and students.
 - c. Date of last paychecks and whether/who will remain on staff after end of student services and end of contract dates.
 - d. Timeline for more information regarding sick leave, vacation time, and health insurance; Cobra may not be available when the charter school providing the original health insurance ceases to exist.
 - e. Timeline for more information regarding any impacts to PERSI; Employees whose last place of work prior to retirement was the school being closed may lose the ability to transfer accrued sick leave into funds used for medical coverage.
 - f. Timeline for winding-down and transition of duties, including, but not limited to facility access and security, access to email and software, hardware returns, and asset management of furniture, fixtures, equipment, and curriculum.
 - g. Social emotional services for staff and students if the school has chosen to make such available; We acknowledge that closure can be traumatic for staff and students. Schools are encouraged to consider making additional counseling services available.
 - h. Assistance with employment transition for staff (such as access to hiring fairs or letters of recommendation) if the school has chosen to make such available.

C. Ongoing Communication

1. Additional communication with stakeholders will be necessary throughout the closure process.
2. The Communication subcommittee is responsible for ensuring that any necessary communication is timely and accurate.

F. Financial Dissolution

A. Expenses

1. Within 15 business days of the date on which written notification of closure was issued a meeting shall be held between the school's business manager, the IPCSC's Finance Manager, and the Team Lead.
2. Additional attendees (such as the school's auditor) may be invited to the meeting by mutual agreement of both required attendees. Any related costs are the responsibility of the school.
3. No later than the start of the scheduled meeting, the school's business manager shall make the following available to the IPCSC:
 - a. A list of every vendor the school has paid in the last 12 months;
 - b. A copy of all arrangements with vendors including: contracts, service agreements, grants, and/or MOUs with all services providers that are currently active or that have been active in the past 12 months;
 - c. A copy of all lease agreements and all long-term loans;
 - d. A list of all insurance policies held by the school (including liability, directors and officers, worker's comp, etc.), including company, policy number, and coverage specifics; and
 - e. All bank statements for the previous 12 months.
4. The meeting agenda for this meeting shall include the following:
 - a. A review of statute, rule, policy, and regulations related to closure as presented by the Closure Team Lead.

This part of the discussion should consider requirements of the IRS, the Department

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

- b. A review of projected cash flow through end of operations as presented by the school's Business Manager.

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

- c. Development of a plan for immediately reducing spending to necessities only, which may require board action to suspend or change policies to allow for changes in who has spending authority and at what amounts.
- d. Prioritization of payment of anticipated expenditures, pursuant to Idaho Code.
- e. Documentation of a list of items requiring follow-up and who is responsible for the workload or costs.
- f. Establishment of approximate deadlines for when each account is to be closed.

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

- a. Verification that the school's account has been paid in full with each vendor as accounts are closed;
- b. Verification that the school has met with PERSI and has established a final transmission date;
- c. Documentation that any outstanding PERSI fees are paid;
- d. Verification that the school has met with the board approved auditor and has established a final audit timeline. Note that the timing of this audit may be later than usual; and
- e. Verification of end dates for leases and liability coverage (including property and directors/officers).

B. Accounting of Assets

- i. The IPCSC shall provide to the school a written guidance document with regard to the sale and dissolution of assets.
- ii. The school shall be responsible to provide the IPCSC and the SDE with a full inventory of all physical assets owned by the corporation within 30 days of the date on which the notice of closure was issued.
- iii. The inventory shall include:
 - a. A description of the item;
 - b. The fund with which each item was purchased; and
 - c. An estimate of the current value of the item.
- D. The Team Lead, the IPCSC's Finance Manager, a representative from the SDE, and the school's Business Manager shall meet to review this inventory within 15 days of receipt of the inventory, and may verify accuracy via thorough on-site review.

C. Dissolution of Assets

1. All viable special education testing materials shall be distributed to the SDE for redistribution to charter schools based on the agency's determination of need.
2. Property owned by the ESP will be claimed by the ESP. The lease by which this equipment was provided to the school must include an itemized inventory and shall be provided to the IPCSC.
3. Any items purchased with federal funds (excluding special education testing materials) shall be returned to the IPCSC for redistribution to other charter schools. The IPCSC shall retain record of what was received and to whom it was redistributed.
4. The school is responsible to arrange for delivery of assets in an organized and well-labeled manner.
5. All assets purchased with state funds shall be liquidated to the greatest degree possible. Please see the IPCSC's guidance on the sale and dissolution of assets for procedural expectations.
6. When all assets have been redistributed and liquidated, and all creditors have been paid, any remaining funds shall be returned to the Public School Income Fund via the State Department of Education.

D. Reporting

1. The school shall ensure that an audit completed by an independent auditor is conducted, the audit report is approved by the school's board, and submitted to both the State Department of Education and the authorizer.
2. The school shall ensure that all documentation required to dissolve the school as a business is filed with the IRS, including dissolution of the 501c3.
3. After the sale of assets, and the all checks are cut, any remaining funds shall be returned to the State Department of Education for distribution to operational schools.
4. File final tax reports.
5. Issue W2s for previous tax year.

IV – Records Management

i. Records Retention Procedures

1. The school's Lead Administrator is responsible to ensure the proper retention and destruction of records in accordance with the State of Idaho's records retention schedule.
2. The public charter school shall make every effort to transfer all active student records (including the cumulative file and the special education file) to the student's next school of choice prior to the date on which records are scheduled to transfer to the authorizer.
3. The public charter school shall ensure that every student file (active or inactive) includes an official transcript (signed, embossed, etc.) or final report card and a record of where and when the student's records were transferred out of the public charter school's care. This information shall be compiled in a single spreadsheet.
4. The public charter school shall ensure that all records to be transferred to the authorizer (cumulative and special education) are scanned into an electronic format. Costs incurred are the responsibility of the school.

5. The public charter school shall ensure that all records are transferred to the authorizer via a secure file transfer protocol.
6. No employee or former employee of the school shall retain copies or have access to student, employee, or financial records after the employee's end of contract date.

ii. Records to be Retained

1. Student Records:

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

2. Personnel Records:

- a. Personnel files shall be retained for five years beyond the employee's termination date.
- b. Personnel files shall include the name, address, and contact information of the employee; employment agreements or contracts signed by the employee, verification of certification (if applicable), and all employee evaluations. No other documentation shall be retained.

3. Financial Records:

- a. Monthly expenditure reports for the five years preceding the school's closure date shall be retained. Records shall be destroyed after five years.
- b. Monthly deposit records for the five years preceding the school's closure date. Records shall be destroyed after five years.
- c. All bids received and contracts awarded in the five years preceding the school's closure date. Records shall be destroyed after five years.

- d. Medicaid reimbursement records for seven years prior to the school's closure date. Records shall be destroyed after seven years.
- e. Bank statements for all accounts for five years preceding the school's closure date. Records shall be destroyed after five years.
- f. Tax documents shall be retained for the seven years prior to the school's closure date. These documents include but are not limited to IRS forms 941 and 1099. Records shall be destroyed after seven years.
- g. Annual financial audit reports and annual board approved budgets shall be retained permanently for all operational years. These documents are submitted to the IPCSC annually, and may not need to be re-submitted.

4. Governance Records:

- a. All meeting agendas shall be retained permanently.
- b. All meeting minutes shall be retained permanently.
- c. A complete copy of the most recent set of board policy shall be retained permanently.
- d. A copy of the board bylaws and articles of incorporation shall be retained permanently.

5. School Culture Records

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

6. Records Requests After Closure

- a. The IPCSC shall manage records requests for student transcripts and for personnel files after the school has closed.
- b. The school shall ensure that the school's URL redirects to the IPCSC's records request page for a minimum of 3 years after the school's closure, at the school's expense.

V. Governing Board

iii. Final dissolution

1. Final Board Meeting

- a. In accordance with OML notice a final meeting of the governing board and pursuant to I.C. § 30-30-1001, a vote to dissolve a nonprofit corporation shall be properly noticed and accompanied by the dissolution plan. In this case, the dissolution plan is the closure protocol, which should be near completion by the time this motion is made. This section of Idaho Code also requires that the agenda state that the purpose, or one of the purposes, of the meeting is to consider a resolution to dissolve of the non-profit corporation.
- b. I.C. § 33-5212 addresses the order in which payments shall be made, and state that any remaining assets after all creditors have been paid shall be distributed to the Public School Income Fund. This information should be incorporated into the dissolution motion as it is required to be noticed by the Non-Profit Corporation Act.
- c. A vote in favor of dissolution passes with a majority vote of the board directors.
- d. A copy of the resolution must be provided to the IPCSC with 24 hours of the vote.

2. Meeting Agenda

- a. Approval of the financial audit report (if not already complete).
- b. Approval of any final contracts to be paid (i.e. for the Business Manager to return at the end of the calendar year to prepare final tax documents and distribute to employees).
- c. Appointment of a designee to file dissolution of the school's 501c3 with the IRS and articles of dissolution with the Idaho Secretary of State.
- d. Appointment of a designee to complete any and all final activities that may be necessary.
- e. Signature of any final checks.

3. Articles of Dissolution

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

Secretary of State. These articles shall minimally include:

- i. The name of the corporation;
 - ii. The date dissolution was authorized;
 - iii. A statement that dissolution was approved by a sufficient vote of the board.
- b. A corporation is effectively dissolved as of the date of its articles of dissolution.
- c. The school shall provide a copy of the filed articles of dissolution to the IPCSC.
4. A dissolved corporation may continue its corporate existence but may not carry on any activities except those appropriate to wind up and liquidate its affairs.

B. Claims against a dissolved Corporation

- iv. After the date on which the articles of dissolution are filed, the corporation may dispose of the known claims against it by sending written notice, pursuant to I.C. § 30-30-1005. Written notice must include:
 - a. A description of the information that must be included in a claim;
 - b. A mailing address where a claim may be sent;
 - c. The deadline, by which the dissolved corporation must receive the claim; and
 - d. State that the claim will be barred if not received by the deadline, which may not be fewer than one hundred twenty (120) days from the effective date of the written notice.
- v. The corporation must address any unknown claims against it by publishing a notice Pursuant to I.C. 30-30-1006. The notice must:
 1. Be published one (1) time in a newspaper of general circulation in the county where the dissolved corporation's principal office is or was located, or, if none in this state, in Ada county;
 2. Describe the information that must be included in a claim and provide a mailing address where the claim may be sent; and
 3. State that a claim against the corporation will be barred unless a proceeding to enforce the claim is commenced within five (5) years after publication of the notice.

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

C. Reporting

1. The school shall ensure that all state and federal reporting is complete prior to dissolution. Verification of completed reports shall be made by the IPCSC. Required reports include, but are not limited to the following:
 - a. ISEE final data upload including, but not limited to student, course, teachers, and financial data sets;
 - b. Federal programs final reporting;
 - c. Grant final reporting; and
 - d. The school shall ensure that dissolution of the charter holder's non-profit organization is filed with the secretary of state and shall provide the IPCSC with a copy of this filing;
2. The school shall ensure that the dissolution of the school's 501c3 is on file with the IRS and shall provide the IPCSC with a copy of this filing.

VI. Final Closure Report Outline

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

i. Cover Sheet

1. A final closure report must include a cover sheet with the following information:
 - a. The legal name of the school;
 - b. The legal name of the charter holder;
 - c. The address(s) that the school occupied at time of closure;
 - d. Contact information for future questions;

- e. The following links and a statement that more information can be found at these locations,
 - i. [PCSC webpage for this school],
 - ii. [webpage for the meeting at which the charter was approved],
 - iii. [webpage for the meeting at which the charter was nonrenewed or revoked, if applicable], and
 - iv. [webpage for any related hearings]; and
- f. A description of where requests for student transcripts can be made after closure.
- g. A list of the complete closure protocol team.
- h. A list of the following key dates:
 - i. The date on which the charter was approved;
 - ii. The first and final dates on which the school was authorized to serve students;
 - iii. The date on which the school received its final distribution of state funding;
 - iv. The date on which teacher contracts ended; and
 - v. The date on which the charter holder's corporation was dissolved.

B. Required Attachments, Redacted

1. Final IPCSC Closure Order
2. Final appeal decision (if applicable)
3. IPCSC Notification of Stakeholders Letter
4. List of all vendors, including the name and address of the vendor, a description of the services provided/purchased, and the date on which the IPCSC verified account closure.
5. A list of insurance coverages, including company and the last date of coverage (including health, liability, etc.)
6. A list of all contracts, service agreements, grants, and MOUs to be retained by the IPCSC, including verification of date received.
7. A list of all lease agreements and all long-term debt held by the school at the beginning of the closure protocol, including the company and amount.
8. Documentation of the termination of any leases or loans.
9. Final bank statements indicating account closure.

10. Expense reports for the 12 months preceding dissolution.
11. A copy of the final check cut to the SDE, if applicable.
12. Inventory of assets, including the fund with which each item was purchased, the date of purchase, the estimated value.
13. For assets purchased with federal dollars, also include the final recipient of the asset, and the date of transfer.
14. The charter holder's final dissolution resolution.
15. A copy of the articles of dissolution.
16. A copy of the 501c3 dissolution notification.
17. A copy of the newspaper notice to unknown claimants.
18. Meeting minutes from all meetings of the closure protocol team and all subcommittee meetings attended by the Closure Team Lead.
19. Any other documentation that may provide important details.

CHARTER SCHOOL PERFORMANCE CERTIFICATE

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

RECITALS

WHEREAS, **INSPIRE Academics Inc.** is a non-profit entity incorporated with a board of directors; and

WHEREAS, on **April 14, 2005**, the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year **2006**; and

WHEREAS, the School's charter was renewed on **March 1, 2018**, for a five-year term of operations,

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

NOW THEREFORE in consideration of the foregoing recitals and the mutual understandings contained herein, the Authorizer and **INSPIRE Academics Inc.** agree as follows:

SECTION 1: TERMS OF AUTHORIZATION

- A. Establishment of School.** The Charter Holder is hereby authorized to implement at the School the program described in the Charter, attached to this Certificate as Appendix C and incorporated herein by this reference. Any significant changes to any section of the Charter, including the educational program, facilities plan, financial plan, or the management plan, during the School's pre-operational period or first operational term shall be treated as an amendment in accordance with the Authorizer's policy.
- B. Term of Agreement.** The School's operational term shall be from July 1, **2023** and end on June 30, **2028**. Subsequent terms of operation may be issued by the Authorizer in accordance with Idaho Code and Authorizer policy.
- C. Renewal Conditions.** The School is conditionally approved to operate. Applicable conditions are attached as Appendix B and incorporated herein by this reference. If all renewal conditions have been completed to the satisfaction of the Authorizer by the stated due date, the School shall continue operations through the remainder of the current Certificate term. In the event that all

renewal conditions have not been completed to the satisfaction of the Authorizer by the stated due date, the Authorizer will consider whether to exercise its authority to revoke the School's Charter at its next regularly scheduled meeting.

SECTION 2: EDUCATIONAL PROGRAM

- A. **School Mission.** The mission of the School is as follows: To help each student maximize his or her potential and meet the highest performance standards. Connections Academy is a high-quality, high-tech, high-touch "school without walls" that brings out the best in every student.
- B. **Grades Served.** The School may serve students in grades Kindergarten through 12.
- C. **Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- Implementation of Personalized Learning Plans (PLPs) designed collaboratively by teachers, parents and students to support each student's personal and/or academic growth. This can be measured via PLP review.
 - Ensuring appropriate one-on-one student/teacher/guardian or learning coach interaction for elementary (K-5) students, the minimum interaction frequency will be bi-monthly. This can be measured via observation and calendar review.
 - For secondary (6-12) students, the minimum will be eight (8) times per school year. This can be measured via observation and calendar review.
 - Weekly live lessons will be consistently available to all students. This can be measured via observation and calendar review.
 - Fostering collaborative staff teamwork through a Professional Learning Community (PLC) model. This can be measured via document review.
 - Providing enhanced learning through online technology. This can be measured via observation.
- D. **Standardized Testing.** Students of the School shall be tested with the same standardized tests as other Idaho public school students.
- E. **Accreditation.** The School shall be accredited as provided by rule of the State Board of Education. The School shall be accredited or appropriately credentialed by Cognia. All reports issued to the School from the accrediting agency shall be submitted to the Authorizer within five days of receipt.

SECTION 3: SCHOOL GOVERNANCE

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

- B. Articles of Incorporation and Bylaws.** The articles of incorporation and bylaws of the Charter Holder shall provide for governance of the operation of the School as a nonprofit corporation and a public charter school, and shall at all times be consistent with all applicable laws, rules, regulations, and this Certificate. The Charter Holder shall notify the Authorizer of any modification to the articles of incorporation or bylaws within five business days of approval by the Charter Holder.
- C. Charter Board Composition.** The composition of the Board shall at all times be determined by and consistent with the articles of incorporation and bylaws, and all applicable laws, rules, regulations, and policies. The Charter Holder shall notify the Authorizer of any changes to its composition and provide an amended School Leadership Roster within five business days of it taking effect.

SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

- A. Oversight Allowing Autonomy.** The Authorizer's role shall be to evaluate the School's performance outcomes according to this Certificate and the Performance Framework, and shall be to provide compliance oversight. The Authorizer shall comply with the provisions of the Charter Schools Act and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School.
- B. Charter School Performance Framework.** The Charter School Performance Framework ("Performance Framework") is attached and incorporated into this agreement as Appendix A. The Performance Framework shall be used to annually evaluate the School's academic achievement, Board stewardship, operational management, and financial stability. The specific terms of the Performance Framework are determined by the Authorizer and shall be binding on the School.
- C. Separate Academic Evaluations.** The aggregated K-12 virtual program and the virtual-alternative program shall each be evaluated separately with regard to the academic section of the Performance Framework.
- D. Identified Comparison Group.** For purposes of evaluating the School against the metrics and measures established in the Performance Framework, the School's comparison group shall be identified as described below and shall be established for the length of the Certificate term.
- i. The comparison group for the School's virtual program shall include all virtual schools operating in Idaho (excluding the School's virtual program).
 - ii. The comparison group for the School's virtual-alternative program shall include all alternative schools operating in Idaho (excluding the School's virtual-alternative program).
- E. Authorizer to Monitor School Performance.** The Authorizer shall monitor and report on the School's progress in relation to the indicators, measures, metrics, and targets set out in the Performance Framework. A formal report of the School's academic, financial, and operational performance ("Performance Report") shall be provided to the school and the public by the Authorizer annually. Data necessary to conduct this evaluation will be collected throughout the year. Additional reviews may be necessary if compliance concerns arise.
- F. School Performance.** The School shall meet standard on all measures of the Performance

Framework. The Authorizer shall renew any charter in which the School met all the terms of its Certificate, including all appendices, at the time of renewal.

- G. Performance Framework as Basis for Renewal of Charter.** The School's performance in relation to the Performance Framework shall provide the basis upon which the Authorizer shall decide whether to renew the School's Charter at the end of the Certificate term.
- H. Required Reports.** The School shall prepare and submit reports as required by the Authorizer's policy.
- I. Authorizer's Right to Review.** The Authorizer maintains the right to request and review additional documentation if such becomes necessary in the course of regular oversight duties or to investigate the validity of a compliance concern. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.
- J. Site Visits.** The Authorizer may conduct site visits in accordance with the Authorizer's policy. Reports from any site visit shall be made available to the School and shall be included in the School's annual Performance Report.

SECTION 5: SCHOOL OPERATIONS

- A. In General.** The School and the Charter Holder shall operate at all times in accordance with all federal and state laws, rules, regulations, local ordinances, and Authorizer policies applicable to public charter schools.
- A. Maximum Enrollment.** The maximum number of students who may be enrolled in the School, across all programs, shall be 2150.
- B. Equitable Enrollment Procedures.** The School shall make student recruitment, admissions, enrollment, and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or proficiency in the English language. If there are more applications to enroll in the School than there are spaces available, the School shall select students to attend using a random selection process that shall be publicly noticed and open to the public.
 - i. Calendar.** The School shall operate on a traditional nine-month calendar in which the last day of the regular term shall fall on or before June 30
 - ii.** The School will offer a summer school session for the purpose of acceleration and/or credit recovery.
- B. School Facilities.** The School shall operate at the following location(s): 600 N. Steelhead Way, Suite 164, Boise, ID 83704. The School shall provide the Authorizer with facilities documentation, including occupancy permits, fire marshal reports, building inspection reports, and health department reports for any facility newly occupied by the School, and any remodeling or construction project for which such documentation is necessary in accordance with Authorizer policy and in accordance with law, rule, regulations, and authorizer policy.
- C. Attendance Area.** The School's primary attendance area shall be used for the purposes of determining applicability of this enrollment preference category. The School's primary attendance area is as follows: State of Idaho.

- D. Staff.** Instructional staff shall be certified as provided by rule of the State Board of Education. All full-time staff members of the School shall be covered by the Public Employee Retirement System of Idaho, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.
- E. Alignment with All Applicable Law.** The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are amended, the School shall be bound by any such amendment upon the effective date of said amendment.

SECTION 6: SCHOOL FINANCE

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

SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION

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

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

SECTION 8: MISCELLANEOUS

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

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

Chairman
Idaho Public Charter School Commission

Chairman
INSPIRE Academics Inc. Governing Board

Appendix A: Performance Framework

Appendix B: Conditions

Appendix C: Charter

Appendix D: IPCSC Closure Protocol

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PERFORMANCE FRAMEWORK GUIDANCE: ACADEMIC MEASURES

Adopted 8/13/2020

Revised 4/14/2022

Idaho Public Charter School Commission

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Phone: (208)332-1561

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Alan Reed, Chairman

Jenn Thompson, Director

ACADEMIC MEASURES

All School Measures

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

Comparison Group: Specific to school.

1. MATH PROFICIENCY

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

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

2. ELA PROFICIENCY

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

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

3. MATH GROWTH

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

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

4. ELA GROWTH

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

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

5. LITERACY PROFICIENCY

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

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

6. COLLEGE AND CAREER READINESS

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

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

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

OPERATIONAL MEASURES

BOARD STEWARDSHIP

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

OPERATIONAL MANAGEMENT

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

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BOARD GOVERNANCE

1. Governance Structure Rubric

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

Governance Structure Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• Board Bylaws are compliant with ID law.• Articles of Incorporation are current.• No investigations were conducted into either ethical behavior or conflict of interest regarding any board director.• The board did not experience an Open Meeting Law violation that needed to be cured this year.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

2. Governance Oversight Rubric

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

Governance Oversight Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• The board reviews academic data in a timely and thorough manner.• The board reviews financial reports in a timely and thorough manner.• The board maintains compliant policies.• The board engages in strategic planning.• The board conducts a compliant annual evaluation of their school leader and/or management organization.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

3. Governance Compliance Rubric

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

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

OPERATIONAL MANAGEMENT

4. Student Services Rubric

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

Student Services Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	All of the following are true: <ul style="list-style-type: none">• The school's English Language Learner program is in good standing;• The school's Special Education program is in good standing; The school's college and career readiness program is in good standing; and• The school's federal programs are in good standing.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

5. Data Security and Information Transparency Rubric

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

Data Security and Information Transparency Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• The school's website is compliant with I.C. 33-133(7) (data collection, access, and security policy); I.C. 33-320 (continuous improvement plan); and I.C. 33-357 (expenditures updated monthly, contracts, performance reports, and annual budgets).• The school did not experience any issues involving data security this year.• The school did not experience any compliance issue regarding public records requests this year.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

6. Facility and Services Rubric

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

Facility and Building Services Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• The school's occupancy certificate is current.• The school maintains current safety inspections and drills.• The school provides daily transportation to students in compliance with Idaho Code. The school provides a compliant lunch program.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

7. Operational Compliance Rubric

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

Operational Compliance Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• Required reports are submitted accurately and on time.• The school maintains a compliant enrollment process.• No correct action plans were issued by the SDE this year.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

FINANCIAL MEASURES

NEAR TERM HEALTH

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

SUSTAINABLE HEALTH

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

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NEAR-TERM HEALTH

1. Current Ratio

Calculation: Current Assets divided by Current Liabilities

Data Source: Annual Fiscal Audit Report

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

2. Unrestricted Days Cash

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

Data Source: Annual Fiscal Audit Report

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

3. Default

Calculation: No calculation.

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

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

4. Enrollment Variance

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

Data Source: ISEE and direct school report

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

SUSTAINABLE HEALTH

5. Total Margin and 3Yr Aggregated Total Margin

Calculation:

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

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

Data Source: Annual Fiscal Audit Report

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

6. Cash Flow and Multi-Year Cash Flow

Calculation (example years are included as reference):

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

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

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

Data Source: Annual Fiscal Audit Report

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

7. Debt Service Coverage Ratio

Calculation:

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

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

Data Source: Annual Fiscal Audit Report

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

8. Debt to Asset Ratio

Calculation: Total Liabilities divided by Total Assets

Data Source: Annual Fiscal Audit Report

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

9. Financial Compliance Rubric

Calculation: Total Liabilities divided by Total Assets

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

Financial Compliance Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• Accounting Practices: finances are managed in compliance with GAAP.• Financial Transparency: expenditures and contracts are posted on the school's site.• Internal Controls: the school's internal controls are compliant.
Approaches Standard	The school was informed of non-compliance with accounting practices, financial transparency, or internal controls, and prompt action to correct is in evidence.
Does Not Meet Standard	<p>The school is operating under a notification of fiscal concern or a notification of possible or imminent closure</p> <p>OR</p> <p>The school was informed of non-compliance with accounting practices, financial transparency, or internal controls and the issues were not corrected within 30 days.</p>



PERFORMANCE FRAMEWORK GUIDANCE: ALTERNATIVE MEASURES

Adopted 8/13/2020

Revised 4/14/2022

Idaho Public Charter School Commission

514 W Jefferson, Suite 303

Boise, Idaho 83720

Phone: (208)332-1561

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Alan Reed, Chairman

Jenn Thompson, Director

ADDITIONAL ACADEMIC MEASURES FOR ALTERNATIVE PROGRAMS GRADES 6-12

Standard Academic Measures

1. Math Proficiency
2. ELA Proficiency
3. College and Career Readiness (5yr ACGR)

In addition to the standard measures above, the following measures will apply to alternative programs.

Alternative Program Measures

1. Math Content Mastery
2. ELA Content Mastery
3. Progress Toward Graduation
4. College and Career Readiness- Alternative

In order to be considered an alternative program, 100% of the students enrolled in the program must meet the statutory definition of “at-risk”.

Comparison Group: the comparison group for alternative programs includes all schools and IPCSC programs serving 100% at-risk student populations.

MATH PROFICIENCY (Standard Measure)

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

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

MATH CONTENT MASTERY ALTERNATIVE

Note: This measure will be considered in addition to the standard proficiency measure for schools classified as alternative. Non-alternative schools may include this measure as a mission specific goal, in addition to the standard measures, if they feel this data would help the IPCSC understand their school's academic outcomes.

Idaho graduation requirements only require math to be taken in three of the four years of high school. Alternative schools structure this requirement differently. For the purposes of this measure, the total number of continuously enrolled students will exclude students enrolled in a grade for which the school does not require math to be taken.

Alt Proficiency Rubric	
Exceeds Standard	The percentage of continuously enrolled students who have either already completed all ELA/Math graduation requirements or successfully earned credit for the equivalent of 1 year of instruction in the discipline (ELA or Math) is more than 10% above the school's percentage in the previous year, OR The percentage in the current year is greater than 80%.
Meets Standard	The percentage of continuously enrolled students who have either already completed all ELA/Math graduation requirements OR Successfully earned credit for the equivalent of 1 year of instruction in the discipline (ELA or Math) is equal to or up to 10% greater than the school's percentage in the previous year.
Approaches Standard	The percentage of continuously enrolled students who have either already completed all ELA/Math graduation requirements OR Successfully earned credit for the equivalent of 1 year of instruction in the discipline (ELA or Math) is below, but no more than 10% below, the school's percentage in the previous year.
Does Not Meet Standard	The percentage of continuously enrolled students who have either already completed all ELA/Math graduation requirements OR Successfully earned credit for the equivalent of 1 year of instruction in the discipline (ELA or Math) is more than 10% below the school's percentage in the previous year.

ELA PROFICIENCY (Standard Measure)

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

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

ELA CONTENT MASTERY ALTERNATIVE

Note: This measure will be considered in addition to the standard proficiency measure for schools classified as alternative. Non-alternative schools may include this measure as a mission specific goal, in addition to the standard measures, if they feel this data would help the IPCSC understand their school's academic outcomes.

Alt Proficiency Rubric	
Exceeds Standard	The percentage of continuously enrolled students who have either already completed all ELA/Math graduation requirements or successfully earned credit for the equivalent of 1 year of instruction in the discipline (ELA or Math) is more than 10% above the school's percentage in the previous year, OR The percentage in the current year is greater than 80%.
Meets Standard	The percentage of continuously enrolled students who have either already completed all ELA/Math graduation requirements OR Successfully earned credit for the equivalent of 1 year of instruction in the discipline (ELA or Math) is equal to or up to 10% greater than the school's percentage in the previous year.
Approaches Standard	The percentage of continuously enrolled students who have either already completed all ELA/Math graduation requirements OR successfully earned credit for the equivalent of 1 year of instruction in the discipline (ELA or Math) is below, but no more than 10% below, the school's percentage in the previous year.
Does Not Meet Standard	The percentage of continuously enrolled students who have either already completed all ELA/Math graduation requirements OR Successfully earned credit for the equivalent of 1 year of instruction in the discipline (ELA or Math) is more than 10% below the school's percentage in the previous year.

9-12 PROGRESS TOWARD GRADUATION ALTERNATIVE

Note: This measure will be considered in addition to the standard growth measure for schools classified as alternative. Non-alternative schools may include this measure as a mission specific goal, in addition to the standard measures, if they feel this data would help the IPCSC understand their school's academic outcomes.

For the purpose of this measure, a quarter of instructional enrollment will be calculated based on the number of instructional days reported and may be further modified by mutual agreement of the school and the IPCSC based on the alternative school's course completion structure.

Alt Growth Rubric	
Exceeds Standard	More than 75% of students enrolled in the alternative program earned 2.9 credits for every instructional quarter for which the student was enrolled for 90% of the days in that instructional quarter.
Meets Standard	Between 65% and 75% of students enrolled in the alternative program earned 2.9 credits for every instructional quarter for which the student was enrolled for 90% of the days in that instructional quarter falls, OR his percentage is less than 65% BUT at least 5% greater than in the previous year.
Approaches Standard	Less than 65% of students enrolled in the alternative program earned 2.9 credits for every instructional quarter for which the student was enrolled for 90% of the days in that instructional quarter AND this percentage is between 3% and 5% greater than the previous year.
Does Not Meet Standard	Less than 65% of students enrolled in the alternative program earned 2.9 credits for every instructional quarter for which the student was enrolled for 90% of the days in that instructional quarter AND this percentage is less than 3% greater than in the previous year.

COLLEGE AND CAREER READINESS (Standard Measure)

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

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

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

COLLEGE AND CAREER READINESS – ALTERNATIVE

Note: This measure will be considered in addition to the standard college and career readiness measure for schools classified as alternative. Non-alternative schools may include this measure as a mission specific goal, in addition to the standard measures, if they feel this data would help the IPCSC understand their school's academic outcomes.

C&C Readiness Rubric	
Exceeds Standard	The percentage of the not continuously enrolled students who were enrolled for at least 45 days and were eligible to graduate in the same academic year (plus summer) who graduated is more than 10% above the school's percentage in the previous year, OR The percentage in the current year is greater than 75%.
Meets Standard	The percentage of the not continuously enrolled students who were enrolled for at least 45 days and were eligible to graduate in the same academic year (plus summer) who graduated is equal to OR Up to 10% greater than the school's percentage in the previous year.
Approaches Standard	The percentage of the not continuously enrolled students who were enrolled for at least 45 days and were eligible to graduate in the same academic year (plus summer) who graduated is below, but no more than 10% below the school's percentage in the previous year.
Does Not Meet Standard	The percentage of the not continuously enrolled students who were enrolled for at least 45 days and were eligible to graduate in the same academic year (plus summer) who graduated is more than 10% below the school's percentage in the previous year.

Appendix B: Conditions

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Appendix B: Conditions of Renewal

1. Condition 1: Inspire's alternative education program, Empower Connections Academy (Empower), must achieve a Meets Standard rating on the math proficiency measure of the Commission's performance framework in fiscal year 2025. Since the corresponding data will be evaluated on or before November 15, 2025, the date by which this condition must be met is November 15, 2025.

Inspire scored 10% below the meets standard mark on this measure in fiscal year 2022. The math proficiency measure is defined in the performance framework and shall be incorporated into Inspire's 2023-2028 performance certificate.

2. Condition 2: Inspire is no longer "exempt from some or all measures within the financial portion of the Performance Framework," as stated in Inspire's 2018-2022 performance certificate. The purpose of this condition is to ensure that the public has access to an annual performance report that provides complete and transparent information about Inspire's financial outcomes. This condition must be met by July 1, 2023.
3. Condition 3: Inspire's negotiated performance certificate shall include a maximum enrollment number not to exceed 2,150 students. However, Inspire will be permitted to request an increase in this enrollment number through the charter revision process. The purpose of this condition is to ensure budget predictability for all schools and to ensure that emergency growth decisions are made by the appropriate entity. This condition must be met by July 1, 2023.

Appendix C: Charter

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INSPIRE

Virtual Charter School Petition

Submitted to the
Idaho Charter School Commission
February 1, 2005
(Revised March 2005)

(Revised March 2019)

Contact:

Karen Haines, Principal, INSPIRE
600 N. Steelhead Way, Suite 164
Boise, ID 83704
(208) 322-4002

TABLE OF CHARTER ELEMENTS

1.	Elector petition forms with no less than 30 signatures	1
2.	Articles of Incorporation and Bylaws of the nonprofit corporation	2
3.	Describe the school's educational program and how learning will occur	3
4.	Identify the school's goals and how all Educational Thoroughness Standards (as defined in Section 33-1612, Idaho Code) shall be fulfilled	8
5.	Identify measurable student educational standards/objectives which describe the extent to which all students of the charter school demonstrate they have attained the skills and knowledge specified as goals	11
6.	Identify various methods by which student progress is to be measured in meeting educational standards/objectives	13
7.	Include a provision by which students will be tested with the same standardized tests as other Idaho public school students	14
8.	Include a provision that ensures the charter school shall be accredited as provided by rule of the Idaho State Board of Education	15
9.	Describe the governance structure of the school, including the person or entity that shall be legally accountable for the operation of the school.	16
10.	Describe the process to be followed to ensure parental involvement.	17
11.	Outline the qualifications to be met by individuals employed by the school.	18
12.	Include provision that ensures all staff members will submit a criminal history check fingerprint card to the Office of Certification at the State Department of Education	19
13.	A statement that all teachers and administrators will be on a written contract approved by the Superintendent of Public instruction	20
14.	Include procedures to ensure health and safety of students and staff	21
15.	Describe admission procedures, including provision for over-enrollment, which specify equitable selection processes for the initial year, as well as subsequent years of operation. In addition, include enrollment capacity of the charter school	22
16.	A statement describing how waiting lists will be developed and renewed annually	25
17.	Describe the manner in which citizens residing in the compact and contiguous attendance area of the charter school will be made aware of enrollment opportunities	26
18.	Describe the manner in which the annual audit of financial and programmatic operations is to be conducted	28
19.	Outline procedures for suspension, expulsion and re-enrollment of students	29

20.	Include provision that ensures all staff members will be enrolled in and covered by Public Employee Retirement System, Federal Social Security, Unemployment Insurance/Workers Compensation Insurance	32
21.	Include a public-school attendance alternative for students residing within the school district who choose not to attend the charter school	33
22.	Describe the transfer rights of any employee choosing to work in a charter school, and the right of this employee to return to any non-charter school in the district	34
23.	Include provision that ensures that the staff of the charter school shall be considered a separate unit for purposes of collective bargaining	35
24.	Outline procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter	36
25.	Outline provisions for how special education services will be provided	37
26.	Describe the manner in which gifted and talented students will be served including a plan for identification and service	43
27.	Describe the manner by which Limited English Proficiency services will be provided	44
28.	Describe facilities to be used by the school.	45
29.	Outline the manner in which administrative services of the school are to be provided	46
30.	Describe potential civil liability effects upon the school and upon the district.	47
31.	Include documentation of organization under the Idaho Nonprofit Corporation Act	48
32.	Include documentation regarding insurance for liability and property loss	49
33.	Describe the manner by which eligible students from the charter school shall be allowed to participate in dual enrollment in non-charter schools within the District as provided for in Chapter 2, Title 33, Idaho Code	50
34.	Describe the compact and contiguous attendance area of the charter school	51
35.	Outline transportation services for students, including estimated first year cost	52
36.	Outline provisions for Child Nutrition	53
37.	Include a provision that ensures a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors (Children's Internet Protection Act)	54

38. A virtual charter school that is approved by the school district board of trustees must include a statement declaring if the school wishes to be considered an LEA for purposes of federal formula funding	56
39. Tracking form signed by local board chair and stamped with SBOE tracking number	57
40. BUDGET (REVISED MARCH 2019)	58

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1. Elector petition forms with no less than 30 signatures.

Elector petition forms with no less than 30 certified signatures are included in Exhibit A.

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2. Articles of Incorporation and Bylaws of the nonprofit corporation.

The INSPIRE Articles of Incorporation and initial approved Bylaws are included in Exhibit B.

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3. Describe the school's educational program and how learning will occur.

a. Overview

INSPIRE is a proposed virtual charter school that is seeking authorization from the Idaho Charter School Commission to serve students in grades K-12 throughout Idaho beginning in Fall 2005. INSPIRE will maximize academic achievement for students who need an alternative to the traditional classroom. First-year enrollment at INSPIRE is expected to be approximately 500 students, with enrollment growing to over 2,000 students by Year 5.

INSPIRE has selected for its core program the Connections Academy virtual public school curriculum, instructional model, and technology that have proven successful nationwide, supplemented and expanded specifically for Idaho.

Working under the guidance of certified, highly qualified teachers with whom they interact via telephone, email, and groupware following a Personalized Learning Plan, INSPIRE students will engage in a rigorous, Idaho Achievement Standards-aligned curriculum that is rich in print, enhanced by technology, and tailored to their learning needs. INSPIRE may also provide an alternative program for approved grade levels.

Each INSPIRE student has a learning coach, typically a parent, who works daily with the student face-to-face following detailed INSPIRE lesson plans under the guidance of the professional INSPIRE teacher.

INSPIRE students will be provided with the complete curriculum materials (online and offline, print- and technology-based) for their grade, a loaned family computer and subsidized Internet access. All INSPIRE students have the opportunity to participate in face-to-face field trips and community activities while also learning to work effectively in a virtual environment not unlike the working world that they will one day enter.

The INSPIRE school will also serve as a reference site for Idaho scholars engaged in research on technology, education, and distance learning. The INSPIRE founding group is engaged in ongoing discussions with Boise State University (see Provost letter, enclosed) regarding a multi-faceted partnership which may include location of the INSPIRE office and teaching center on the university campus, collaboration on teacher training and curriculum development, and research and evaluation activities.

b. Curriculum

INSPIRE combines proven and rigorous print-based curriculum materials with the best in technology-enhanced learning such that a significant portion of the curriculum is delivered through the Internet and other electronic means. The entire curriculum is aligned to the Idaho Achievement Standards.

The INSPIRE curriculum will be based on the Connections Academy program as extended for grades K-12 in Idaho. INSPIRE may also provide an alternative program for approved grade levels.

- The K-8 Connections Academy curriculum integrates textbooks, lesson plans and other content from a variety of leading publishers and school programs including Houghton Mifflin, Zaner-Bloser, the Calvert school and others (see course catalog included as Exhibit C1). The curriculum is regularly updated to conform to state

standards and student needs. The Connections Academy curriculum has been shown to be effective based on standardized test scores in other states and is currently in the process of being accredited by the Commission on International and Trans-regional Accreditation (CITA).

- The Connections Academy 9-12 program will provide a more online high school curriculum, as appropriate for secondary school learners (see Exhibit C2 for an overview of the 9th grade curriculum). The high school curriculum, which will be fully aligned with Idaho Achievement Standards, will integrate digital versions of textbooks from major publishers enhanced by multimedia, interactive material, communication/ conferencing tools, and team projects. Top-quality third-party courseware elements will be licensed as part of the 9-12 curriculum, based on alignment to Idaho Achievement Standards, demonstrated success in producing positive test results, accreditation by CITA and/or a regional accrediting organization, and fit with the Connections Academy and INSPIRE curriculum philosophies. For example, INSPIRE may seek to include courses licensed from the Idaho Digital Learning Academy as part of this complete high school curriculum.

The entire K-12 INSPIRE curriculum will be updated on a regular basis, with major changes subject to approval by the school's Governing Board.

Technology plays an important facilitating role in the INSPIRE curriculum, so INSPIRE will ensure that its students have access to technology. Each family participating in INSPIRE will receive a loaned computer with a printer and an Internet service subsidy. All necessary software and technology support are provided along with the computers. For a discussion of safe and appropriate use of technology tools, see Element 37.

In addition to working with the curriculum materials described above, INSPIRE students will have the opportunity to participate regularly in both face-to-face and virtual community activities. Face-to-face activities include field trips and community outings facilitated by the INSPIRE community coordinators -parent volunteers whom INSPIRE supports in organizing such activities for families who live nearby. INSPIRE's technology•

based activities include virtual group projects, online bulletin boards/forums (such as "Math Problem of the Week"), book chats, teacher-led discussions, learning-focused webmail, and student clubs ranging from chess to yearbook. All of the collaborative online activities and communications tools are restricted for use only by members of the INSPIRE community; parents can feel comfortable that their children are experiencing this technology safely within the "walled garden" of INSPIRE.

Given the balance of modes and media for learning at INSPIRE, actual time online for students (as compared to parents and teachers) will vary according to each student's developmental level, learning needs, and learning styles. Students in grades K and 1 may spend up to 15% of their time online; students in grades 2 -5 may have a range of 15 - 25%; students in grades 6 - 8 may range from 25-50+% of time online, and students in grades 9- 12 may spend up to 75% of their school time online.

INSPIRE will be part of a family of schools using the Connections Academy program and will be a trailblazer among them for its inclusion of grades 9-12. There are currently 11

Connections Academy schools in eight states across the country: Wisconsin, Colorado, California, Pennsylvania, Ohio, Florida, Arizona and Minnesota. Student achievement results from the 2003-04 school year confirm the effectiveness of the Connections Academy curriculum. The Connections Academy program has been used in Colorado and Wisconsin for more than one year and test scores exceeded AYP in both states. Further in Wisconsin and Florida, Connections Academy students met or exceeded the states' standards. Other state scores represent early Fall results for the schools' first years or have not yet been reported

c. Instructional Techniques

INSPIRE's instructional design is known as Personalized Performance Learning. Education research connects this design's three primary components -parent/family involvement, individualized instruction, and high-quality teaching -to improved student achievement:

- *Parent involvement:* Decades of research show that parent participation in education is very closely related to student achievement. In *A New Generation of Evidence: The Family Is Critical to Student Achievement*¹ Anne T. Henderson and Nancy Berla document concrete benefits of parent involvement for students, including higher grades and test scores, higher graduation rates, and greater enrollment in postsecondary education. A Stanford study found that using parents as tutors brought significant and immediate changes in children's I.Q. scores. At INSPIRE, all parents are closely involved in their child's education either directly as a learning coach or through oversight of a learning coach they designate.
- *Individualized instruction:* Students clearly benefit from instruction that is individualized in terms of pace, content, sequence and style. Among the many studies on this topic, Margaret Haertel and her colleagues show in "What Helps Students Learn?"² that "curriculum and assessment tailored to student ability and academic background" to assure "an appropriate level of task difficulty for students and an appropriate instructional pace" is a proven tool for helping students achieve. At INSPIRE, instruction is individualized for every student, every day.
- *High-quality teaching:* Each teacher will be equipped with the skills and technology needed to bring out the best in every student. In his landmark study correlating test data with teacher quality, Harold Wenglinsky of the Educational Testing Service showed a direct link between good teaching and higher test scores. Students benefit from the personalized guidance of INSPIRE's highly qualified teachers.

The Personalized Learning Plan: The centerpiece of instruction at INSPIRE is the Personalized Learning Plan (PLP), which provides for individualized instruction tailored to the learning needs of each child. The PLP is an extensive document developed at the beginning of the school year by the Idaho-certified teacher in consultation with the student and the student's parents/guardians. This PLP is built from a combination of baseline

Henderson, A., & Berla, N. , eds. (1994). *A new generation of evidence: The family is critical to student achievement*. National Committee for Citizens in Education, Center for Law and Education, Washington, DC.

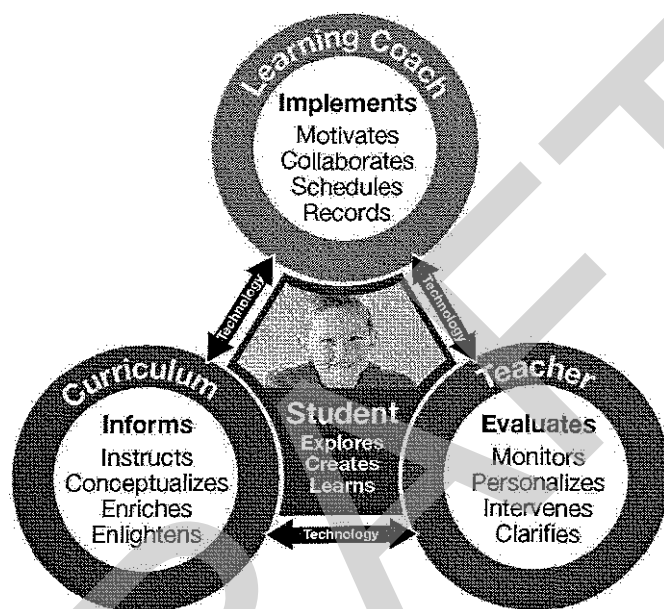
² Wang, Margaret C., Haertel, Geneva D., and Walberg, Herbert J. (1993), "What Helps Students Learn?" *Educational Leadership*.

³ Wenglinsky, Harold (2000), *How Teaching Matters: Bringing the Classroom Back Into Discussions of Teacher Quality*, Educational Testing Service.

assessments of both academic skills/knowledge and learning modalities, information gathered from the parents, and input directly from the student. Learning needs that go beyond the purely academic (such as study habits and interpersonal skills) are addressed in the PLP as well. The PLP then guides the student's course through the Idaho Achievement Standards-based curriculum.

All daily lesson plans are provided to students and families online, directing them step by step through use of the comprehensive set of textbooks, trade books, manipulatives, and consumables that INSPIRE ships to them.

The Learning Triad: Instruction at INSPIRE builds on the research and the PLP to surround each student with the resources needed for success. Each student will be part of a "learning triad" as illustrated below.



Learning Management System: The platform for organizing and managing the entire INSPIRE educational environment is the online Learning Management System (LMS). This proprietary, web-based software allows INSPIRE to deliver every assignment and track every activity, monitoring the completion of individual lessons as well as mastery of discrete skills and knowledge (see Exhibit D, Learning Management System highlights). With this system, INSPIRE is able to provide an unprecedented level of time-on-task detail. The LMS operates within Connections Academy's very secure and robust technology infrastructure which protects all data from loss and intrusion while maintaining a safe environment in which students, parents, and teachers can interact with each other (see Exhibit E, Network Infrastructure & Security).

A complete learning team: At INSPIRE, student learning benefits from committed educators and involved parents who provide total support for the student's PLP.

- *Idaho-certified, highly qualified teachers:* Each INSPIRE student will have an Idaho-certified teacher specially trained in the INSPIRE curriculum and instructional

method. Working full-time in INSPIRE's local professional office/teaching center, which is proposed to be located on the Boise State University campus, this teacher is responsible for evaluating assignments and work products, providing instructional assistance, assigning and scoring assessment activities, and providing feedback on the child's performance. Based on a student's demonstrated mastery of the material, teachers will add, expand or replace assignments; they will also grade students in each subject for the regular student report cards and make promotion or retention decisions. Depending on the need of the learner, teacher contact with the student and learning coach -most often via telephone and email -may be as frequent as several times a day, and at minimum once every two weeks. Teachers do not wait to be contacted; they are proactive participants in their student's learning plans. In addition, INSPIRE families are always welcome to visit the INSPIRE office in Boise during business hours to meet with their teachers in person.

- *Face-to-face learning coaches:* Each INSPIRE student will have a learning coach• a parent or other responsible adult designated by the parents-who works with him or her in person under the guidance of the Idaho-certified professional teacher. Parent involvement is a centerpiece of the INSPIRE concept. Whether a parent's role is as a learning coach, or as someone providing oversight to the learning coach, all parents/guardians will be intimately familiar with their child's progress on a day-to-day basis at INSPIRE. The school offers ongoing training and support to help learning coaches carry out their important role while making optimum use of the available technology tools and professional teacher support to do so.
- *Expanded educational support:* The INSPIRE principal coordinates the work of the teachers, using data from the Learning Management System to target curriculum and instructional resources toward specific student needs. Supporting the principal and teachers in their work are Connections Academy curriculum specialists, who are highly trained in distance education methodologies and specific subject areas. Curriculum specialists will be available by telephone and email to the INSPIRE teachers for assistance in addressing particular curriculum topics or in customizing curriculum for particular student needs. The Connections Academy Special Education Director serves as resource for teachers as they develop/adjust services for special education students in the INSPIRE program. INSPIRE may also provide an alternative program for approved grade levels.

In effect, each INSPIRE student has a team of experts working together to leverage the school's myriad resources -technological, instructional, and interpersonal - for his or her success.

4. Identify the school's goals and how all Educational Thoroughness Standards (as defined in Section 33-1612, Idaho Code) shall be fulfilled.

INSPIRE's overarching goal is student mastery of its challenging, Idaho Achievement Standards-aligned curriculum in a personalized learning environment that promotes 21st century learning skills and meets Idaho's Educational Thoroughness Standards, as required by the Idaho Public Charter School law. INSPIRE will achieve this overarching goal through seven measurable objectives described in detail in Elements 5 and 6.

INSPIRE believes that an educated person of the 21st century must be literate and articulate, mathematically competent, scientifically and technologically adept and have the opportunity to develop individual creative and physical abilities. INSPIRE recognizes its responsibility to generate enthusiasm and excitement for the lifelong process of learning by providing a curriculum that is relevant, integrated and age-appropriate at the same time that it is aligned to Idaho Achievement Standards. INSPIRE is a high-quality, high-tech, high-touch virtual "school without walls" that brings out the best in every student through Personalized Performance Learning.

The INSPIRE goals and objectives will be met through curriculum and instructional programs that fulfill all of the recommendations recently put forth by the Partnership for 21st Century Skills⁴ which include:

- Emphasis on core subjects: INSPIRE students will master the timeless fundamentals such as reading, writing, mathematics, science, and social studies.
- Emphasis on learning skills: INSPIRE students develop the essential skills required for lifelong, continuous learning, such as communication, information, problem-solving, and self-directional skills.
- The use of 21st century tools to develop learning skills: As the Partnership recommends, INSPIRE students develop proficiency in an array of digital information and communication tools.
- Teaching and learning in a 21st century context: At INSPIRE, learning takes place beyond the "four walls of the classroom" and integrates the community, parents, and fellow learners connected by technology, as the Partnership recommends.
- Teaching and learning of 21st century content: The Partnership stresses global awareness, economic literacy, and civic literacy among other topics, which the INSPIRE curriculum integrates throughout the grades through both technology-based and print-based learning activities.
- Use of 21st century assessments that measure 21st century skills: As the Partnership recommends, INSPIRE uses both standardized testing and ongoing, curriculum-based assessments -including portfolios of student work and online assessment activities -which integrate with teacher data analysis tools to allow for sophisticated instructional decision-making by parents, students, and school staff.

INSPIRE also believes that the individualized and supported educational program

⁴ The Partnership for 21st Century Skills, "Learning for the 21st Century," June 2003, <http://www.21stcenturyskills.org>.

facilitates the development of self-direction and personal responsibility among its students. In these ways, INSPIRE will meet the objective of producing students who are self-motivated, competent, lifelong 21st century learners.

INSPIRE's innovative curriculum and technology also support the eight Educational Thoroughness Standards established in Section 33-1612 of the Idaho Code:

- A safe environment conducive to learning is provided: INSPIRE students attend school primarily from home, a learning environment chosen by many families specifically because it is safe and conducive to focused instruction. In addition, the INSPIRE online environment is carefully structured and monitored by the school to be safe and conducive to learning.
- Educators are empowered to maintain classroom discipline: At INSPIRE, parents, students, and teachers together share responsibility for maintaining a disciplined learning environment. The classroom at home is overseen by the parents, who are empowered to maintain discipline as they see fit with their own children; parents also have access to the advice and support of other INSPIRE families on how to run an organized and disciplined classroom at home. The "virtual classroom" where students come together as a school community is governed by clear and consistent rules of behavior articulated in the INSPIRE code of conduct and handbook.
- The basic values of honesty, self-discipline, unselfishness, respect for authority and the central importance of work are emphasized: The core INSPIRE curriculum emphasizes universal values and moral development in a non-sectarian way, through classic literature, high-quality social studies materials, a home life course, and multiple opportunities for positive interactions among students, families, and the community. Because success in a virtual school requires a high degree of self-discipline and hard work, the entire school experience reinforces these values.
- The skills necessary to communicate effectively are taught: The INSPIRE curriculum includes a very rigorous and expansive focus on written communication, including everything from diagramming sentences to developing major expressive works. Excellent communication skills are considered absolutely essential for teachers who wish to work at INSPIRE, as well as for students aiming for success in an environment in which telephone conversations, email, and message board postings are the primary forms of interaction with peers and teachers.
- A basic curriculum necessary to enable students to enter academic or professional-technical postsecondary educational programs is provided: The INSPIRE curriculum is very strong on all the fundamentals required for higher education at all levels. The classical nature of the curriculum and its alignment with the Idaho Achievement Standards further ensures that INSPIRE students will be well-prepared for post-high school education both outside and inside of Idaho. INSPIRE may also provide an alternative program for approved grade levels.
- The skills necessary for students to enter the workforce are taught: In addition to a solid grounding in literacy and numeracy and development of higher order thinking skills, INSPIRE students will benefit from the kinds of skills needed for

today's working world -virtual team work, distance communications, information management, and use of technology.

- The students are introduced to current technology: INSPIRE students interact daily with current computer technology, which the school provides for their homes. In addition, INSPIRE offers a multi-layered technology skills elective that explicitly covers all the basics of technology literacy as defined by the National Education Technology Standards.
- The importance of students acquiring the skills to enable them to be responsible citizens of their homes, schools and communities is emphasized: Good citizenship is a watchword of the INSPIRE school experience, as students learn to interact constructively with online peers from all walks of life while developing invaluable skills in their interrelationships with siblings, parents, and community members. In a very real sense, INSPIRE prepares its students to be good citizens of the 21st century world.

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5. Identify measurable student educational standards/objectives which describe the extent to which all students of the charter school demonstrate they have attained the skills and knowledge specified as goals.

Within the framework of alignment to the Idaho Achievement Standards, a crucial component of INSPIRE's plan for overall excellence is the establishment of clear academic and related goals for each student, and for the school, as well as clear ways to measure progress toward those goals. Specifically:

Objective 1 -Ongoing Student Progress: INSPIRE students will demonstrate ongoing progress in their Idaho Achievement Standards-aligned curriculum as measured by satisfactory attendance, participation, and performance. INSPIRE will set these benchmarks as follows:

- 90% of students will be in Satisfactory status on attendance each quarter during the school year, as logged by learning coaches/students and verified by teachers;
- 80% of students will in Satisfactory status on participation each quarter during the school year as measured by completion of lessons/courses, submission of portfolio items in timely manner, communication with the teacher, and several other variables; and
- 75% of students will be in Satisfactory status on performance each quarter during the school year as measured through demonstration of learned concepts on academic tasks across all core academic subjects based on internal assessments (including quizzes, tests and portfolios).

Objective 2 -Standardized Test Performance: INSPIRE students will participate in the Idaho Reading Indicator (IRI) in grades K-3, Idaho Direct Mathematics Assessment (DMA), the Idaho Direct Writing Assessment (DWA), and the Idaho Standards Achievement Test (ISAT) in other grades. The goal of all INSPIRE stakeholders will be to have schoolwide composite IRI, DMA/DWA, and ISAT scores that are equal to or better than the statewide benchmark of students meeting or exceeding standards by Year 3.

Objective 3 - Student Academic Growth: In the value-added model of academic growth upon which INSPIRE is based, each student will demonstrate a year of academic growth for a year in school. Using its standards-based, technology-facilitated Longitudinal Evaluation of Academic Progress (LEAP) pre- and post-test, INSPIRE will gauge each student's academic growth over the course of the year. The goal of all INSPIRE stakeholders will be that that at least 75% of students will demonstrate a year of academic growth on an annual basis.

Objective 4 -Parent Satisfaction: As a school of choice, INSPIRE must ensure that parents and families maintain a level of satisfaction with their child's school experience. The goal of all INSPIRE stakeholders will be that the school attains an overall score of at

least **4** (on a scale of 1-5) each year on the annual Connections Academy parent satisfaction survey.

Objective 5 -- Teacher Quality: INSPIRE will provide its students with excellent teaching by teachers dedicated to a specified grade range working together in an office/teaching center. The goal of all INSPIRE stakeholders will be that 100% of teachers will be highly qualified and that annual teacher attrition will be less than 6%.

Objective 6 - Longitudinal Student Gains: By its fifth year of operation, INSPIRE expects to have served a subset of its students for multiple years. Our goal at the end of Year 5 will be that students who have attended INSPIRE for three or more years will score a minimum of 10% higher on ISAT than their grade-level peers who are in their first year at INSPIRE.

Objective 7- Contribution to Knowledge Base: INSPIRE intends to serve as a living laboratory for research by Idaho scholars on individualized instruction and distance learning. Our goal by the end of Year 5 is to have contributed to the greater knowledge base on these issues, as measured by the completion of one or more credible research studies using data from INSPIRE.

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6. Identify various methods by which student progress is to be measured in meeting educational standards/objectives.

INSPIRE provides a variety of assessments throughout the year so that each student's academic progress is monitored on multiple levels, beginning with a placement test which facilitates appropriate matching of standards-aligned curriculum with student learning needs. Throughout the year, the INSPIRE Learning Management System maintains extensive specific data about every activity by every student every day. Furthermore, the robust student information system capabilities of the LMS permit rapid in-depth evaluation of performance by sub-groups such as disabled students or gifted/talented students. This rich array of data allows very targeted evaluation of the school's progress toward its objectives, as detailed below.

Objective	How Progress Will Be Measured
Objective 1 - Ongoing Student Progress, including Satisfactory status each quarter by 90% of students on attendance, 80% of students in on participation, and 75% of students in performance	Learning Management System data verified/evaluated by teachers; ongoing assessments (online and offline quizzes, tests, work samples/portfolios)
Objective 2 -Standardized Test Performance: Schoolwide composite IRI/SMA/DWA/ISAT scores equal to or better than the statewide benchmark by Year 3	Idaho Reading Indicator, Idaho Direct Mathematics Assessment, Idaho Direct Writing Assessment, Idaho Standards Achievement Test scores
Objective 3 - Student Academic Growth: 75% of its students across will demonstrate a year of academic growth on an annual basis.	Longitudinal Evaluation of Academic Progress (LEAP) pre- and post-test
Objective 4 -Parent Satisfaction: Overall Parent Satisfaction score of at least 4 out of 5 each year	Annual Parent Satisfaction Survey
Objective 5-- Teacher Quality: 100% highly qualified, annual attrition of less than 6%	Audit of human resources records
Objective 6- Longitudinal Student Gains: Students who have attended INSPIRE for three or more years score a minimum of 10% higher on ISAT than their grade-level peers who are in their first year at INSPIRE.	Idaho Standards Achievement Test scores
Objective 7- Contribution to Knowledge Base: Facilitate contribution by Idaho scholars to the greater knowledge base on individualized instruction and distance learning for at-risk students	One or more research studies within first five years

7. Include a provision by which students will be tested with the same standardized tests as other Idaho public school students.

Like all Idaho public school students, INSPIRE students will participate in required standardized testing, including the Idaho Reading Indicator for kindergarten and grades 1-3, the Idaho Standards Achievement Test, the Direct Math and Direct Writing Assessment, and the National Assessment of Educational Progress, or whatever successor tests the State Board of Education should approve.

Although they are students in a virtual school, INSPIRE students will take these standardized tests in person, at proctored locations within reasonable driving distance of their homes. Arranging these locations and ensuring that students are prepared and participate will be an important responsibility of the principal and the teaching staff.

If students and their families lack transportation to the testing sites and no informal arrangements can be made (e.g., carpooling with fellow INSPIRE students), the school will arrange for transportation. Funds for such transportation are included in the budget under Student Testing/Assessment (along with funds for testing site rental).

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8. Include a provision that ensures the charter school shall be accredited as provided by rule of the Idaho State Board of Education.

As soon as school operations begin, INSPIRE will launch the process of seeking accreditation as provided by Idaho State Board of Education rule. This early pursuit of accreditation is a hallmark of the Connections Academy family of schools, building upon CITA accreditation to seek regional accreditation.

From day one, INSPIRE will ensure that its school operations meet the Idaho accreditation standards:

- **Vision, Mission and Policies:** Both the INSPIRE vision of personalized, 21st century learning and its mission of facilitating optimum achievement for each student are supported by clear, consistent, and well-articulated policies governing the life of the school.
- **Highly Qualified Personnel:** INSPIRE teachers are Idaho-certified and qualified to teach in their subject areas and grade levels.
- **Educational Program:** The INSPIRE educational program is research-based and integrates the highest quality curriculum materials aligned to Idaho Achievement Standards.
- **Learning Environment:** The INSPIRE learning environment combines the personalization and safety of the student's home with the expansive, barrier-free world of technology, all structured to meet the learning needs of the student.
- **Continuous School Improvement:** The INSPIRE Learning Management System provides complete data on student performance to empower teachers to continuously improve their practice while equipping the principal and Governing Board to press for ongoing improvements in overall school operations.
- **Student Achievement:** INSPIRE's ultimate goal is to improve student achievement through personalized, data-driven instruction; highest-quality curriculum; and meaningful parent, family, and community involvement in each learner's progress.

9. Describe the governance structure of the school, including the person or entity that shall be legally accountable for the operation of the school.

The INSPIRE Governing Board will oversee the operation of the charter school and be legally accountable for its operations. The Board sets policy and hires contractors, including those providing the management, curriculum, technology and instructional services.

Additionally, the Board is responsible for ensuring that all aspects of the financial and programmatic accountability systems fulfill INSPIRE's obligations to the Idaho Department of Education. The Board shall adopt all policies as required for the charter school program of INSPIRE.

Board Meetings: The Board will meet monthly on a uniform day of a uniform week, and its meeting in July in each year will be considered its annual meeting and annual budget hearing. Special meetings of the Board may be called by the chairman or by any two (2) members of the board and held at any time with appropriate notice as set forth in the organization's bylaws and in Section 33-510 Idaho Code. All meetings will take place in accordance with requirements of Idaho Code and charter school rules, including but not limited to the laws regarding interested parties and conflict of interest.

Board composition: The founding members of the Governing Board were selected in keeping with the bylaws and were seated by the incorporator. They shall, in selecting future Board members, ensure potential members are committed to the school's mission. In addition, the Board will evaluate the potential members' credibility and integrity within the community. INSPIRE will actively recruit Board members who have professional skills that complement or add to the existing Board composition. The Board will also consider members' professional, educational, and practical experience. At least one position is to be held by someone with expertise in education. In order to insure parental involvement in the governance of the school, at least one position will be the parent or guardian of a student enrolled in the charter school (or prospective student prior to the start of school operations). As provided in the bylaws, the initial Board members will vote on the above positions for new board members, with a majority required for acceptance.

Board training: In order to insure smooth operations and effective board practices, INSPIRE will develop Governing Board training procedures. These will include orientation, training and self-evaluation strategies. The INSPIRE Governing Board will be responsible for outlining and implementing a regular, ongoing program in these areas.

Operating structure: The operating structure of the school will be similar to a traditional educational environment with a school principal who will supervise administrative staff and teachers. The school principal will act according to the policies and procedures as approved by the Governing Board. The principal will also act in an information and advisory capacity to the board, and will be responsible for implementing board policies in the day to day operation of the school. All personnel decisions including hiring, firing and evaluations concerning the principal and the teachers will be the responsibility of the Governing Board.

10. Describe the process to be followed to ensure parental involvement.

Parent involvement is a centerpiece of the INSPIRE concept. Whether a parent's role is as a learning coach working daily with one or more students, or as someone providing insights and guidance to a learning coach, all parents/guardians will be intimately familiar with their child's progress on a day-to-day basis at INSPIRE. The Learning Management System ensures that all parents have access to complete data about their children's learning, and the human infrastructure of the school -the principal and teachers -place the highest premium on supporting the role of parents. The school offers ongoing training and support to help learning coaches carry out their important role while making optimum use of the available technology tools and professional teacher support to do so.

The opportunity for meaningful, intensive involvement in their children's education is part of what draws families schools like INSPIRE in the Connections Academy family, and research among participating families indicates a high level of satisfaction in this regard. On the most recent Parent Satisfaction Survey, more than 90% of parents graded the Connections Academy A or B (see Exhibit F).

In addition to involvement focused on their own children's learning needs, INSPIRE parents will have multiple opportunities to shape the overall school experience. They can volunteer to serve as Community Coordinators, arranging field trips and other face-to-face activities among INSPIRE families who live nearby. They may be selected to serve as a parent member of the Governing Board, or serve on ad hoc groups convened by the Governing Board to focus on particular issues such as community partnerships and neighborhood outreach. Parents may also choose to join the Connections Academy Families Association, a national group of Connections Academy parents that has become very active in ensuring that parents' voices are heard throughout the Connections Academy network of schools.

11. Outline the qualifications to be met by individuals employed by the school.

INSPIRE's instructional leader will be the principal. Qualifications for the position are as follows:

- The INSPIRE principal will possess an advanced degree and an appropriate administrative credential as required by Idaho Board rules.
- A minimum of three years of management or administrative experience is required.
- A former principal or master teacher is ideal.
- The prospective principal must be technology literate and have good communication skills.
- Must be able to build consensus and inspire teachers to teach, students to learn and parents to engage in their child's learning while following the mission of the school.

The INSPIRE principal shall be offered a performance contract that includes provisions regarding the due process protections to be afforded to principals and the procedures for termination, which shall meet the minimum standards as specified by the Board.

The performance contract shall also include any performance criteria or goals negotiated between the INSPIRE governing body and the principal.

The performance contract will augment the standard contract approved by the State Board of Education.

Teachers: INSPIRE will have one teacher for every 50 students, with whom they will work one-on-one via telephone, email, group chat, and other means. Teachers will be required to possess:

- An appropriate Idaho teaching credential.
- A Bachelor's degree.
- A minimum of three years teaching experience.
- Certification that they are highly qualified for the assigned grades/subject matter.
- Skills in teaching a standards-based curriculum and incorporating innovative approaches to instruction.
- Good communication skills.
- Technology literacy.

Special attention will be paid to applicants who have experience in individualized instruction, virtual teams and distance education. Teachers with certification in reading and mathematics, as well as those qualified to teach ESL, will also be given special attention.

At least one teacher will have certification in Special Education in accordance with all Idaho requirements.

12. Include provision that ensures all staff members will submit a criminal history check fingerprint card to the Office of Certification at the State Department of Education.

The INSPIRE Governing Board and principal will ensure that all INSPIRE staff members, including the principal, will submit a criminal history check fingerprint card to the Office of Certification at the Idaho State Department of Education, as required by Idaho Code §§ 33-130 and 33-5210(4)(d).

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13. A statement that all teachers and administrators will be on a written contract approved by the Superintendent of Public Instruction.

All INSPIRE teachers and administrators including the principal, will be employed by the charter school under written contract with the school in form as approved by the Governing Board and the Superintendent of Public Instruction, conditioned upon a valid certificate being held by such professional personnel at the time of assuming their duties. All certificated employees will be employed by the Governing Board as required by Idaho Code § 33-5206(4) and all personnel actions concerning teachers and administrators including the principal, will be the responsibility of the Governing Board.

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14. Include procedures to ensure health and safety of students and staff.

Immunization/Medical Records Information: All enrolling INSPIRE students and staff will provide records documenting immunizations to the extent required by law. In addition, each enrolling family will provide the school with contact information for its primary care physician as well as information about its health insurance coverage for use in handling student health emergencies.

Facility safety: The INSPIRE teaching center will be housed in a facility that has received state fire marshal approval. The facility will comply with the Americans with Disabilities Act access requirements, and with other applicable health and building code requirements. The school will maintain all appropriate facility compliance documents on file, and will make these documents available upon request.

Other health and safety policies: Prior to commencing instruction, INSPIRE will adopt and implement a comprehensive set of health, safety, and risk management policies. These policies will be developed in consultation with the school's insurance carriers and following review of state policies. They will, at a minimum, address and/or include the following topics:

- Policies and procedures for response to natural disasters and emergencies.
- Policies relating to preventing contact with blood-borne pathogens and providing training to employees on such prevention.
- A policy requiring that instructional and administrative staff receive training in emergency response, including appropriate "first responder" training or its equivalent and/or hold current certificates in emergency response.
- Policies relating to the administration of prescription drugs and other medicines.
- A policy establishing that the school functions as a drug, alcohol, and tobacco free workplace.
- A policy regarding health screenings for student, such as vision, hearing, etc.
- Policies regarding visitors to the school facility, and other school security issues.
- Policies to insure the school is in compliance with federal sexual harassment prevention guidelines and is maintaining a learning and work environment that is free from sexual harassment.

All of the school's Health and Safety policies will be incorporated as appropriate into the school's student and staff handbooks and will be reviewed on an ongoing basis in the school's staff development efforts and Governing Board policies.

All Health and Safety policies approved by the Governing Board will be submitted to the Idaho Public Charter School Commission upon approval by the Governing Board.

15. Describe admission procedures, including provision for over-enrollment, which specify equitable selection processes for the initial year, as well as subsequent years of operation. In addition, include enrollment capacity of the charter school.

As a virtual charter school, INSPIRE's enrollment capacity is quite flexible, technically limited only by parent demand and by the availability of highly qualified teachers. However, because INSPIRE will place a high priority on quality of service to its students, it has established enrollment goals for each year. In any given year, if applications for admission by the enrollment deadline exceed that year's projected enrollment goal by more than 50%, the Governing Board may vote to put into place the fair and equitable selection process, including admissions preferences, described below.

Enrollment goals for each of the first five years of school operation are:

INSPIRE admission procedures are proposed as follows, in keeping with IDAPA 08.02.04, Section 203.

Enrollment Opportunities: INSPIRE will provide enrollment opportunities to students throughout Idaho following the procedures outlined in Element 17, below, which conform with the requirements of IDAPA 08.02.04, Section 203.02.

Enrollment Deadline: Each year, an enrollment deadline will be established, and all outreach activities will begin at least three months prior to that deadline.

Requests for Admission: To apply for enrollment for their children, parents must complete a simple application form that conforms to the requirements of IDAPA 08.02.04, Section 203.4. Applicants are encouraged, but not required, to attend informational sessions prior to enrolling in INSPIRE. INSPIRE will conduct multiple Information Sessions for families in Spring and Summer 2005, following approval of the charter. These sessions will be held in different parts of Idaho to assure that families from a variety of communities are able to attend. INSPIRE will use these sessions to provide a complete array of information about its program, including its curriculum, teaching methods, technology resources and testing requirements.

Many families may visit the website (www.connectionsacademy.com) or call the toll-free information line (800-382-6010) to learn about INSPIRE. The website contains information about the proposed charter school, its Personalized Performance Learning approach, and its curriculum. The site also contains a regularly updated set of Frequently Asked Questions

and their answers. When the charter has been approved, the site will be expanded to include application information and procedures, the INSPIRE School Handbook, and other useful tools for prospective students and their families.

Through its recruitment/marketing and application guidance activities, INSPIRE will disclose full details about its program and encourage families to carefully consider its academic and parental involvement demands before applying. INSPIRE will also provide tools (such as an online self-quiz and contact with a Connections Academy education counselor if desired) to help parents decide whether INSPIRE is truly the right fit for their children and themselves.

To finalize their enrollment, parents complete all enrollment and placement activities in a timely and complete fashion. This includes signing all necessary school-family agreements (such as the sample Parent/Learning Coach Agreement, Exhibit G). INSPIRE families will have the opportunity to receive extensive training prior to the start of the school year. This is particularly important for families whose children have only been in a public school setting or for those who have had limited exposure to technology. The training includes a thorough orientation to the Learning Management System and practice lessons for the students. Families also receive a book on virtual schooling that provides guidelines on everything from setting up a classroom in the home to how to handle more than one student.

Admission Preferences: INSPIRE will not discriminate against pupils on the basis of sex, race, religion, national origin, ancestry, creed, pregnancy, marital status, sexual orientation, or physical, mental, emotional, or learning disability or handicap in its education programs or activities, including its admissions policies and procedures. INSPIRE will establish admission preferences and priority of preferences for initial and subsequent years as permitted in IDAPA 08.02.04, Sections 203.05-07, as follows:

- **Priority of Preferences for Initial Enrollment:** In Year 1 of INSPIRE, preferences will be given first to children of founders, if any, limited to no more than 10% of initial capacity; "founders" shall be defined as the founding group members listed on the Articles of Incorporation as well as initial members of the Governing Board. Second priority will be given to siblings of students selected by through the equitable selection process described below. Third priority will be given to students selected through the equitable selection process described below. (As a virtual charter school, INSPIRE has the entire state of Idaho as an "attendance area," so no meaningful preference can be given for attendance area residence.)
- **Priority of Preferences for Subsequent Enrollment Periods:** In Years 2 and beyond, enrollment preferences at INSPIRE shall go first to returning pupils, second to children of founders, third to siblings of enrolled pupils, and fourth to students selected through the equitable selection process described below.

Proposed Attendance List: Each year, as recommended in IDAPA 08.02.04, Section 203.08, INSPIRE will maintain a proposed attendance list containing the names of all prospective students on whose behalf a request for admission was timely received by the school. The list of names will be separated by grade level, with columns designating the admissions preference status of each student (e.g., "A" for returning student preference, "B" for founder's preference, "C" for sibling preference).

Equitable Selection Process: In any given year, should the number of applications to INSPIRE exceed the school's enrollment goals by more than 50%, the Governing Board may vote to implement a lottery to ensure an equitable and impartial selection process. The lottery will follow the model process set forth in IDAPA 08.02.04, Section 203.09. The Governing Board will select an independent organization -a "third, neutral party" as recommended in the model process -to conduct and oversee the lottery at a separate and accessible location at least 30 days prior to the start of school. Families of applicants will be invited but not required to attend. During the lottery, the model selection process will continue until the entire applicant pool has been exhausted. First, the open position candidates will be assigned, following the preferences outlined above, and then a waiting list will be generated.

Results of the lottery will be certified as "true and correct" by the organization conducting the lottery within 24 hours of the event, and posted prominently on the INSPIRE website. Persons contesting the lottery results, on whatever grounds, will have 48 hours to present a letter specifically detailing their concerns. The INSPIRE Governing Board will consider all written protests and will make a determination as to whether to repeat the lottery or proceed with the original results.

Applicants on the "accepted" list will be notified by mail within five (5) business days following the final certification of lottery results, and parents will have ten (10) days in which to sign a commitment letter to indicate the pupil will attend the school. If the signed commitment letter is not returned within the allotted period of time, enrollment at INSPIRE will be offered to the next student on the waiting list, whose parents will have five (5) business days in which to respond with a signed commitment letter. As vacancies arise during the school year, enrollment opportunities will continue to be offered to those on the waiting list in a similar fashion.

The processes by which waiting lists are developed and maintained annually are described in Element 16, below.

16. A statement describing how waiting lists will be developed and renewed annually.

As described in Element 15, above, the INSPIRE Governing Board may decide to conduct a lottery for admission (following the model procedures set forth in IDAPA 08.02.04, Section 203.09) in any year in which the number of prospective exceed the enrollment goal by more than 50%. Each year's lottery will generate a waiting list following the enrollment preferences outlined above.

During any given school year, vacancies created by students leaving INSPIRE shall be filled from the waiting list. Enrollees selected from the waiting list will be notified by mail and will have five (5) business days in which to respond with a signed letter of commitment.

The waiting list for a given school year shall not roll over to the next school year; a new selection list and waiting list will be generated each year in which the Governing Board determines that the number of prospective students requires implementation of the equitable lottery process.

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17. Describe the manner in which citizens residing in the compact and contiguous attendance area of the charter school will be made aware of enrollment opportunities.

As a virtual charter school, INSPIRE has an attendance area that covers the entire state of Idaho. INSPIRE will actively recruit families that represent the full cultural, demographic and socioeconomic range of Idaho communities. To do so, INSPIRE will use a variety of means to inform families about its services and provide them an opportunity to enroll, including:

- *Direct mail:* After approval of the charter, INSPIRE will conduct one or more direct mail campaigns announcing the school to families with children throughout Idaho. In a typical mailing, INSPIRE will send out a postcard inviting parents to attend an Information Session (see below), visit the website, and/or contact the call center. INSPIRE may also use electronic mail to supplement its physical mail campaign.
- *Information sessions:* INSPIRE will conduct multiple Information Sessions for families in Spring and Summer 2005, following approval of the charter. These sessions will be held across Idaho to ensure that families from a variety of communities are able to attend. INSPIRE will use these sessions to provide a complete array of information about its program, including its curriculum, teaching methods, technology resources and testing requirements.
- *Web site:* INSPIRE will launch and maintain a website (www.connectionsacademy.com) that contains information about the proposed charter school, its Personalized Performance Learning approach, and its curriculum. The site also contains a regularly updated set of Frequently Asked Questions and their answers. When the charter has been approved, the site will be expanded to include application information and procedures, the School Handbook, and other useful tools for prospective students and their families.
- *Telephone/e-mail information service:* INSPIRE has launched and will maintain a toll• free information line (800-382-6010) and an email information service (info@connectionsacademy.com) to answer parents' questions about the contract school.
- *Community and youth services partnerships:* As part of its outreach process, INSPIRE will provide information about the school to community, family, and youth• serving organizations such as Boys and Girls Clubs; reach out to residential facilities; and seek partnerships with parent groups, health-related organizations; and organizations for young performers and athletes.
- *School district referrals and outreach:* INSPIRE will take every opportunity to brief school administrators and guidance personnel on INSPIRE as an alternative for students

who might benefit from individualized instruction in a non-classroom setting.

- **Media outreach:** INSPIRE will make limited use of paid media, primarily advertisements in community newspapers and radio service announcements, but will take full advantage of the local media's interest in promoting community events relevant to Idaho residents in order to inform parents about INSPIRE informational sessions and to raise awareness of the school.

In future years, current INSPIRE parents will play a leading role in serving as a source of information about the school and referring other families.

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18. Describe the manner in which the annual audit of financial and programmatic operations is to be conducted.

INSPIRE will undergo an annual audit of both its finances and its program.

As described more fully in Element 29, INSPIRE will be seeking to contract with an education management organization that provides the Connections Academy curriculum, has significant experience in supporting virtual schools nationwide, and is in good standing with all regulatory authorities concerning its financial management services. Timely annual audits conducted by outside auditors will be a key element required by the management contract.

The INSPIRE Governing Board will designate one of its members as the board treasurer who will work closely with the management organization to review the financial statements, authorize payments and report monthly to the board. The board will also appoint an audit committee and will engage a local auditor who will review the financials on a periodic basis and will also issue a final year end audit report.

In addition, the INSPIRE Governing Board will appoint a program audit committee which will engage an independent evaluator to audit the INSPIRE program on an annual basis. INSPIRE hopes to arrange for such evaluation services from an Idaho-based institution of higher education.

The results of both the financial and program audit will be reported to all INSPIRE stakeholders, including parents, the Idaho Department of Education, the Idaho Public Charter School Commission, and the community, as part of the school's annual report.

19. Outline procedures for suspension, expulsion and re-enrollment of students.

INSPIRE understands that it is responsible for ensuring a safe school environment. Furthermore, it expects all students enrolled in INSPIRE to accept responsibility for their actions and behavior. Appropriate conduct is expected of all students at INSPIRE. The student's code of conduct, summarized below, will be explained in the school Handbook () and includes steps to be followed in the event of misbehavior.

Discipline, Suspension and Expulsion Policies: The description below is provided as an initial guideline. The INSPIRE Governing Board will adopt comprehensive discipline, suspension and expulsion policies which will be in accordance with students' rights and with Section 33-205, Idaho Code and any other applicable law, including compliance with due process hearing provisions. The discipline policies will be developed to identify the types of conduct subject to discipline, to offer an opportunity for a hearing in which the student may present evidence to defend his/her actions, and, finally, to offer the student a forum in which to appeal an adverse decision. The School Handbook and the discipline policies will be approved by the INSPIRE Governing Board and will be reviewed at least once every three (3) years, more often if necessary. The Governing Board will review the policies to be sure they are within all current legal guidelines and are consistent with the school's mission and educational program.

Suspension: The INSPIRE principal may temporarily suspend any pupil for disciplinary reasons or for other conduct disruptive of good order or of the instructional effectiveness of the school. Violations that may lead to suspension include, but are not limited to, the following breaches of conduct, whether committed electronically or in person:

- *Cheating on tests or daily work:* A student who knowingly participates in copying, using another student's work and representing it as his or her own (for example, students transmitting their work electronically for another student's use), or who provides other students with test answers or answer keys, or otherwise uses unauthorized materials in an assignment or assessment situation.
- *Abusive conduct:* A student who uses or engages in using abusive language or conduct in the presence of others in person or electronically.
- *Vandalism:* A student who intentionally damages or destroys school property or records (physical or electronic). In these instances the school reserves the right to contact the proper law enforcement agency.
- *Theft and robbery:* A student who takes money or other property (physical or electronic) with the intent to deprive another person or the school of that property. The threat or the use of force or violence is considered a serious breach of conduct. In these instances the school reserves the right to contact the proper law enforcement agency.
- *Sexual harassment:* A student who subjects another to any unwelcome sexual advances including verbal harassment, unwelcome or inappropriate touching, or suggestions, requests, or demands for sexual favors.

- *Harassment/bullying:* A student who singles another out with antagonistic and threatening behavior, whether online or in person.

Due Process for Suspensions: Prior to suspending any student, the principal shall grant an informal hearing, convened with the student, parent/guardian, school principal and other staff members as appropriate, on the reasons for the suspension and the opportunity to challenge those reasons. At this hearing, the student and parent/ guardian will be informed by the school principal of the charges. Should the student not admit to the charges, he or she will be provided an explanation of the evidence. The student will be provided with an opportunity to present his or her version of the occurrence. If the school principal determines that the occurrence justifies suspension, the student and parent/ guardian will be informed and written notice will be sent to the student and parent/guardian. Students and parents/guardians will also be notified in writing of their rights.

Duration of Suspensions: A temporary suspension shall not exceed five (5) school days in length; and the head of school/superintendent may extend the temporary suspension an additional ten (10) school days. Provided, that on a finding by the Governing Board that immediate return to school attendance by the temporarily suspended student would be detrimental to other pupils' health, welfare or safety, the Governing Board may extend the temporary suspension for an additional five (5) school days. Any pupil who has been suspended may be readmitted by the principal who suspended him upon such reasonable conditions as said principal may prescribe.

Board Notification: The INSPIRE Governing Board shall be notified of any temporary suspensions, the reasons therefore, and the response, if any, thereto.

Expulsion: The Governing Board may deny enrollment, or may deny attendance at INSPIRE by expulsion, to any pupil who is an habitual truant, or who is incorrigible, or whose conduct, in the judgment of the board, is such as to be continuously disruptive of school discipline, or of the instructional effectiveness of the school, or whose presence in a public school is detrimental to the health and safety of other pupils, or who has been expelled from another school district in this state or any other state. Specific violations by INSPIRE students that may lead to expulsion include:

- *Weapon or firearm:* The school shall expel from school for a period of not less than one (1) year, twelve (12) calendar months, or may deny enrollment to, a student who has been found to have carried a weapon (including a bomb or explosive) or firearms on school property or at any school sponsored event in this state or any other state, except that the Governing Board may modify the expulsion or denial of enrollment order on a case-by-case basis.
- *Controlled substances:* Possession of or sale of controlled substances or paraphernalia at the school or at any school-sponsored event.
- *Criminal behavior.*
- *Arson.*

Due process for Expulsions: If charges are brought against a student, which could result in an expulsion, the Governing Board will convene a formal expulsion hearing

which will include the student, parent/ guardian, school principal, and other staff members as appropriate, presided over by a hearing officer (a neutral professional with experience in school discipline issues engaged as needed by the school for this purpose). No pupil shall be expelled nor denied enrollment without the Governing Board having first given written notice to the parent or guardian of the pupil, which notice shall state the grounds for the proposed expulsion or denial of enrollment and the time and place where such parent or guardian may appear to contest the action of the Board to deny school attendance, and which notice shall also state the rights of the pupil to be represented by counsel, to produce witnesses and submit evidence on his

own behalf, and to cross-examine any adult witnesses who may appear against him.

Within a reasonable period of time following such notification, the Governing Board shall grant the pupil and his parents or guardian a full and fair hearing on the proposed expulsion or denial of enrollment. However, the Board shall allow a reasonable period of time between such notification and the holding of such hearing to allow the pupil and his parents or guardian to prepare their response to the charge. Any pupil who is within the age of compulsory attendance, who is expelled or denied enrollment as herein provided, shall come under the purview of the juvenile corrections act, and an authorized representative of the Governing Board shall, within five (5) days, give written notice of the pupil's expulsion to the prosecuting attorney of the county of the pupil's residence.

Students with Disabilities: Discipline of students with disabilities shall be in accordance with the requirements of Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794 (sec. 504), the Individuals with Disabilities in Education Act, 20 U.S.C. 1400 et. seq. (IDEA), the American with Disabilities Act, 42 U.S.C. 12101 et. seq. (ADA). An authorized representative of the board shall report such student and incident to the appropriate law enforcement agency if there is an alleged violation of law.

Data Reporting on Suspensions and Expulsions: The school will include data on suspensions and expulsions in its annual performance report to the Idaho Department of Education and the Idaho Charter School Commission.

20. Include provision that ensures all staff members will be enrolled in and covered by Public Employee Retirement System, Federal Social Security, Unemployment Insurance/Worker's Compensation Insurance.

INSPIRE intends to attract and retain the highest-quality staff, and its employee benefits will reflect this intention. Among other benefits, INSPIRE staff will participate in:

- a. Public Employee Retirement System (PERSI): All eligible INSPIRE staff will be enrolled in PERSI, and the school will coordinate such participation, as appropriate, with the Social Security system or other reciprocal systems in the future. INSPIRE will make appropriate arrangements with the Idaho Department of Education to insure proper reporting of required payroll deductions and related data to the appropriate agencies. The school may also explore other retirement alternatives if feasible and if so directed by the Governing Board.
- b. Federal Social Security: As noted above, INSPIRE staff will have the same participation in Federal Social Security as do other Idaho public school employees.
- c. Unemployment Insurance/Worker's Compensation Insurance: INSPIRE staff will be covered for unemployment and worker's compensation, with all appropriate payroll deductions and reporting handled by the school.

21. Include a public school attendance alternative for students residing within the school district who choose not to attend the charter school.

As a charter school seeking original approval by the Idaho Charter School Commission, INSPIRE will not be authorized by or otherwise connected to any individual Idaho school district. However, as a statewide virtual charter school, INSPIRE will be a school of choice for students in every district. Each of these students will also have the choice to attend his or her local public school and/or an available public brick-and-mortar charter school rather enrolling in INSPIRE.

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22. Describe the transfer rights of any employee choosing to work in a charter school, and the right of this employee to return to any non-charter school in the district.

As a statewide virtual charter school seeking approval by the Idaho Charter School Commission, INSPIRE will not be authorized by or otherwise connected to any individual school district. Therefore, the transfer and return rights of district teachers are not within INSPIRE's purview.

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23. Include provision that ensures that the staff of the charter school shall be considered a separate unit for purposes of collective bargaining.

The INSPIRE staff will be considered its own unit for purposes of collective bargaining, should the staff choose to pursue a collective bargaining agreement.

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24. Outline procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.

The Idaho Public Charter School Commission and the Board of Directors of INSPIRE will resolve disputes relating to the provisions of this charter by following procedures set forth in section 33-5209, Idaho Code, and the applicable rules of the State Board of Education, including a notice of defect and submission of a corrective plan of action.

25. Outline provisions for how special education services will be provided.

INSPIRE is committed to serving children with disabilities whether such children are currently or newly identified as disabled. The INSPIRE teaching staff will include at least one appropriately certified special education teacher, and together with the Connections Academy's Special Education Director and staff -who possess extensive experience in providing support and services to children with disabilities using the virtual school instructional model -INSPIRE will be able to effectively meet the needs of special learners.

As a public school INSPIRE shall, through its policies and procedures, comply with all applicable requirements of the Individuals with Disabilities Act, 20 U.S.C. 1400 et. Seq. (IDEA), and Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794 (sec. 504). INSPIRE will provide a free appropriate public education (FAPE) to children with disabilities, including, but not limited to, identifying, evaluating, planning educational programs, conducting IEP team meetings, arranging for the provision of any necessary related services through charter school staff and contractual arrangement with local school districts or private providers, and implementing placements in accordance with those Acts. To ensure that INSPIRE's special education services are in keeping with Idaho best practices, the INSPIRE Governing Board will review and adopt the *Idaho Special Education Manual, September 2001* (and any future updates of this manual) as its special education policy.

Specifically, INSPIRE will provide special education services as follows.

a. Identification/Evaluation

- **Coordination/Location:** INSPIRE will designate one staff member as its Child Find coordinator, who together with Connections Academy special education staff will conduct Child Find coordination and location activities. These activities shall include coordination with appropriate state and local organizations and agencies, as well as ensuring public awareness both inside and outside the INSPIRE community through outreach each fall about INSPIRE special education services and procedures.
- **Screening:** The INSPIRE principal and special education staff, together with the Connections Academy special education team, will regularly review assessment results and other data to identify any possible special education needs among INSPIRE students.
- **Prereferral:** The INSPIRE staff will form a Child Study team consisting of teachers, special education teacher, principal, and Connections Academy specialists to handle all prereferrals, which may be made by teachers, parents, or others. The Child Study team will determine if the student's needs can be met through curriculum modifications and interventions or if a formal referral for special education evaluation is warranted. If the former, the teacher then implements and documents suggested modifications, lesson adaptations, and alternative instructional strategies, as well as the student's level of success with each.

- Referral: If the Child Study team suspects that a student requires special educational services, the following procedures are implemented:
 - o The INSPIRE teacher consults with the principal and Connections Academy Special Education Director to complete an official special education referral. The parent is notified of this referral.
 - o Parental consent for the student evaluation is obtained and the appropriate evaluations are arranged. Parents are sent a copy of *Procedural Safeguards*.
 - o Parent is invited to the interdisciplinary Child Study team meeting to review the assessment results. The team determines if the student has a disability and which least-restrictive special education services are required.
 - o Individualized Education Plan (IEP) meeting is scheduled -at the INSPIRE office, at another mutually agreeable site, or by telephone -and the parents are invited to attend. IEP goals are formulated with parental consent.
 - o IEP is implemented.

b. Programming

Since INSPIRE is a program focused on individualization, flexibility and personalization it is often a very good fit for students with special needs. INSPIRE can be an appropriate setting for students with special needs by providing:

- 1:1 individualized instruction
- A team of adults focused on student success
- Ongoing consultation with special educators and certified teachers to assist with adapting and modifying assignments to meet specific student needs
- Personalized Learning Plans
- A safe and directed environment
- Reduced environmental distractions
- Frequent progress checks, evaluations and reports
- Flexible schedule that allows for students to move at their own pace
- Ability to separate academics from socialization
- Recommendations for/provision of software (e.g., keyboarding or speech recognition software) to facilitate communication, organization and skill development and to address special needs.
- INSPIRE may provide an alternative program for approved grade levels.

These factors, along with the presence of a caring and committed adult - the learning coach - enable the regular INSPIRE program to provide programs for the large majority of students with special learning needs in the least restrictive environment as required by the *Idaho Special Education Manual, September 2001*. This is accomplished through the implementation of specific instructional approaches and learning strategies via a consultative service model, an approach that is already successfully demonstrated in other virtual schools. With specific guidance and specialized consultation from a certified special educator, learning coaches are able to utilize specific strategies and deliver individualized instruction in a much more personalized manner than is possible in many other settings.

This model requires good communication between the special educator, the learning coach, and the student, but proves to be highly effective for students that require individualized instruction.

Some students also have specific needs that will require additional direct services (such as speech and occupational therapy, etc.). If it is determined that INSPIRE is a good educational fit for these students, INSPIRE will work with local school districts and other service providers to secure the services mandated by the IEPs (refer to 26d, Services, below for more information on securing related services).

c. Individual Education Plans (IEP)

L Development: See above.

11. Review: All families applying to INSPIRE must disclose if their child has an IEP in place. During the enrollment process INSPIRE will review the existing IEP and take one of the following actions:
 - The IEP already reflects a virtual environment, and the student continues through the enrollment process with the existing, compliant IEP.
 - The INSPIRE special education staff feels the student's needs can be appropriately met in the least restrictive environment in a virtual setting, but the IEP does not reflect such a placement. The student continues with the enrollment process, and within the first 90 days of school an IEP conference is held by the INSPIRE team to revise the IEP and document the student's official change of placement.
 - The IEP does not reflect a virtual placement, and the INSPIRE special education staff does not feel that the student's needs will be appropriately met in the least restrictive environment with a virtual setting. INSPIRE refers the student back to his or her current school/resident district to secure a setting in which the IEP can be effectively implemented.

To support enrolled students with IEPs in an ongoing manner, INSPIRE will:

- Provide Annual Reviews of the IEP including a review of student progress within the existing IEP, creation of new IEP goals; and obtaining parent consent for and approval of new IEP.
- Provide a qualified administrator to oversee IEP meetings.
- Participate in Tri-annual Reviews, in which students are formally reassessed every three years

In order to make efficient use of staff resources, IEP meetings may be held at the INSPIRE office, at another mutually agreeable site, or by telephone. Specific arrangements will be made on a case-by-case basis and will be in accordance with all applicable law

111. Revision: See above.

d. Services

Although most special education services can be delivered within INSPIRE's consultative model (as described in 26b above), the school also provides a variety of additional related services to students with special needs. In accordance with each student's IEP, INSPIRE will secure any IEP-mandated related services by contracting with local school districts or private service providers. Such services may include, but are not limited to, speech• language therapy, occupational therapy, or even specialized direct resource instruction (if specifically required by the IEP). The school then facilitates arrangements between the

families and service providers to ensure that proper scheduling, facilities use, and consistent student attendance occurs. Such service models have been successfully implemented by existing virtual schools in Idaho and by Connections Academy virtual schools in other states, as evidenced by sample contracts in Exhibit H.

Specific services will be arranged once the INSPIRE charter has been approved and the actual needs of enrolled INSPIRE students have been determined based on IEP review. However, the INSPIRE team has had initial discussions with selected school districts around Idaho to begin assessing where services may be available through districts and where private arrangements will need to be made. In these initial discussions, for example, Boise School District and Coeur D'Alene School District have both confirmed their interest in and ability to provide services to INSPIRE students on a contract basis. Idaho Falls School District has indicated that it cannot provide such services itself, but has referred the INSPIRE team to a credible private provider in the area from whom services can be contracted. Based on the specific needs of enrolled students, the INSPIRE and Connections Academy special education staffs will conduct similar discussions with both school districts and private providers in the immediate geographic area of each student in need of services, and expects to execute contracts similar to those shown in Exhibit H.

e. Discipline Policy

As noted above, the INSPIRE Governing Board is expected to adopt the *Idaho Special Education Manual, September 2001* (and any future updates of this manual), including its discipline provisions, as its special education policy.

Discipline of students with special needs is also described in Element 19, above.

f. Budget

INSPIRE will have LEA status for purposes of seeking federal funding, a significant portion of which will be sought for special education services. From Year 1 forward, INSPIRE intends to have at least one teacher on staff who has special education certifications, and will be fully supported by the Connections Academy Director of Special Education. As enrollment grows, the school may employ one or more local specialists who will coordinate IEP development, review and revisions and assist teachers in making necessary curriculum modifications.

The budget projection on the following page provides INSPIRE's estimated special education costs, based on an assumption of 12% of total ADA classified as special education with a distribution of specific special education needs based on experience in other Connections Academy schools of similar size.

ESTIMATED BUDGET FOR SPECIAL EDUCATION

	Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment - Total	520	1,040	1,560	2,080	2,925
ADA (95% attendance)	494	988	1,482	1,976	2,779
Special Education Enrollment	59	119	178	237	333

SPECIFIC NEEDS - ANTICIPATED NUMBER OF STUDENTS (based on Connections Academy schools nationally)

COST OF SERVICES (based on Connections Academy schools nationally)

Autism	\$ 16,379	\$ 32,757	\$ 49,136	\$ 65,515	\$ 92,130
Emotionally Impaired	\$ 86,348	\$ 172,697	\$ 259,045	\$ 345,393	\$ 485,709
Gifted	\$ 17,435	\$ 34,871	\$ 52,306	\$ 69,741	\$ 98,074
Hearing Impaired	\$ 13,944	\$ 27,888	\$ 41,832	\$ 55,776	\$ 78,434
Mental Retardation	\$ 39,334	\$ 78,668	\$ 118,002	\$ 157,336	\$ 221,254
Multiple Disabilities	\$ 17,520	\$ 35,040	\$ 52,560	\$ 70,079	\$ 98,549
Other Health Impaired	\$ 11,515	\$ 23,030	\$ 34,545	\$ 46,061	\$ 64,773
Physical Disability	\$ 26,139	\$ 52,278	\$ 78,417	\$ 104,556	\$ 147,032
Specific Learning Disability	\$ 386,572	\$ 773,144	\$ 1,159,716	\$ 1,546,287	\$ 2,174,467
Speech/Language	\$ 66,870	\$ 133,739	\$ 200,609	\$ 267,478	\$ 376,141
TBI	\$ 14,421	\$ 28,841	\$ 43,262	\$ 57,683	\$ 81,117
Total Cost of Special Ed	\$ 696,476	\$ 1,392,953	\$ 2,089,429	\$ 2,785,905	\$ 3,917,680
Regular Per Pupil Funding (est. \$5,000 per student)	\$ 296,400	\$ 592,800	\$ 889,200	\$ 1,185,600	\$ 1,667,250
Special Education Funds Required	\$ 400,076	\$ 800,153	\$ 1,200,229	\$ 1,600,305	\$ 2,250,430

g. **Transportation**

It is anticipated that many INSPIRE special education students will require modified curriculum and instructional strategies to meet their IEPs, which means that their transportation needs will be limited to bringing the school services to their homes via technology. For students who require outside services, such as speech therapy or occupational therapy, INSPIRE will arrange for these services to be provided within convenient driving distance of the students' homes; parents will be expected to provide transportation to these services, with reimbursement for mileage available from the school consistent with Idaho Code § 33-1503. If parents are unable to provide necessary transportation due to economic need or other circumstances, INSPIRE will work with the family to provide for alternative transportation (such as appropriately insured and certified local medical van service). Estimated transportation costs are included in the budget above.

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26. Describe the manner in which gifted and talented students will be served including a plan for identification and service.

INSPIRE will use its placement process, parent input, and teacher observation to identify gifted and talented students, which as defined in IDAPA 08.02.03.999 and Idaho Code 33-2001 are those students "possessing demonstrated or potential abilities that give evidence of high performing capabilities in intellectual, creative, specific academic or leadership areas, or ability in the performing or visual arts and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities."

INSPIRE's Personalized Learning approach will ensure that gifted and talented students are provided with the most appropriate curriculum, pacing, and teaching approach from day one. INSPIRE teachers work closely with Connections Academy curriculum specialists and learning coaches to assure a steady flow of enrichment activities for these students.

In the INSPIRE virtual environment, students are able to work significantly above grade level and pursue their special talents and interests without fear of ostracism or other negative social repercussions that gifted students sometimes face in a more traditional school setting.

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27. Describe the manner by which Limited English Proficiency services will be provided.

INSPIRE will utilize required criteria and procedures to identify students who are Limited English Proficiency (LEP) and meet their learning needs.

During the enrollment process, the parents of all incoming INSPIRE students will be asked to indicate the language(s) spoken in their home; Connections Academy enrollment counselors may also inquire about language learning needs while facilitating completion of the enrollment process for incoming families. Students who are identified through this process as possibly needing language assistance will be tested using a standardized English language proficiency test such as Language Assessment Scales or the Language Proficiency Testing Series to verify the need.

INSPIRE anticipates that a portion of its LEP students can be very effectively served by the basic INSPIRE program. The individualized pace of the program allows students to move more quickly through subjects where language is not a factor and spend more time on reading and writing activities. A Connections Academy curriculum specialist with LEP/ESL training is available to work with INSPIRE teachers, learning coaches and students to adapt the core material for LEP students and provide appropriate supplemental resources, including various technologies that can facilitate language acquisition.

To meet the needs of LEP students with less English speaking proficiency, Connections Academy will deploy a more comprehensive English as a Second Language (ESL) instructional approach, including adapted materials for students and parents and special training for teachers certified to teach ESL. Additional services may be provided through programs already in place for public school students.

28. Describe facilities to be used by the school.

As a virtual charter school, INSPIRE will not require a physical facility for day-to-day learning. Students will work from the setting of their families' choice, such as the home or a supervised community location.

INSPIRE does anticipate leasing permanent office space to serve as a "teaching center" where administrative and teaching staff will work and where families may periodically meet with staff and use school resources. The facility selected will be in an attractive and safe area in the Boise metropolitan area (possibly on the campus of Boise State University) providing good access for administrators and teachers and any students or parents who visit the school. The facility will have a certificate of occupancy, be air-conditioned, heated and illuminated with fluorescent lights, provide male and female bathrooms and parking, will be handicapped accessible, and will be fully equipped with sprinklers and other fire safety equipment.

The facility will provide the necessary infrastructure to support the required computer network. Should there be a need for further renovations, they will be made in compliance with applicable building and safety codes and will be completed prior to the beginning of the school year.

The INSPIRE budget includes funds for lease of such a facility, estimated at current market prices. INSPIRE has also included a budget provision for contracting for cleaning service for its administrative offices. Facility maintenance will be the responsibility of the commercial space provider.

29. Outline the manner in which administrative services of the school are to be provided.

INSPIRE intends to contract with an educational management organization that has a proven track record in providing administrative support services to virtual public schools across the nation and that also provides the Connections Academy curriculum and technology services described above.

All contracting will be conducted by the Governing Board consistent with the provisions of Idaho Code §§ 33-601 and -507, as well as all Idaho statutory provisions regarding conflict of interest and ethical provisions. The Governing Board will execute a detailed management contract with the selected educational management organization, which will be expected to provide a complete range of services from coordination of school start-up activities, recruiting of staff for Governing Board approval, planning and coordination of student outreach/marketing, grant-writing, financial and payroll management, human resources management, and facilitation of financial and program audits.

The management contract will detail those services which the management organization will provide directly and those services for which it will serve as a payment agent for the Governing Board. The contract will also include specific terms for performance by the management organization and a process by which the contract can be terminated for non-performance or breach.

The contracted management organization will present a summary of each charge every month, provide monthly financial statements as outlined in the financial statement section and will also provide an updated annual forecast to the Governing Board at each of its meetings.

All certificated employees will be hired by the Board and will be employees of INSPIRE. In general all classified employees will be employees of INSPIRE. In employing these individuals, the Board will be in strict compliance with Idaho Code §§33-513, -514, -514A, -515, -515A, -516, -517-517A and -518.

30. Describe potential civil liability effects upon the school and upon the district.

As a public charter school, INSPIRE has the same civil liability as a traditional public school district, and its employees, trustees and officers shall enjoy the same immunities as employees, trustees and officers of traditional public school districts and other public schools. INSPIRE will have appropriate insurance coverage for such liability (see Exhibit I).

INSPIRE is seeking its public charter school authorization from the Idaho Charter School Commission, which shall have no liability for the acts, omissions, debts or other obligations of a public charter school, except as may be provided in the charter. No local public school district shall have liability for INSPIRE's acts, omissions, debts or other obligations.

31. Include documentation of organization under the Idaho Nonprofit Corporation Act.

See Exhibit B, Articles of Incorporation and initial Bylaws.

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32. Include documentation regarding insurance for liability and property loss.

See Exhibit I for certificate of insurance documenting coverage for INSPIRE and the State Board of Education for liability and property loss.

INSPIRE will also purchase insurance for Errors and Omissions as recommended in Idaho Code, Section 33-5204(2). Funds for this insurance coverage are included in the budget line item for liability insurance.

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33. Describe the manner by which eligible students from the charter school shall be allowed to participate in dual enrollment in non-charter schools within the District as provided for in Chapter 2, Title 33, Idaho Code.

According to Title 33, Section 203 of the Idaho Code, the parent or guardian of a child of school age who is enrolled in a public charter school shall be allowed to enroll the student in a public school for dual enrollment purposes.

Since the INSPIRE program is full-time and provides a comprehensive, integrated curriculum, it is anticipated that such requests will be for supplementary and enrichment courses, and will be handled by INSPIRE on a case-by-case basis.

INSPIRE will establish a clear policy and procedure by which INSPIRE students may request dual enrollment and by which INSPIRE will work out financial arrangements with the public school district(s) in which its students may dual-enroll.

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34. Describe the compact and contiguous attendance area of the charter school.

As a virtual charter school, INSPIRE will serve the entire state of Idaho. See Element 17 for a discussion of how INSPIRE will inform families in every region of the state about enrollment opportunities at the school.

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35. Outline transportation services for students, including estimated first year cost.

Students at INSPIRE will not require transportation services for regular school activities. INSPIRE expects to collect "transportation equivalent" funds to cover the cost of transporting the virtual charter school to all of its students as provided for in SB 1443 passed in 2004, but will include such funding in its budget only pending consultation with the Department of Education regarding the process for doing so.

While INSPIRE will help facilitate local extracurricular and recreational activities among INSPIRE students and their families, the families will be responsible for providing their own transportation for these activities. Any parent transporting students other than their own children in their car to school organized events will sign appropriate waivers/release forms and will provide proof of liability insurance to the school.

The only required school events that may require students to report somewhere other than their home or immediate neighborhood will be: a) special orientation sessions, and b) state standardized tests, which students will take at proctored locations.

INSPIRE families who do not have ready transportation to required face-to-face events and cannot be accommodated through parent carpools may request transportation assistance from the school. INSPIRE may provide such assistance either directly, by arranging for a vehicle, or indirectly, through reimbursement for public or private transport consistent with in lieu payment pursuant to Idaho Code § 33-1503.

INSPIRE proposes a budget of \$2,600 to cover its first year transportation costs as defined under Idaho Code § 33-5208(4). This fund does not include transportation for special education students to IEP-required outside service providers, nor does it include transportation for testing, as both of these are covered in other areas of the budget. Experience by Connections Academy virtual schools in other states suggests that the modest transportation funds budgeted will be sufficient to meet transportation needs described in this section.

If INSPIRE provides transportation for any special event, school administrators will assure that such transportation meets all applicable safety standards and bears any motor vehicle insurance required under Idaho law.

36. Outline provisions for Child Nutrition.

Since students will attend INSPIRE from their homes, the school will not provide Child Nutrition or meal services. As a charter school, INSPIRE is not required to provide these services, and parents will be fully informed of this fact prior to their students' enrollment in the school so that they may make the best school choice for their family.

For purposes of demographic documentation, however, INSPIRE will request during the enrollment process that families who qualify for Free or Reduced Price Meals - based on past eligibility for these services or current family income - so identify themselves. The purpose of collecting this information is to ensure that the school will be prepared to arrange supplemental educational resources available to students and the school based on incidence of poverty. These resources may range from Title J services to E-rate funding for school technology. Parents will be fully informed that volunteering this information will not entitle their family to meal service.

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37. Include a provision that ensures a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors (Children's Internet Protection Act).

INSPIRE facilitates access to electronic mail, groupware, and the Internet via a provided computer and subsidized Internet connection. As shown in the budget table on page 60, the Year I cost for hardware for students is projected to be \$316,333, while the software cost (including student information system) is expected to be \$312,000.

As stated in the sample Parent/Learning Coach Agreement (see Exhibit G), "The Parent shall take full responsibility for the student's use of the Internet, and hereby hold the school harmless for any actions or activities resulting from the student's use."

While the parent/learning coach is ultimately responsible for acceptable and safe computer use, the school requires that parents and students agree to follow a set of acceptable use guidelines. Consequently, before using the school computer to access electronic mail, groupware, or the Internet, all students under the age of 18 must obtain parental permission and must sign the *Internet and Electronic Mail Acceptable Use Policy and Permission Form* described below and return it to the school principal. This form will be provided prior to a student receiving his or her computer. Students who are 18 and older may sign their own forms.

The INSPIRE *Internet and Electronic Mail Acceptable Use Policy and Permission Form* forbids the following computer or Internet activities:

- Sending or displaying offensive messages or pictures
- Sending or displaying racist, prejudice, or discriminatory messages or pictures
- Using obscene language
- Harassing, insulting, or attacking others
- Damaging computers, computer systems, or computer networks
- Violating copyright laws
- Using another's password (with the exception of parents, students, or learning coaches assisting students)
- Trespassing in another's folders, work, or files
- Accessing or sending pornographic material
- Intentionally wasting limited resources
- Employing the computer for commercial purposes.

Violation of any of the above may result in the loss of a computer as well as other disciplinary or legal action.

The Learning Management System includes several unique and proprietary features designed for student safety:

- Webmail: INSPIRE families do not use ISP e-mail services that subject them to unsafe content and spam. Rather, they use a completely enclosed mail system that only permits communication with other families in the school and with the school staff and technology support team. Parents can further restrict access by defining if their students can receive mail from other students.
- Virtual library: The school provides a "virtual" library that contains pre-screened content that provides a variety of safe and secure educational resources.
- Pre-screened links: Any lessons that contain links to outside web sites are all pre-screened for appropriate content.
- Filter software: Parents are instructed on how to adjust their browser's security settings in order to restrict access to inappropriate content. Parents may also request at no charge a filtering program that also contains further safeguards including the ability to restrict the student's time online.

However, it is important to note that students can go outside the bounds of the Learning Management System if permitted by their parents. The school believes that it is important to permit parents to make this choice because of the rich variety of material that is available outside the pre-screened content. Families should be warned that INSPIRE is not able to ensure that any inappropriate material on the Internet will not be accessible by students.

All computers provided by the school are configured with anti-virus and anti-popup protection software and technical support is available to assist with its use. Parents are also given guidelines to assist them with selecting an Internet Service Provider ⁵ that provides adequate protective measures for inappropriate content.

The parent will be ultimately responsible for the student's use of the Internet and for setting and conveying the standards that their children should follow when using media and information sources. To that end, the school will support and respect each family's right to decide how to manage access for their children. INSPIRE strongly recommends that student Internet time be supervised.

⁵ Families receive reimbursement for their ISP but are able to select their own provider.

38. **A virtual charter school that is approved by the school district board of trustees must include a statement declaring if the school wishes to be considered an LEA for purposes of federal formula funding.**

INSPIRE is a virtual charter school that is petitioning for approval by the Idaho Charter School Commission rather than a school district. The school does wish to be considered an LEA for purposes of federal formula funding.

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39. Tracking form signed by local board chair and stamped with SBOE tracking number.

Attached as cover sheet before Table of Charter Elements.

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40. Budget

The following tables outline the projected balance sheet and cash flow for INSPIRE with the addition of alternative programming.

Estimated Budget for Alternative Education			
School Year	19-20	20-21	21-22
Alt Ed Enrollment	36	72	108
Service Level (FTE)			
Life Coach/Mentor	1.0	2.0	3.0
Academic Intervention	2.0	4.0	6.0
Total Staff Equivalent	3.0	6.0	9.0
Student-Staff Ratio	12	12	12
Funding			
Funding for Alt Ed	\$298,800	\$597,600	\$896,400
Compensation Expense			
Total Compensation (est.)	\$190,712	\$392,866	\$606,977

<i>Reference:</i>			
Per Pupil Funding	\$5,616		
Alt Ed Funding	\$8,300		
Other provider service costs TBD			

Compensation Expenses for Alternative Education					
School Year		19-20	20-21	21-22	
Alt Ed Enrollment*		36	72	108	
Alt Ed Needs					
Life Coach/Mentor		1.00	2.00	3.00	
Academic Intervention		2.00	4.00	6.00	
Total		3.00	6.00	9.00	
Base Compensation					
Life Coach/Mentor		\$47,300	\$48,719	\$50,181	3.00% Merit
Academic Intervention		\$42,800	\$44,084	\$45,407	
Compensation					
Life Coach/Mentor		\$47,300	\$97,438	\$150,542	
Academic Intervention		\$85,600	\$176,336	\$272,439	
Total		\$132,900	\$273,774	\$422,981	
Benefits/Pension/Taxes	43.5%	\$57,812	\$119,092	\$183,997	
Total Compensation		\$190,712	\$392,866	\$606,977	

Appendix D: IPCSC Closure Protocol

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Closure Protocol

Idaho Public Charter School Commission

514 West Jefferson Street, Ste. 303

Boise, Idaho 83702

208-332-1561

pcsc@osbe.idaho.gov

Alan Reed, Chairman

Jenn Thompson, Director

Purpose

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

Authority

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

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

Closure protocol is enacted when:

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

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

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

Roles

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

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

Note

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

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I. Closure Protocol Team

A. Initial Meeting

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

B. Team Members

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

Required members of this team shall include:

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

C. Subcommittees

1. Subcommittees shall be established for the purpose of managing closure tasks in the following areas:
 - i. Communication – student, teacher, family
 - ii. Financial – vendors and assets
 - iii. Business – employer and corporation
 - iv. Records – student and employee records

D. Meeting Agenda

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

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

E. Important Dates

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

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

9. The date by which all W2s will be issued for the school's final operating year; and
10. The date by which the non-profit corporation must be dissolved.

Communication

A. Initial Stakeholder Notification

1. Within 7 business days of the date written notice of closure is issued, the school is responsible to issue a letter (drafted by the IPCSC) notifying stakeholders of closure. This letter shall minimally include:
 - a. Where and when the final order will be posted online for transparency of the reasons for closure;
 - b. The last date of student services;
 - c. Transfer procedures;
 - d. Explanation of the appeal process and when a decision regarding an appeal would be published; and
 - e. Contact information for the school's administrator and the IPCSC.
2. The school may choose to include a supplemental letter drafted by the school's board, and if so, such draft must be provided to the IPCSC prior to distribution to stakeholders.
3. The school is responsible to distribute the IPCSC's letter (and the school board issued supplemental letter, if applicable) to the following recipients:
 - a. All Parents of current students and all parents currently on a waitlist;
 - b. All Teachers, Staff, and Volunteers;
 - c. All Vendors with whom the school has an active contract or has engaged with in the past 12 months;
 - d. All Lease and Loan/bond holders; and
 - e. Any Educational Services Providers with whom the school contracts.
4. The authorizer is responsible to issue a letter informing stakeholders of the closure situation to the following recipients:

- a. All potentially impacted school districts and charter schools;
 - b. The State Department of Education;
 - c. The State Board of Education;
 - d. The Office of the Governor;
 - e. The Public Employment Retirement Service of Idaho;
 - f. The chairpersons of the House and Senate Education committees; and
 - g. The Senators and Representatives serving the state legislature on behalf of the district in which the school maintains student occupied facilities or business offices.
5. Within 7 days of the date written notice of closure is issued, the IPCSC's letter informing stakeholders of the closure situation shall be posted in a prominent location on the school's website and the IPCSC's website.

B. Staff Meeting

1. Within 7 days of the date written notice of closure is issued, the school's administrator, board chair, and business manager shall hold a meeting with all staff to discuss the following:
 - a. Media contact protocol
The Director of the IPCSC is the authorized media contact for the IPCSC. The school is encouraged to establish a single point of contact to manage public relations on behalf of the school.
 - b. Maintenance of normalcy (to the best possible level) for students through the last day of student services
All instructional and student services are required to be provided in full through the last day the school is allowed to provide such services. The student experience should remain as normal as possible through this process. It is recommended that the school provide guidance for teachers and staff early-on to ensure common language and tone is used when discussing this situation with students and families.
 - c. End of Employment Impact
This date is established by the Closure Protocol Team. When determining the end of contract dates, please consider the impact of this date on health

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

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

- a. Notification of closure timeline and timeline of parallel appeal if the school has chosen to or is considering appealing the closure decision.
- b. Review of media protocol and how to discuss the issue with parents and students.
- c. Date of last paychecks and whether/who will remain on staff after end of student services and end of contract dates.
- d. Timeline for more information regarding sick leave, vacation time, and health insurance; Cobra may not be available when the charter school providing the original health insurance ceases to exist.
- e. Timeline for more information regarding any impacts to PERSI; Employees whose last place of work prior to retirement was the school being closed may lose the ability to transfer accrued sick leave into funds used for medical coverage.
- f. Timeline for winding-down and transition of duties, including, but not limited to facility access and security, access to email and software, hardware returns, and asset management of furniture, fixtures, equipment, and curriculum.
- g. Social emotional services for staff and students if the school has chosen to make such available; We acknowledge that closure can be traumatic for staff and students. Schools are encouraged to consider making additional counseling services available.
- h. Assistance with employment transition for staff (such as access to hiring fairs or letters of recommendation) if the school has chosen to make such available.

C. Ongoing Communication

1. Additional communication with stakeholders will be necessary throughout the closure process.
2. The Communication subcommittee is responsible for ensuring that any necessary communication is timely and accurate.

F. Financial Dissolution

A. Expenses

1. Within 15 business days of the date on which written notification of closure was issued a meeting shall be held between the school's business manager, the IPCSC's Finance Manager, and the Team Lead.
2. Additional attendees (such as the school's auditor) may be invited to the meeting by mutual agreement of both required attendees. Any related costs are the responsibility of the school.
3. No later than the start of the scheduled meeting, the school's business manager shall make the following available to the IPCSC:
 - a. A list of every vendor the school has paid in the last 12 months;
 - b. A copy of all arrangements with vendors including: contracts, service agreements, grants, and/or MOUs with all services providers that are currently active or that have been active in the past 12 months;
 - c. A copy of all lease agreements and all long-term loans;
 - d. A list of all insurance policies held by the school (including liability, directors and officers, worker's comp, etc.), including company, policy number, and coverage specifics; and
 - e. All bank statements for the previous 12 months.
4. The meeting agenda for this meeting shall include the following:
 - a. A review of statute, rule, policy, and regulations related to closure as presented by the Closure Team Lead.

This part of the discussion should consider requirements of the IRS, the Department

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

- b. A review of projected cash flow through end of operations as presented by the school's Business Manager.

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

- c. Development of a plan for immediately reducing spending to necessities only, which may require board action to suspend or change policies to allow for changes in who has spending authority and at what amounts.
- d. Prioritization of payment of anticipated expenditures, pursuant to Idaho Code.
- e. Documentation of a list of items requiring follow-up and who is responsible for the workload or costs.
- f. Establishment of approximate deadlines for when each account is to be closed.

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

- a. Verification that the school's account has been paid in full with each vendor as accounts are closed;
- b. Verification that the school has met with PERSI and has established a final transmission date;
- c. Documentation that any outstanding PERSI fees are paid;
- d. Verification that the school has met with the board approved auditor and has established a final audit timeline. Note that the timing of this audit may be later than usual; and
- e. Verification of end dates for leases and liability coverage (including property and directors/officers).

B. Accounting of Assets

- i. The IPCSC shall provide to the school a written guidance document with regard to the sale and dissolution of assets.
 - ii. The school shall be responsible to provide the IPCSC and the SDE with a full inventory of all physical assets owned by the corporation within 30 days of the date on which the notice of closure was issued.
 - iii. The inventory shall include:
 - a. A description of the item;
 - b. The fund with which each item was purchased; and
 - c. An estimate of the current value of the item.
- D. The Team Lead, the IPCSC's Finance Manager, a representative from the SDE, and the school's Business Manager shall meet to review this inventory within 15 days of receipt of the inventory, and may verify accuracy via thorough on-site review.

C. Dissolution of Assets

1. All viable special education testing materials shall be distributed to the SDE for redistribution to charter schools based on the agency's determination of need.
2. Property owned by the ESP will be claimed by the ESP. The lease by which this equipment was provided to the school must include an itemized inventory and shall be provided to the IPCSC.
3. Any items purchased with federal funds (excluding special education testing materials) shall be returned to the IPCSC for redistribution to other charter schools. The IPCSC shall retain record of what was received and to whom it was redistributed.
4. The school is responsible to arrange for delivery of assets in an organized and well-labeled manner.
5. All assets purchased with state funds shall be liquidated to the greatest degree possible. Please see the IPCSC's guidance on the sale and dissolution of assets for procedural expectations.
6. When all assets have been redistributed and liquidated, and all creditors have been paid, any remaining funds shall be returned to the Public School Income Fund via the State Department of Education.

D. Reporting

1. The school shall ensure that an audit completed by an independent auditor is conducted, the audit report is approved by the school's board, and submitted to both the State Department of Education and the authorizer.
2. The school shall ensure that all documentation required to dissolve the school as a business is filed with the IRS, including dissolution of the 501c3.
3. After the sale of assets, and the all checks are cut, any remaining funds shall be returned to the State Department of Education for distribution to operational schools.
4. File final tax reports.
5. Issue W2s for previous tax year.

IV – Records Management

i. Records Retention Procedures

1. The school's Lead Administrator is responsible to ensure the proper retention and destruction of records in accordance with the State of Idaho's records retention schedule.
2. The public charter school shall make every effort to transfer all active student records (including the cumulative file and the special education file) to the student's next school of choice prior to the date on which records are scheduled to transfer to the authorizer.
3. The public charter school shall ensure that every student file (active or inactive) includes an official transcript (signed, embossed, etc.) or final report card and a record of where and when the student's records were transferred out of the public charter school's care. This information shall be compiled in a single spreadsheet.
4. The public charter school shall ensure that all records to be transferred to the authorizer (cumulative and special education) are scanned into an electronic format. Costs incurred are the responsibility of the school.

5. The public charter school shall ensure that all records are transferred to the authorizer via a secure file transfer protocol.
6. No employee or former employee of the school shall retain copies or have access to student, employee, or financial records after the employee's end of contract date.

ii. Records to be Retained

1. Student Records:

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

2. Personnel Records:

- a. Personnel files shall be retained for five years beyond the employee's termination date.
- b. Personnel files shall include the name, address, and contact information of the employee; employment agreements or contracts signed by the employee, verification of certification (if applicable), and all employee evaluations. No other documentation shall be retained.

3. Financial Records:

- a. Monthly expenditure reports for the five years preceding the school's closure date shall be retained. Records shall be destroyed after five years.
- b. Monthly deposit records for the five years preceding the school's closure date. Records shall be destroyed after five years.
- c. All bids received and contracts awarded in the five years preceding the school's closure date. Records shall be destroyed after five years.

- d. Medicaid reimbursement records for seven years prior to the school's closure date. Records shall be destroyed after seven years.
- e. Bank statements for all accounts for five years preceding the school's closure date. Records shall be destroyed after five years.
- f. Tax documents shall be retained for the seven years prior to the school's closure date. These documents include but are not limited to IRS forms 941 and 1099. Records shall be destroyed after seven years.
- g. Annual financial audit reports and annual board approved budgets shall be retained permanently for all operational years. These documents are submitted to the IPCSC annually, and may not need to be re-submitted.

4. Governance Records:

- a. All meeting agendas shall be retained permanently.
- b. All meeting minutes shall be retained permanently.
- c. A complete copy of the most recent set of board policy shall be retained permanently.
- d. A copy of the board bylaws and articles of incorporation shall be retained permanently.

5. School Culture Records

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

6. Records Requests After Closure

- a. The IPCSC shall manage records requests for student transcripts and for personnel files after the school has closed.
- b. The school shall ensure that the school's URL redirects to the IPCSC's records request page for a minimum of 3 years after the school's closure, at the school's expense.

V. Governing Board

iii. Final dissolution

1. Final Board Meeting

- a. In accordance with OML notice a final meeting of the governing board and pursuant to I.C. § 30-30-1001, a vote to dissolve a nonprofit corporation shall be properly noticed and accompanied by the dissolution plan. In this case, the dissolution plan is the closure protocol, which should be near completion by the time this motion is made. This section of Idaho Code also requires that the agenda state that the purpose, or one of the purposes, of the meeting is to consider a resolution to dissolve of the non-profit corporation.
- b. I.C. § 33-5212 addresses the order in which payments shall be made, and state that any remaining assets after all creditors have been paid shall be distributed to the Public School Income Fund. This information should be incorporated into the dissolution motion as it is required to be noticed by the Non-Profit Corporation Act.
- c. A vote in favor of dissolution passes with a majority vote of the board directors.
- d. A copy of the resolution must be provided to the IPCSC with 24 hours of the vote.

2. Meeting Agenda

- a. Approval of the financial audit report (if not already complete).
- b. Approval of any final contracts to be paid (i.e. for the Business Manager to return at the end of the calendar year to prepare final tax documents and distribute to employees).
- c. Appointment of a designee to file dissolution of the school's 501c3 with the IRS and articles of dissolution with the Idaho Secretary of State.
- d. Appointment of a designee to complete any and all final activities that may be necessary.
- e. Signature of any final checks.

3. Articles of Dissolution

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

Secretary of State. These articles shall minimally include:

- i. The name of the corporation;
 - ii. The date dissolution was authorized;
 - iii. A statement that dissolution was approved by a sufficient vote of the board.
- b. A corporation is effectively dissolved as of the date of its articles of dissolution.
- c. The school shall provide a copy of the filed articles of dissolution to the IPCSC.
4. A dissolved corporation may continue its corporate existence but may not carry on any activities except those appropriate to wind up and liquidate its affairs.

B. Claims against a dissolved Corporation

- iv. After the date on which the articles of dissolution are filed, the corporation may dispose of the known claims against it by sending written notice, pursuant to I.C. § 30-30-1005. Written notice must include:
 - a. A description of the information that must be included in a claim;
 - b. A mailing address where a claim may be sent;
 - c. The deadline, by which the dissolved corporation must receive the claim; and
 - d. State that the claim will be barred if not received by the deadline, which may not be fewer than one hundred twenty (120) days from the effective date of the written notice.
- v. The corporation must address any unknown claims against it by publishing a notice Pursuant to I.C. 30-30-1006. The notice must:
 1. Be published one (1) time in a newspaper of general circulation in the county where the dissolved corporation's principal office is or was located, or, if none in this state, in Ada county;
 2. Describe the information that must be included in a claim and provide a mailing address where the claim may be sent; and
 3. State that a claim against the corporation will be barred unless a proceeding to enforce the claim is commenced within five (5) years after publication of the notice.

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

C. Reporting

1. The school shall ensure that all state and federal reporting is complete prior to dissolution. Verification of completed reports shall be made by the IPCSC. Required reports include, but are not limited to the following:
 - a. ISEE final data upload including, but not limited to student, course, teachers, and financial data sets;
 - b. Federal programs final reporting;
 - c. Grant final reporting; and
 - d. The school shall ensure that dissolution of the charter holder's non-profit organization is filed with the secretary of state and shall provide the IPCSC with a copy of this filing;
2. The school shall ensure that the dissolution of the school's 501c3 is on file with the IRS and shall provide the IPCSC with a copy of this filing.

VI. Final Closure Report Outline

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

i. Cover Sheet

1. A final closure report must include a cover sheet with the following information:
 - a. The legal name of the school;
 - b. The legal name of the charter holder;
 - c. The address(s) that the school occupied at time of closure;
 - d. Contact information for future questions;

- e. The following links and a statement that more information can be found at these locations,
 - i. [PCSC webpage for this school],
 - ii. [webpage for the meeting at which the charter was approved],
 - iii. [webpage for the meeting at which the charter was nonrenewed or revoked, if applicable], and
 - iv. [webpage for any related hearings]; and
- f. A description of where requests for student transcripts can be made after closure.
- g. A list of the complete closure protocol team.
- h. A list of the following key dates:
 - i. The date on which the charter was approved;
 - ii. The first and final dates on which the school was authorized to serve students;
 - iii. The date on which the school received its final distribution of state funding;
 - iv. The date on which teacher contracts ended; and
 - v. The date on which the charter holder's corporation was dissolved.

B. Required Attachments, Redacted

1. Final IPCSC Closure Order
2. Final appeal decision (if applicable)
3. IPCSC Notification of Stakeholders Letter
4. List of all vendors, including the name and address of the vendor, a description of the services provided/purchased, and the date on which the IPCSC verified account closure.
5. A list of insurance coverages, including company and the last date of coverage (including health, liability, etc.)
6. A list of all contracts, service agreements, grants, and MOUs to be retained by the IPCSC, including verification of date received.
7. A list of all lease agreements and all long-term debt held by the school at the beginning of the closure protocol, including the company and amount.
8. Documentation of the termination of any leases or loans.
9. Final bank statements indicating account closure.

10. Expense reports for the 12 months preceding dissolution.
11. A copy of the final check cut to the SDE, if applicable.
12. Inventory of assets, including the fund with which each item was purchased, the date of purchase, the estimated value.
13. For assets purchased with federal dollars, also include the final recipient of the asset, and the date of transfer.
14. The charter holder's final dissolution resolution.
15. A copy of the articles of dissolution.
16. A copy of the 501c3 dissolution notification.
17. A copy of the newspaper notice to unknown claimants.
18. Meeting minutes from all meetings of the closure protocol team and all subcommittee meetings attended by the Closure Team Lead.
19. Any other documentation that may provide important details.

CHARTER SCHOOL PERFORMANCE CERTIFICATE

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

RECITALS

WHEREAS, **Idaho Science and Technology Charter School, Inc.** is a non-profit entity incorporated with a board of directors; and

WHEREAS, on **August 21, 2008**, the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year **2009**; and

WHEREAS, the School’s charter was renewed on **March 1, 2018**, for a five-year term of operations,

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

NOW THEREFORE in consideration of the foregoing recitals and the mutual understandings contained herein, the Authorizer and **Idaho Science and Technology Charter School, Inc.** agree as follows:

SECTION 1: TERMS OF AUTHORIZATION

- A. Establishment of School.** The Charter Holder is hereby authorized to implement at the School the program described in the Charter, attached to this Certificate as Appendix B and incorporated herein by this reference. Any significant changes to any section of the Charter, including the educational program, facilities plan, financial plan, or the management plan, during the School’s pre-operational period or first operational term shall be treated as an amendment in accordance with the Authorizer’s policy.
- B. Term of Agreement.** The School’s operational term shall be from July 1, **2023** and end on June 30, **2028**. Subsequent terms of operation may be issued by the Authorizer in accordance with Idaho Code and Authorizer policy.

SECTION 2: EDUCATIONAL PROGRAM

- A. School Mission.** The mission of the School is as follows: **The mission of Idaho Science and**

Technology Charter School (ISTCS) is to engage students in independent learning through authentic, complex, projects in a positive collaborative setting.

- B. Grades Served.** The School may serve students in grades Kindergarten through 8.
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
 - i. The educational program at ISTCS is centered on a project-based learning philosophy aligned with Idaho State Standards. Students learn best when they are personally invested in their own learning. Project-based learning encourages active student engagement as students “learn how to apply knowledge [gained in core ELA and math courses] to the real world, and use it to solve problems, answer complex questions, and create high-quality products.” (Buck Institute for Education, 2015). While project-based classes may be taught in a variety of subjects, many project-based classes will focus on teaching the application of skills necessary to succeed in science such as problem solving, inquiry, collaboration, constructing and testing a hypothesis, and effectively communicating results. This can be measured via observation, curriculum and lesson plan review.
 - ii. ISTCS will promote a supportive and collaborative school culture. ISTCS will actively encourage collaboration amongst faculty and students. This emphasis will inform school decisions in scheduling, professional development, curriculum, and discipline. ISTCS will maintain a 4-day instructional week; Fridays will be focused teachers’ professional development and collaboration. ISTCS will implement classroom strategies and activities designed to explicitly teach students how to contribute in a collaborative, supportive academic effort. This can be measured via observation, lesson plans and calendar review.
- D. Standardized Testing.** Students of the School shall be tested with the same standardized tests as other Idaho public school students.
- E. Accreditation.** The School shall be accredited as provided by rule of the State Board of Education.

SECTION 3: SCHOOL GOVERNANCE

- A. Governing Board.** The School shall be governed by a non-profit board of directors (the “Board”) incorporated by the Charter Holder. The Board shall serve as public agents authorized by the Authorizer, in a manner that is consistent with the terms of this Certificate, so long as such provisions are in accordance with state and federal laws, rules and regulations. The Board shall have final authority with respect to the School’s operation, and shall have the responsibility of overseeing academic achievement, financial stability, and operational management of the School. The Charter Holder shall also be responsible for maintaining and enforcing a compliant Board and providing overall Board stewardship for the School.
- B. Articles of Incorporation and Bylaws.** The articles of incorporation and bylaws of the Charter Holder shall provide for governance of the operation of the School as a nonprofit corporation and a public charter school, and shall at all times be consistent with all applicable laws, rules, regulations, and this Certificate. The Charter Holder shall notify the Authorizer of any modification to the articles of incorporation or bylaws within five business days of approval by

the Charter Holder.

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

SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

- A. Oversight Allowing Autonomy.** The Authorizer's role shall be to evaluate the School's performance outcomes according to this Certificate and the Performance Framework, and shall be to provide compliance oversight. The Authorizer shall comply with the provisions of the Charter Schools Act and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School.
- B. Charter School Performance Framework.** The Charter School Performance Framework ("Performance Framework") is attached and incorporated into this agreement as Appendix A. The Performance Framework shall be used to annually evaluate the School's academic achievement, Board stewardship, operational management, and financial stability. The specific terms of the Performance Framework are determined by the Authorizer and shall be binding on the School.
- C. Separate Academic Evaluations.** The academic performance outcomes of the K-8 on-site program operated by the School shall be aggregated across all grades for reportability.
- D. Identified Comparison Group.** For purposes of evaluating the School against the metrics and measures established in the Performance Framework, the School's comparison group shall be identified as described below and shall be established for the length of the Certificate term.
- E. Blackfoot School District (55).**
- F. Authorizer to Monitor School Performance.** The Authorizer shall monitor and report on the School's progress in relation to the indicators, measures, metrics, and targets set out in the Performance Framework. A formal report of the School's academic, financial, and operational performance ("Performance Report") shall be provided to the school and the public by the Authorizer annually. Data necessary to conduct this evaluation will be collected throughout the year. Additional reviews may be necessary if compliance concerns arise.
- G. School Performance.** The School shall meet standard on all measures of the Performance Framework. The Authorizer shall renew any charter in which the School met all the terms of its Certificate, including all appendices, at the time of renewal.
- H. Performance Framework as Basis for Renewal of Charter.** The School's performance in relation to the Performance Framework shall provide the basis upon which the Authorizer shall decide whether to renew the School's Charter at the end of the Certificate term.
- I. Required Reports.** The School shall prepare and submit reports as required by the Authorizer's policy.
- J. Authorizer's Right to Review.** The Authorizer maintains the right to request and review additional documentation if such becomes necessary in the course of regular oversight duties or to investigate the validity of a compliance concern. The Authorizer shall conduct its reviews in a

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

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

SECTION 5: SCHOOL OPERATIONS

- A. In General.** The School and the Charter Holder shall operate at all times in accordance with all federal and state laws, rules, regulations, local ordinances, and Authorizer policies applicable to public charter schools.
- B. Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be 460 students.
- C. Equitable Enrollment Procedures.** The School shall make student recruitment, admissions, enrollment, and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or proficiency in the English language. If there are more applications to enroll in the School than there are spaces available, the School shall select students to attend using a random selection process that shall be publicly noticed and open to the public.
- i. **Calendar.** The School shall operate on a traditional nine-month calendar in which the last day of the regular term shall fall on or before June 30
 - ii. The School will not offer a summer school session for the purpose of acceleration and/or credit recovery.
- D. School Facilities.** The School shall operate at the following location(s): 21 N 550 W, Blackfoot, ID 83221. The School shall provide the Authorizer with facilities documentation, including occupancy permits, fire marshal reports, building inspection reports, and health department reports for any facility newly occupied by the School, and any remodeling or construction project for which such documentation is necessary in accordance with Authorizer policy and in accordance with law, rule, regulations, and authorizer policy.
- E. Attendance Area.** The School's primary attendance area shall be used for the purposes of determining applicability of this enrollment preference category.
- Intersection of 450 West and 400 West (McDonaldville Rd) West (No Roads of Population) to Highway 26 and Larsen Road: South on Larsen Rd. to W 350 N; West on W 350 N to Wilson Road; South on Wilson Road to Hahn Road; Southeast (No road or population) to the intersection at S Riverton Road and Hoskins Loop; East to S 625 West; Southeast (No Road or population) to the intersection at Highway 91 and Shilling; East on Blackfoot River to 150 West; North on 150 West to Cromwell Lane; North (No Road – State Hospital) the intersection of Mitchell Lane and 100 West; North on 100 West to the end of Hansen Lane; North (No Roads or Population) to intersection of 350 North and Rose Road; West on 350 North to Johnson Road; North on Johnson Road to 450 West (Lambert Road); West on 450 West to McDonaldville Road. Addresses on

both sides of the streets will be included in the primary attendance area.

- F. Staff.** Instructional staff shall be certified as provided by rule of the State Board of Education. All full-time staff members of the School shall be covered by the Public Employee Retirement System of Idaho, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.
- G. Alignment with All Applicable Law.** The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are amended, the School shall be bound by any such amendment upon the effective date of said amendment.

SECTION 6: SCHOOL FINANCE

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

SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION

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

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

SECTION 8: MISCELLANEOUS

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

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

Chairman
Idaho Public Charter School Commission

Chairman
Idaho Science and Technology Charter School, Inc. Governing Board

Appendix A: Performance Framework

Appendix B: Charter

Appendix C: IPCSC Closure Protocol

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Appendix A: Performance Framework

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PERFORMANCE FRAMEWORK GUIDANCE: ACADEMIC MEASURES

Adopted 8/13/2020

Revised 4/14/2022

Idaho Public Charter School Commission

514 W Jefferson, Suite 303

Boise, Idaho 83720

Phone: (208)332-1561

pcsc@osbe.idaho.gov

Alan Reed, Chairman

Jenn Thompson, Director

ACADEMIC MEASURES

All School Measures

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

Comparison Group: Specific to school.

1. MATH PROFICIENCY

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

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

2. ELA PROFICIENCY

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

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

3. MATH GROWTH

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

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

4. ELA GROWTH

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

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

5. LITERACY PROFICIENCY

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

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

6. COLLEGE AND CAREER READINESS

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

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

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

OPERATIONAL MEASURES

BOARD STEWARDSHIP

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

OPERATIONAL MANAGEMENT

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

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BOARD GOVERNANCE

1. Governance Structure Rubric

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

Governance Structure Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• Board Bylaws are compliant with ID law.• Articles of Incorporation are current.• No investigations were conducted into either ethical behavior or conflict of interest regarding any board director.• The board did not experience an Open Meeting Law violation that needed to be cured this year.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

2. Governance Oversight Rubric

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

Governance Oversight Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• The board reviews academic data in a timely and thorough manner.• The board reviews financial reports in a timely and thorough manner.• The board maintains compliant policies.• The board engages in strategic planning.• The board conducts a compliant annual evaluation of their school leader and/or management organization.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

3. Governance Compliance Rubric

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

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

OPERATIONAL MANAGEMENT

4. Student Services Rubric

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

Student Services Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	All of the following are true: <ul style="list-style-type: none">• The school's English Language Learner program is in good standing;• The school's Special Education program is in good standing; The school's college and career readiness program is in good standing; and• The school's federal programs are in good standing.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

5. Data Security and Information Transparency Rubric

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

Data Security and Information Transparency Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• The school's website is compliant with I.C. 33-133(7) (data collection, access, and security policy); I.C. 33-320 (continuous improvement plan); and I.C. 33-357 (expenditures updated monthly, contracts, performance reports, and annual budgets).• The school did not experience any issues involving data security this year.• The school did not experience any compliance issue regarding public records requests this year.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

6. Facility and Services Rubric

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

Facility and Building Services Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• The school's occupancy certificate is current.• The school maintains current safety inspections and drills.• The school provides daily transportation to students in compliance with Idaho Code. The school provides a compliant lunch program.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

7. Operational Compliance Rubric

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

Operational Compliance Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• Required reports are submitted accurately and on time.• The school maintains a compliant enrollment process.• No correct action plans were issued by the SDE this year.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

FINANCIAL MEASURES

NEAR TERM HEALTH

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

SUSTAINABLE HEALTH

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

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NEAR-TERM HEALTH

1. Current Ratio

Calculation: Current Assets divided by Current Liabilities

Data Source: Annual Fiscal Audit Report

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

2. Unrestricted Days Cash

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

Data Source: Annual Fiscal Audit Report

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

3. Default

Calculation: No calculation.

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

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

4. Enrollment Variance

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

Data Source: ISEE and direct school report

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

SUSTAINABLE HEALTH

5. Total Margin and 3Yr Aggregated Total Margin

Calculation:

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

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

Data Source: Annual Fiscal Audit Report

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

6. Cash Flow and Multi-Year Cash Flow

Calculation (example years are included as reference):

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

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

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

Data Source: Annual Fiscal Audit Report

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

7. Debt Service Coverage Ratio

Calculation:

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

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

Data Source: Annual Fiscal Audit Report

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

8. Debt to Asset Ratio

Calculation: Total Liabilities divided by Total Assets

Data Source: Annual Fiscal Audit Report

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

9. Financial Compliance Rubric

Calculation: Total Liabilities divided by Total Assets

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

Financial Compliance Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• Accounting Practices: finances are managed in compliance with GAAP.• Financial Transparency: expenditures and contracts are posted on the school's site.• Internal Controls: the school's internal controls are compliant.
Approaches Standard	The school was informed of non-compliance with accounting practices, financial transparency, or internal controls, and prompt action to correct is in evidence.
Does Not Meet Standard	<p>The school is operating under a notification of fiscal concern or a notification of possible or imminent closure</p> <p>OR</p> <p>The school was informed of non-compliance with accounting practices, financial transparency, or internal controls and the issues were not corrected within 30 days.</p>

Appendix B: Charter

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IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL

CHARTER APPLICATION

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TAB 1 -- INTRODUCTION

EXECUTIVE SUMMARY

Idaho Science and Technology Charter School (ISTCS) was established in 2009 as a charter middle school in Blackfoot, Idaho. Its founding mission emphasized preparation for careers in a global marketplace, especially careers in science and technology.

Almost immediately, the school underwent pragmatic changes in its vision. Evidence that middle school students are not developmentally ready to prepare for careers forced educational program changes. School viability was dependent on offering a variety of electives, especially in music and art. Soon, the school began to move away from career preparation and towards teaching the application of skills necessary to succeed in science such as problem solving, inquiry, collaboration, constructing and testing a hypothesis, and effectively communicating results.

At the time of its charter renewal in 2018, the school had effectively transitioned from its original career focus to an emphasis on providing applied, project-based learning in a positive, collaborative culture. As part of its renewal process, the school transitioned from offering grades 4–8 to offering grades K-8.

The culture of ISTCS is its defining trait. The school has a reputation for being a safe, caring school that systematically teaches students positive social skills. Stakeholder surveys consistently indicate that families choose to have their children attend the school because of its positive, supportive culture.

The educational program at ISTCS is centered on a project-based learning philosophy aligned with Idaho State Standards. Students learn best when they are personally invested in their own learning. Project-based learning encourages active student engagement as students tackle real-world problems that require them to apply academic knowledge gained in core ELA and math courses using real-world skills including scientific inquiry, problem solving, research, collaboration, and effectively articulating a conclusion.

Expected student outcomes for children attending ISTCS go far beyond traditional testing methods. While student achievement has consistently trended upwards and students at ISTCS tend to outperform their local peers as measured by standardized tests, the educational program at the school is designed to produce confident, independent thinkers who can manage complex projects and effectively communicate the results of their work.

MISSION STATEMENT

To engage students in independent learning through authentic, complex projects in a positive collaborative setting.

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TAB 2 -- EDUCATIONAL PROGRAM

EDUCATIONAL PHILOSOPHY

Students who learn to apply knowledge and skills in positive, collaborative, supportive settings will be prepared for their future. This educational philosophy is based on four fundamental beliefs:

1. Quality education is the key to a successful future.
2. Students learn best when they are personally invested in their own learning.
3. Students are more likely to be personally invested in learning that has authentic value to them such as Project Based Learning.
4. Students learn best in a safe, supportive environment.

EDUCATIONAL PROGRAM

The educational program at ISTCS is centered on a project-based learning philosophy aligned with Idaho State Standards. Students learn best when they are personally invested in their own learning. We strive to use project-based learning as a platform to encourage active student engagement as students “learn how to apply knowledge [gained in core ELA and math courses] to the real world, and use it to solve problems, answer complex questions, and create high-quality products.” (Buck Institute for Education, 2015).

ISTCS has adopted board policies designed to fulfill IDAPA requirements. Board policies 2000 – 2999 regulate all aspects of the educational program at ISTCS including but not limited to curriculum, school calendar, student placement, grading, and meeting the needs of special student populations. Board policy is reviewed and updated regularly.

All educational program and curricular decisions are made pursuant to board policy and IDAPA. Content specific curriculum is adopted through processes outlined by board policy 2100 and may be changed from time to time pursuant to that policy and Idaho State Content Standards. ISTCS currently uses Buck Institute for Education, the George Lucas Educational Foundation, ASCD, and other research-driven educational tools to develop project based curriculum. However, such programs may change from time to time due to the development of new products, changes in standards and/or curriculum modifications.

The educational program at ISTCS is designed to allow students to systematically gain the skills necessary to progress toward independent learning. ISTCS provides five (5) distinct

educational levels designed to meet the needs of children as they develop cognitive, emotional, and academic skills. All educational programs at ISTCS are vertically aligned. Students in upper elementary grades are housed in separate facilities from middle school students and have limited contact with them.

ELEMENTARY (EXPLORATION)

The elementary educational program at ISTCS is designed to give students the skills necessary to explore, discover, and respond to their world while gaining literacy, math, observation, collaboration, presentation, and inquiry skills. Students in elementary programs will be given daily opportunities to participate in “specials” such as PE, music, language, art, and computers. The elementary program is divided into three levels: kindergarten, early elementary, and upper elementary.

KINDERGARTEN (CURIOSITY)

The kindergarten program is designed to nurture a young child’s natural curiosity and desire to learn. The curriculum is based largely on using stories to create early literacy and number sense experiences. Students in kindergarten have extensive exposure to books, stories, phonological awareness, and numbers in a creative environment designed to encourage collaborative play, curiosity, problem solving, and friendship. Students leave kindergarten prepared to learn reading and math skills while working with others to identify and solve problems. Kindergarten is a half day program. Parents will have the option of enrolling kindergarten students in an additional supplemental program on campus for a fee.

EARLY ELEMENTARY (OBSERVATION)

The early elementary program focuses on teaching children early literacy and math in an environment designed to encourage children to develop skills in observation, perspective, and creativity. Students in early elementary grades have extensive exposure to books, stories, non-fiction, and early mathematical concepts. Students are given daily opportunities to make and articulate observations, listen to others, and collaborate to meet age-appropriate goals. Students leave early elementary with the literacy and math skills necessary to begin inquiry-based learning.

UPPER ELEMENTARY (INQUIRY)

The upper elementary program focuses on helping students transition from learning early literacy and math skills to using reading and math as tools in their learning process. Students in upper elementary grades will learn inquiry skills in an environment rich in resources necessary to ask and answer questions as they explore topics ranging from oceans to mythology. Students leave the elementary program prepared for an academic program designed to teach them how to make a positive impact on their world.

MIDDLE SCHOOL (IMPACT)

The middle school educational program is designed to give students opportunities to impact their world. During middle school, students use knowledge and skills to solve problems, ask and answer complex questions, and create high-quality products. Students leave middle school as empowered, independent learners with the ability to impact their own environment and their own futures. The middle school program is divided into two levels: 6th grade and middle school.

6TH GRADE (IMPACT FOR SELF)

ISTCS's 6th grade program is considered part of the middle school program. The focus of 6th grade is to empower students to use the skills of observation, inquiry, research, and presentation to make an impact on their world. Students attend multiple classes including core subjects, project-based learning classes, and electives taught by teachers certified in content areas; however, they are assigned a "core rotation" group. These groups of students are assigned all core classes in a block. This configuration allows students to experience a middle-school schedule without the distraction of changing classmates in every class period. The curriculum is differentiated to meet the needs of a variety of learners, and an honors track is available.

MIDDLE SCHOOL (IMPACT OUTSIDE OF SELF)

ISTCS's 7th and 8th grade program is based entirely on a middle-school configuration. The goal of the middle school academic program is to give students opportunities to incorporate all of the skills gained through ISTCS in authentic projects that have a measurable impact. Students request classes based on academic preparation and preference. All students are required to complete content-specific requirements as outlined by Idaho Statute, project classes, and electives. Students will have the opportunity to take electives. Honors classes are available in core subjects, and qualified 8th grade students are given advanced opportunities for high-school credit.

STUDENT ACADEMIC ACHIEVEMENT STANDARDS

Expected student outcomes for children attending ISTCS go far beyond traditional testing methods. While student achievement has consistently trended upwards and students at ISTCS tend to outperform their local peers as measured by standardized tests, the educational program at the school is designed to produce confident, independent thinkers who can manage complex projects and effectively communicate the results of their work.

ISTCS will set annual goals addressing Measurable Student Educational Standards (MSES) through existing processes which currently include a Continuous Improvement Plan, Accreditation, and Strategic Planning. MSES will be publicly available and will use the following methods as tools to assess student achievement:

STATE-MANDATED TESTING

The school will administer all required state-mandated testing and will establish annual performance goals related to each test at each level. The results of state-mandated testing, along with associated academic goals, will be presented in public meetings annually and will be available on the school's website. Currently, these tests include ISAT, IRI, and NAEP but may change from year to year.

UNIVERSAL TESTING

The school will administer universal testing at the beginning and end of every academic year. The results will be used to screen students for potential specific needs, to place students in appropriate classes, and to monitor specific academic programs. Students who qualify for academic assistance in programs such as Title I will be given additional progress monitor tests throughout the year. Progress monitoring may be used as needed with any student.

CLASSROOM ASSESSMENTS

Classroom assessments designed to determine student knowledge, understanding, and skills including but not limited to tests, quizzes, student products, and student performances will be used to measure student achievement.

PROJECT-BASED STANDARDS RUBRICS

Skills identified as essential for project based learning will be assessed through mastery-based rubrics.

PROJECT BASED LEARNING

The educational program at ISTCS is centered on a project-based learning philosophy aligned with Idaho State Standards. Students learn best when they are personally invested in their own learning. Project-based learning encourages active student engagement as students “learn how to apply knowledge [gained in core ELA and math courses] to the real world, and use it to solve problems, answer complex questions, and create high-quality products.” (Buck Institute for Education, 2015). While project-based classes may be taught in a variety of subjects, many project-based classes will focus on teaching the application of skills necessary to succeed in science such as problem solving, inquiry, collaboration, constructing and testing a hypothesis, and effectively communicating results.

COLLABORATIVE SCHOOL CULTURE

ISTCS will promote a supportive and collaborative school culture. ISTCS will actively encourage collaboration amongst faculty and students. This emphasis will inform school decisions in scheduling, professional development, curriculum, and discipline. ISTCS will maintain a 4-day instructional week; Fridays will be focused teachers’ professional development and collaboration. ISTCS will implement classroom strategies and activities designed to explicitly teach students how to contribute in a collaborative, supportive academic effort.

STRATEGIES FOR MEETING THE NEEDS OF SPECIFIC STUDENT POPULATIONS

ISTCS supports the right of all students including students with disabilities, English language learners, and gifted/talented to equal access to educational opportunity. No student will be excluded from ISTCS because of their special needs.

ISTCS has adopted the State of Idaho 2016 Special Education Manual as board policy. The school is committed to abiding by the requirements of the federal Individual with Disabilities Education Act (IDEA), section 504 of the Americans with Disabilities Act (ADA) and other federal and state statutes.

The school will maintain a Response to Intervention (RTI) program to identify students who may qualify for services under IDEA. The school will employ certificated special education teacher(s) to provide services. When necessary, the school will contract with specialists such as speech pathologists, school psychologists, and occupational specialists. An Individual Education Plan (IEP) will be developed by an interdisciplinary team including the student's parent(s) or guardian(s) to meet the needs of students with disabilities in the Least Restrictive Environment (LRE).

ISTCS has established board policies (2390 – 2450) pursuant to federal and state statute to address the school's responsibility to specific student populations including English Language Learners (ELL), Gifted and Talented students (GT), students who qualify for section 504 of ADA, and Title I. Board policies are reviewed and updated as needed.

TAB 3 -- FINANCIAL AND FACILITIES PLAN

TRANSPORTATION

Transportation to and from school for students in the primary attendance area is provided through contracted services pursuant to state mandates.

FOOD SERVICE

ISTCS does not participate in the Federal Free and Reduced Lunch Program; however, it does have lunch available for students to purchase.

ISTCS proactively seeks grants and other sources of revenue to offset the cost of student lunch. Currently, the school is able to offer a reduced lunch price to qualifying families. In addition, the school proactively seeks funds and/or material support from community partnerships and Federal Programs such McKinney Vento to provide assistance to qualifying students. The level of assistance and funding for such programs may vary and impact the school's ability to assist from time to time.

FINANCIAL MANAGEMENT

ISTCS has adopted board policies designed to fulfill IDAPA requirements. Board policies 7000 – 7999 regulate all aspects of financial management at ISTCS including but not limited to budgeting and accounting practices, fraud prevention, audits, and property records. Board policies 1000 – 1999 regulate governance practices including the Board of Director's rights and responsibilities regarding financial management; board policy 1205 outlines the financial authority of the Board of Directors. Board policy is reviewed and updated regularly.

ISTCS contracts with an independent auditor to perform financial audits annually.

FACILITIES

ISTCS is located at 21 N 550 West. The school owns 50% interest in a 15 acre property at that address and currently leases a 30,000 square foot facility that includes 13 classroom spaces, a

gym, a warming kitchen, a commons area, restrooms, and office space. In addition, the school owns four modular units located on the property. The school will add additional modular units as necessary. In the future, the school will consider other permanent building options including but not limited to adding a wing to its current building or building an additional building on its grounds.

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TAB 4 -- BOARD CAPACITY AND GOVERNANCE STRUCTURE

GOVERNANCE STRUCTURE

The governance structure for ISTCS is outlined in detail in ISTCS Board Policies 1000 – 1999. Governance policies address a wide range of board topics including legal status, board membership, powers and duties, strategic planning, director insurance, board meeting, and the board’s relationship to the school’s director. All board policies are cross referenced with legal requirements including IDAPA and federal regulations. The board reviews and updates policies as needed. All policies are available on the school’s website: idahoscience.com.

Articles of Incorporation and Corporate Bylaws can be found in Appendix B.

CURRENT BOARD OF DIRECTOR’S ROSTER

Seat Number and Current Occupant	Elected or Appointed	Office Position Held If any	Seated	Date of Term Expiration
1. Jennifer Cameron	Appointed	Secretary/Treasurer	11/08/2017	Annual Meeting – 2018; 2021, 2024
2. Kelly Moulton	Elected	Chair	11/14/2012	Annual Meeting – 2020; 2023; 2026
3. Gwen Inskeep	Elected	Member	7/10/2017	Annual Meeting – 2019; 2022; 2025
4. Vacant	Elected	Member	7/10/2017	Annual Meeting – 2019; 2022; 2025
5. Becki Adams	Appointed	Vice Chair	3/19/2014	Annual Meeting – 2020; 2023; 2026
6. Not Utilized	--	--		--
7. Not Utilized	--	--		--

Resumes for current board members can be found in Appendix C.

RECRUITMENT AND TRAINING

The process for filling all openings on the Board of Directors at ISTCS is outlined in Article 4 of its Corporate Bylaws. The school actively recruits potential board members from its parent stakeholders. All board openings are announced to stakeholders through established communication methods such as email, letters home, Facebook, advertising at school functions, and/or the school's website. In addition, parents who have previously expressed an interest in significant volunteer positions are contacted individually to notify them of a potential opportunity to serve on the board.

Once potential board members are identified, they are provided with information necessary to eventually be seated including but not limited to a questionnaire for potential board members, the school charter, and Board policy 1205 *Board of Directors Powers and Duties*, and ISBA publication *So You Want to be a School Board Member*.

ISTCS is a member of the Idaho School Board Association (ISBA). The Board of Directors completes annual training through that organization including individualized training at the school and attendance at ISBA sponsored training events. Two current ISTCS board members have earned Boardmanship Awards through ISBA, and the Board of Directors earned the 2017 Master of Boardmanship Award. In addition to ISBA training, the board actively seeks training in legal matters. Representatives from the board attend Ed Law Institute annually. All board training is also attended by the school's administrative director to facilitate a strong working relationship between ISTCS's governance and administration.

TAB 5 -- STUDENT DEMAND AND PRIMARY ATTENDANCE AREA

STUDENT DEMAND

Within three weeks of announcing expansion to a K-8 program, ISTCS had collected sufficient lottery applications to fill all openings in 1st – 3rd grade and sufficient lottery applications to fill 70% of its overall enrollment caps. Initial studies show that ISTCS's current student population (2017-18 school year) transferred from the following educational entities:

- 49% transferred from 7 Blackfoot School District (55) Schools.
- 21% transferred from Blackfoot Charter Community Charter School (BCCLC).
- 16% transferred from 4 Snake River District (52) Schools.
- 14% transferred from 22 Out of Area Schools or Homeschool.

ISTCS's current student population includes 59% siblings; however, applicants for the new openings in early elementary show a significantly higher initial sibling preference. The school is projecting that 80% of its students in grades K – 3 will be siblings of current students.

ISTCS's retention rate among students who begin in elementary grades is significantly higher than its retention rate among students who begin in middle school grades. Currently, 62% of the school's total student population started attending ISTCS as an elementary student.

STUDENT NEED

ISTCS students generally score higher on standardized tests than their peers in surrounding public schools (see chart below); however, expected student outcomes for children attending ISTCS go far beyond traditional testing methods. The educational program at the school offers project-based and advanced classes that are not widely available in local schools. Each year, between 50 – 70% of 8th grade students earn high school credits through advanced opportunities programs including four (4) in-house classes offered at ISTCS.

Percentage of Students Proficient
Spring, 2017

	ELA	Math	Science
Idaho Science and Technology	52%	33%	63%
Blackfoot Charter	39%	33%	39%
Blackfoot School District	40%	31%	48%
Snake River School District	49%	38%	54%

Notably, ISTCS students who are classified as economically disadvantaged outperform their public school peers on the state level as measured by ISATs. In Spring, 2017, 47% of ISTCS students who qualified as economically disadvantaged were proficient in ELA, compared to only 40% statewide. In math, the proficiency rates were 31% for ISTCS compared to 30% statewide.

TARGET ENROLLMENT

Idaho Science and Technology Charter School will serve grades kindergarten (K) through eight (8). The school will maintain its overall enrollment CAPS to embrace a small, highly competitive educational and market philosophy. During the initial year of expansion, the school will retain its overall enrollment CAP and redistribute grade level CAPS as shown in the table below. In subsequent years, the school will maintain 10% or less growth in the school-wide enrollment CAP.

	Enrollment CAP	Anticipated Enrollment
Year 1 (2018-19)	K – 40 Students 1 – 20 Students 2 – 20 Students 3 – 20 Students 4 – 24 students 5 – 48 students 6 – 72 students 7 – 72 students 8 – 54 students Total – 370	K – 40 Students 1 – 20 Students 2 – 20 Students 3 – 20 Students 4 – 22 students 5 – 48 students 6 – 72 students 7 – 54 students 8 – 48 students Total – 344 18.95 Support Units
Year 2 (2019-20)	K – 40 Students 1 – 40 Students 2 – 37 Students 3 – 20 Students 4 – 24 students 5 – 48 students 6 – 72 students 7 – 72 students 8 – 54 students Total 407	K – 40 Students 1 – 40 Students 2 – 32 Students 3 – 20 Students 4 – 24 students 5 – 48 students 6 – 72 students 7 – 65 students 8 – 50 students Total 391 21.95 Support Units

Year 3 (2020-21)	K – 40 Students 1 – 40 Students 2 – 40 Students 3 – 40 Students 4 – 24 students 5 – 48 students 6 – 72 students 7 – 72 students 8 – 60 students Total 436	K – 40 Students 1 – 40 Students 2 – 40 Students 3 – 38 Students 4 – 22 students 5 – 48 students 6 – 72 students 7 – 72 students 8 – 58 students 430 24.11 Support Units
Year 4 (2021-22)	K – 40 Students 1 – 40 Students 2 – 40 Students 3 – 40 Students 4 – 48 students 5 – 48 students 6 – 72 students 7 – 72 students 8 – 60 students Total 460	K – 40 Students 1 – 40 Students 2 – 40 Students 3 – 40 Students 4 – 40 students 5 – 48 students 6 – 72 students 7 – 72 students 8 – 60 students Total 452 24.97 Support Units

ISTCS will ensure that total student enrollment remains below overall school enrollment CAPS outlined above and that sufficient openings exist in upper grades to accept all returning students from lower grades. When grade-based caps must be adjusted based on returning enrollment or retained students, the ISTCS Board of Directors will establish grade-based enrollment caps no less than one (1) month prior to ISTCS's lottery application deadline and will post the Annual Enrollment Capacity information on the Idaho Science and Technology Charter School website within five (5) days of the Board vote.

LOTTERY PROCESS

All potential students wishing to enroll in ISTCS must complete a lottery application. Applications can be obtained through the office or the enrollment tab at idahoscience.com. Applications can also be mailed or faxed to the school. Applications must be received by ISTCS by 3:00 the day

before the date of the lottery. Applications received after the deadline will be added to the bottom of the final selection list for the appropriate grade.

If the capacity of the school is insufficient to enroll all prospective students, a lottery shall be utilized to determine which prospective students will be admitted to ISTCS. The lottery will be held during the March Board of Director's Meeting unless otherwise designated by the board. The lottery date will be posted at least 30 days prior to the lottery. The lottery will utilize a randomized computer lottery program. A lottery to determine the order in which grades will be filled will precede the student lottery. The lottery will follow Idaho Code Section 33-502 (j). Prospective students will be placed in priority groups as follows:

First Priority – The first priority group includes pupils returning to ISTCS for the subsequent year.

Second Priority – The second priority group of ISTCS will include the children of full-time employees and children of Founders (provided that this admission preference shall be limited to not more than ten percent of the capacity of ISTCS).

Third Priority – The third priority group is siblings of pupils already enrolled or selected by the lottery.

Fourth Priority – The fourth priority group is students who reside within the primary attendance area.

The fifth priority group includes students who reside outside of the primary attendance area.

At the conclusion of the lottery for each grade, the officials will pause to update the priority group assigned to prospective students impacted by sibling priority. In the case of twins, school officials will manually adjust the priority of the second twin chosen.

Offers of enrollment may be made via e-mail, telephone or residential mail. Acceptance must be made within 7 days of when the offer is made or of the date the offer was delivered, as verified by the U.S. postal Service. If no response is received within 7 days, the child's name will be moved to the bottom of the waiting list. This timeline will be shortened to 24 hours between August 15 and September 15.

The final selection list for a given school year shall not roll over to the next subsequent school year.

COMMUNITY VISION

VISION

ISTCS will be recognized for playing a positive role in the community.

ISTCS stakeholders host or support a minimum of 5 community events per year. Past events include hosting a community-wide science fair, hosting education outreach programs, color runs, canned food drives, and service projects.

PARTNERSHIPS

ISTCS actively seeks community partnerships. The school has current, active partnerships with the following organizations: ISU Community Outreach, ISU College of Science and Engineering, Ignite CS, iSTEM, Leo's Place, Overdeck Family Foundation, Simons Foundation, INL, Radio Shack, Community Dinner Table, Bingham Historical Park, STEM Action Center, Future City, and PK12. In addition to those partnerships, ISTCS hosts students from surrounding school districts in an annual science fair.

MARKETING

ISTCS maintains an aggressive marketing plan that is updated and presented to its Board of Director's annually. The marketing plan generally consists of four components: community, communication, advertisement, and enrollment. The community component focuses on establishing and maintaining a positive school image in the community, communication focuses on maintaining a positive image with current stakeholders, advertisement focuses on communicating with potential students, and enrollment focuses on meeting annual enrollment expectations.

STRATEGIES FOR INFORMING UNDERSERVED STUDENTS AND FAMILIES

ISTCS's marketing plan is designed specifically to reach all potential stakeholders within its primary attendance area. The school typically runs three (3) coordinated advertising campaigns per school year with the goal of using multiple platforms to disseminate a specific, targeted message in both English and Spanish. The school relies heavily on digital platforms such as Facebook, email, and its Website; however, it recognizes that digital messaging does not work for all populations in its primary attendance area. The school distributes fliers to underserved neighborhoods.

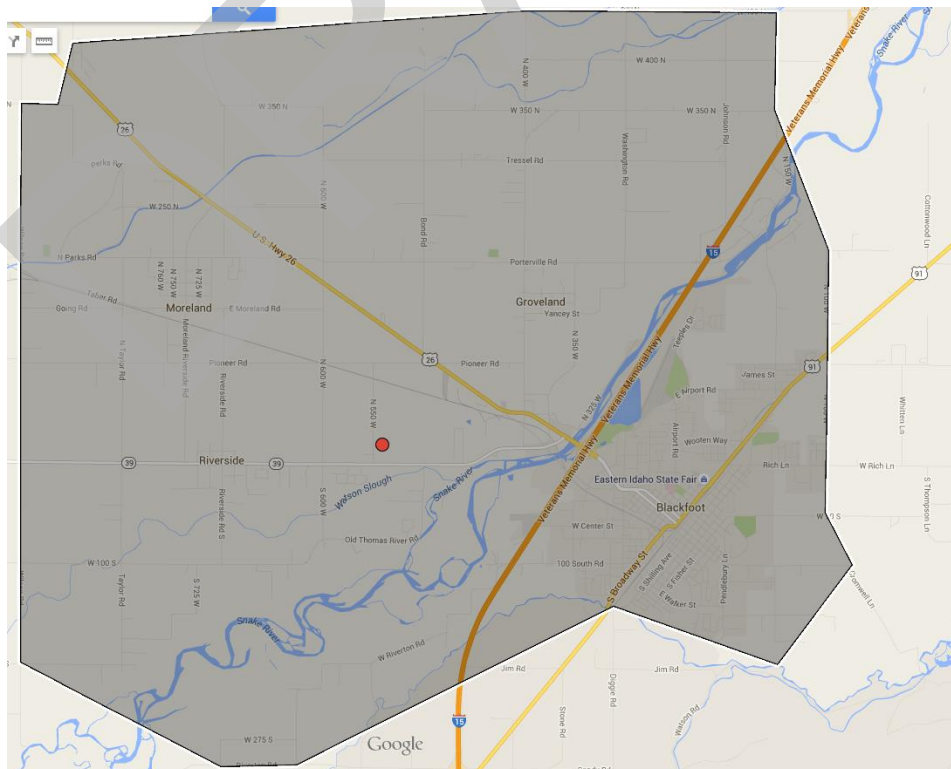
Currently, ISTCS's population does not appear to mirror the demographics of surrounding school districts. Verified enrollment numbers consistently show that ISTCS serves a higher percentage of Special Education students, but a lower number of both ELL students and students who qualify for Free and Reduced Lunch.

PRIMARY ATTENDANCE AREA

The primary attendance area will include areas from the Blackfoot School District (55) and Snake River School District (52). The boundaries will be as follows:

Intersection of 450 West and 400 West (McDonaldville Rd) West (No Roads or Population) to Highway 26 and Larsen Road: South on Larsen Rd. to W 350 N; West on W 350 N to Wilson Road; South on Wilson Road to Hahn Road; Southeast (No road or population) to the intersection at S Riverton Road and Hoskins Loop; East to S 625 West; Southeast (No Road or population) to the intersection at Highway 91 and Shilling; East on Blackfoot River to 150 West; North on 150 West to Cromwell Lane; North (No Road – State Hospital) the intersection of Mitchell Lane and 100 West; North on 100 West to the end of Hansen Lane; North (No Roads or Population) to intersection of 350 North and Rose Road; West on 350 North to Johnson Road; North on Johnson Road to 450 West (Lambert Road); West on 450 West to McDonaldville Road. Addresses on both sides of the streets will be included in the primary attendance area. (See Map)

These students will be given priority as designated in Idaho Code Section 33-5205(3) (j); however, students from other areas may be enrolled.



TAB 6 -- SCHOOL LEADERSHIP AND MANAGEMENT

Policies related to school leadership and management are delineated in Board Policies 6000-6999. The director of ISTCS is directly responsible to the Board of Directors, serves as the chief executive of the Board, and supervises all District operations in accordance with Board policies. The Director's responsibilities include overseeing all aspects of compliance, personnel, students, strategic planning, educational program, operations, finances, and public relations. The Board evaluates the Director annually pursuant to Board Policy 1410 and 6100.

The Principal of ISTCS is responsible to the Director in managing all day-to-day operations of the school. The Principal acts as a designee for the Director when necessary, sits on the school leadership team, and participates in long-term strategic planning. The Director is responsible for evaluating the Principal annually.

The business manager of ISTCS is responsible to the Director of the school in managing all business operations including financial, student and personnel records, and compliance. The business manager also serves as the Clerk of the Board and is directly responsible to the Board of Directors as its Clerk. The Director is responsible for evaluating the Business Manager Annually.

Resume for current Director can be found in Appendix D.

Organizational Chart can be found in Appendix D.

Job Descriptions for the Director, Principal, and Business Manager can be found in Appendix D.

Appendix C: IPCSC Closure Protocol

DRAFT



Closure Protocol

Idaho Public Charter School Commission

514 West Jefferson Street, Ste. 303

Boise, Idaho 83702

208-332-1561

pcsc@osbe.idaho.gov

Alan Reed, Chairman

Jenn Thompson, Director

Purpose

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

Authority

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

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

Closure protocol is enacted when:

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

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

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

Roles

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

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

Note

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

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I. Closure Protocol Team

A. Initial Meeting

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

B. Team Members

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

Required members of this team shall include:

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

C. Subcommittees

1. Subcommittees shall be established for the purpose of managing closure tasks in the following areas:
 - i. Communication – student, teacher, family
 - ii. Financial – vendors and assets
 - iii. Business – employer and corporation
 - iv. Records – student and employee records

D. Meeting Agenda

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

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

E. Important Dates

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

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

9. The date by which all W2s will be issued for the school's final operating year; and
10. The date by which the non-profit corporation must be dissolved.

Communication

A. Initial Stakeholder Notification

1. Within 7 business days of the date written notice of closure is issued, the school is responsible to issue a letter (drafted by the IPCSC) notifying stakeholders of closure. This letter shall minimally include:
 - a. Where and when the final order will be posted online for transparency of the reasons for closure;
 - b. The last date of student services;
 - c. Transfer procedures;
 - d. Explanation of the appeal process and when a decision regarding an appeal would be published; and
 - e. Contact information for the school's administrator and the IPCSC.
2. The school may choose to include a supplemental letter drafted by the school's board, and if so, such draft must be provided to the IPCSC prior to distribution to stakeholders.
3. The school is responsible to distribute the IPCSC's letter (and the school board issued supplemental letter, if applicable) to the following recipients:
 - a. All Parents of current students and all parents currently on a waitlist;
 - b. All Teachers, Staff, and Volunteers;
 - c. All Vendors with whom the school has an active contract or has engaged with in the past 12 months;
 - d. All Lease and Loan/bond holders; and
 - e. Any Educational Services Providers with whom the school contracts.
4. The authorizer is responsible to issue a letter informing stakeholders of the closure situation to the following recipients:

- a. All potentially impacted school districts and charter schools;
 - b. The State Department of Education;
 - c. The State Board of Education;
 - d. The Office of the Governor;
 - e. The Public Employment Retirement Service of Idaho;
 - f. The chairpersons of the House and Senate Education committees; and
 - g. The Senators and Representatives serving the state legislature on behalf of the district in which the school maintains student occupied facilities or business offices.
5. Within 7 days of the date written notice of closure is issued, the IPCSC's letter informing stakeholders of the closure situation shall be posted in a prominent location on the school's website and the IPCSC's website.

B. Staff Meeting

1. Within 7 days of the date written notice of closure is issued, the school's administrator, board chair, and business manager shall hold a meeting with all staff to discuss the following:
 - a. Media contact protocol
The Director of the IPCSC is the authorized media contact for the IPCSC. The school is encouraged to establish a single point of contact to manage public relations on behalf of the school.
 - b. Maintenance of normalcy (to the best possible level) for students through the last day of student services
All instructional and student services are required to be provided in full through the last day the school is allowed to provide such services. The student experience should remain as normal as possible through this process. It is recommended that the school provide guidance for teachers and staff early-on to ensure common language and tone is used when discussing this situation with students and families.
 - c. End of Employment Impact
This date is established by the Closure Protocol Team. When determining the end of contract dates, please consider the impact of this date on health

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

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

- a. Notification of closure timeline and timeline of parallel appeal if the school has chosen to or is considering appealing the closure decision.
- b. Review of media protocol and how to discuss the issue with parents and students.
- c. Date of last paychecks and whether/who will remain on staff after end of student services and end of contract dates.
- d. Timeline for more information regarding sick leave, vacation time, and health insurance; Cobra may not be available when the charter school providing the original health insurance ceases to exist.
- e. Timeline for more information regarding any impacts to PERSI; Employees whose last place of work prior to retirement was the school being closed may lose the ability to transfer accrued sick leave into funds used for medical coverage.
- f. Timeline for winding-down and transition of duties, including, but not limited to facility access and security, access to email and software, hardware returns, and asset management of furniture, fixtures, equipment, and curriculum.
- g. Social emotional services for staff and students if the school has chosen to make such available; We acknowledge that closure can be traumatic for staff and students. Schools are encouraged to consider making additional counseling services available.
- h. Assistance with employment transition for staff (such as access to hiring fairs or letters of recommendation) if the school has chosen to make such available.

C. Ongoing Communication

1. Additional communication with stakeholders will be necessary throughout the closure process.
2. The Communication subcommittee is responsible for ensuring that any necessary communication is timely and accurate.

F. Financial Dissolution

A. Expenses

1. Within 15 business days of the date on which written notification of closure was issued a meeting shall be held between the school's business manager, the IPCSC's Finance Manager, and the Team Lead.
2. Additional attendees (such as the school's auditor) may be invited to the meeting by mutual agreement of both required attendees. Any related costs are the responsibility of the school.
3. No later than the start of the scheduled meeting, the school's business manager shall make the following available to the IPCSC:
 - a. A list of every vendor the school has paid in the last 12 months;
 - b. A copy of all arrangements with vendors including: contracts, service agreements, grants, and/or MOUs with all services providers that are currently active or that have been active in the past 12 months;
 - c. A copy of all lease agreements and all long-term loans;
 - d. A list of all insurance policies held by the school (including liability, directors and officers, worker's comp, etc.), including company, policy number, and coverage specifics; and
 - e. All bank statements for the previous 12 months.
4. The meeting agenda for this meeting shall include the following:
 - a. A review of statute, rule, policy, and regulations related to closure as presented by the Closure Team Lead.
This part of the discussion should consider requirements of the IRS, the Department

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

- b. A review of projected cash flow through end of operations as presented by the school's Business Manager.

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

- c. Development of a plan for immediately reducing spending to necessities only, which may require board action to suspend or change policies to allow for changes in who has spending authority and at what amounts.
- d. Prioritization of payment of anticipated expenditures, pursuant to Idaho Code.
- e. Documentation of a list of items requiring follow-up and who is responsible for the workload or costs.
- f. Establishment of approximate deadlines for when each account is to be closed.

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

- a. Verification that the school's account has been paid in full with each vendor as accounts are closed;
- b. Verification that the school has met with PERSI and has established a final transmission date;
- c. Documentation that any outstanding PERSI fees are paid;
- d. Verification that the school has met with the board approved auditor and has established a final audit timeline. Note that the timing of this audit may be later than usual; and
- e. Verification of end dates for leases and liability coverage (including property and directors/officers).

B. Accounting of Assets

- i. The IPCSC shall provide to the school a written guidance document with regard to the sale and dissolution of assets.
 - ii. The school shall be responsible to provide the IPCSC and the SDE with a full inventory of all physical assets owned by the corporation within 30 days of the date on which the notice of closure was issued.
 - iii. The inventory shall include:
 - a. A description of the item;
 - b. The fund with which each item was purchased; and
 - c. An estimate of the current value of the item.
- D. The Team Lead, the IPCSC's Finance Manager, a representative from the SDE, and the school's Business Manager shall meet to review this inventory within 15 days of receipt of the inventory, and may verify accuracy via thorough on-site review.

C. Dissolution of Assets

1. All viable special education testing materials shall be distributed to the SDE for redistribution to charter schools based on the agency's determination of need.
2. Property owned by the ESP will be claimed by the ESP. The lease by which this equipment was provided to the school must include an itemized inventory and shall be provided to the IPCSC.
3. Any items purchased with federal funds (excluding special education testing materials) shall be returned to the IPCSC for redistribution to other charter schools. The IPCSC shall retain record of what was received and to whom it was redistributed.
4. The school is responsible to arrange for delivery of assets in an organized and well-labeled manner.
5. All assets purchased with state funds shall be liquidated to the greatest degree possible. Please see the IPCSC's guidance on the sale and dissolution of assets for procedural expectations.
6. When all assets have been redistributed and liquidated, and all creditors have been paid, any remaining funds shall be returned to the Public School Income Fund via the State Department of Education.

D. Reporting

1. The school shall ensure that an audit completed by an independent auditor is conducted, the audit report is approved by the school's board, and submitted to both the State Department of Education and the authorizer.
2. The school shall ensure that all documentation required to dissolve the school as a business is filed with the IRS, including dissolution of the 501c3.
3. After the sale of assets, and the all checks are cut, any remaining funds shall be returned to the State Department of Education for distribution to operational schools.
4. File final tax reports.
5. Issue W2s for previous tax year.

IV – Records Management

i. Records Retention Procedures

1. The school's Lead Administrator is responsible to ensure the proper retention and destruction of records in accordance with the State of Idaho's records retention schedule.
2. The public charter school shall make every effort to transfer all active student records (including the cumulative file and the special education file) to the student's next school of choice prior to the date on which records are scheduled to transfer to the authorizer.
3. The public charter school shall ensure that every student file (active or inactive) includes an official transcript (signed, embossed, etc.) or final report card and a record of where and when the student's records were transferred out of the public charter school's care. This information shall be compiled in a single spreadsheet.
4. The public charter school shall ensure that all records to be transferred to the authorizer (cumulative and special education) are scanned into an electronic format. Costs incurred are the responsibility of the school.

5. The public charter school shall ensure that all records are transferred to the authorizer via a secure file transfer protocol.
6. No employee or former employee of the school shall retain copies or have access to student, employee, or financial records after the employee's end of contract date.

ii. Records to be Retained

1. Student Records:

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

2. Personnel Records:

- a. Personnel files shall be retained for five years beyond the employee's termination date.
- b. Personnel files shall include the name, address, and contact information of the employee; employment agreements or contracts signed by the employee, verification of certification (if applicable), and all employee evaluations. No other documentation shall be retained.

3. Financial Records:

- a. Monthly expenditure reports for the five years preceding the school's closure date shall be retained. Records shall be destroyed after five years.
- b. Monthly deposit records for the five years preceding the school's closure date. Records shall be destroyed after five years.
- c. All bids received and contracts awarded in the five years preceding the school's closure date. Records shall be destroyed after five years.

- d. Medicaid reimbursement records for seven years prior to the school's closure date. Records shall be destroyed after seven years.
- e. Bank statements for all accounts for five years preceding the school's closure date. Records shall be destroyed after five years.
- f. Tax documents shall be retained for the seven years prior to the school's closure date. These documents include but are not limited to IRS forms 941 and 1099. Records shall be destroyed after seven years.
- g. Annual financial audit reports and annual board approved budgets shall be retained permanently for all operational years. These documents are submitted to the IPCSC annually, and may not need to be re-submitted.

4. Governance Records:

- a. All meeting agendas shall be retained permanently.
- b. All meeting minutes shall be retained permanently.
- c. A complete copy of the most recent set of board policy shall be retained permanently.
- d. A copy of the board bylaws and articles of incorporation shall be retained permanently.

5. School Culture Records

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

6. Records Requests After Closure

- a. The IPCSC shall manage records requests for student transcripts and for personnel files after the school has closed.
- b. The school shall ensure that the school's URL redirects to the IPCSC's records request page for a minimum of 3 years after the school's closure, at the school's expense.

V. Governing Board

iii. Final dissolution

1. Final Board Meeting

- a. In accordance with OML notice a final meeting of the governing board and pursuant to I.C. § 30-30-1001, a vote to dissolve a nonprofit corporation shall be properly noticed and accompanied by the dissolution plan. In this case, the dissolution plan is the closure protocol, which should be near completion by the time this motion is made. This section of Idaho Code also requires that the agenda state that the purpose, or one of the purposes, of the meeting is to consider a resolution to dissolve of the non-profit corporation.
- b. I.C. § 33-5212 addresses the order in which payments shall be made, and state that any remaining assets after all creditors have been paid shall be distributed to the Public School Income Fund. This information should be incorporated into the dissolution motion as it is required to be noticed by the Non-Profit Corporation Act.
- c. A vote in favor of dissolution passes with a majority vote of the board directors.
- d. A copy of the resolution must be provided to the IPCSC with 24 hours of the vote.

2. Meeting Agenda

- a. Approval of the financial audit report (if not already complete).
- b. Approval of any final contracts to be paid (i.e. for the Business Manager to return at the end of the calendar year to prepare final tax documents and distribute to employees).
- c. Appointment of a designee to file dissolution of the school's 501c3 with the IRS and articles of dissolution with the Idaho Secretary of State.
- d. Appointment of a designee to complete any and all final activities that may be necessary.
- e. Signature of any final checks.

3. Articles of Dissolution

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

Secretary of State. These articles shall minimally include:

- i. The name of the corporation;
 - ii. The date dissolution was authorized;
 - iii. A statement that dissolution was approved by a sufficient vote of the board.
- b. A corporation is effectively dissolved as of the date of its articles of dissolution.
- c. The school shall provide a copy of the filed articles of dissolution to the IPCSC.
4. A dissolved corporation may continue its corporate existence but may not carry on any activities except those appropriate to wind up and liquidate its affairs.

B. Claims against a dissolved Corporation

- iv. After the date on which the articles of dissolution are filed, the corporation may dispose of the known claims against it by sending written notice, pursuant to I.C. § 30-30-1005. Written notice must include:
 - a. A description of the information that must be included in a claim;
 - b. A mailing address where a claim may be sent;
 - c. The deadline, by which the dissolved corporation must receive the claim; and
 - d. State that the claim will be barred if not received by the deadline, which may not be fewer than one hundred twenty (120) days from the effective date of the written notice.
- v. The corporation must address any unknown claims against it by publishing a notice Pursuant to I.C. 30-30-1006. The notice must:
 1. Be published one (1) time in a newspaper of general circulation in the county where the dissolved corporation's principal office is or was located, or, if none in this state, in Ada county;
 2. Describe the information that must be included in a claim and provide a mailing address where the claim may be sent; and
 3. State that a claim against the corporation will be barred unless a proceeding to enforce the claim is commenced within five (5) years after publication of the notice.

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

C. Reporting

1. The school shall ensure that all state and federal reporting is complete prior to dissolution. Verification of completed reports shall be made by the IPCSC. Required reports include, but are not limited to the following:
 - a. ISEE final data upload including, but not limited to student, course, teachers, and financial data sets;
 - b. Federal programs final reporting;
 - c. Grant final reporting; and
 - d. The school shall ensure that dissolution of the charter holder's non-profit organization is filed with the secretary of state and shall provide the IPCSC with a copy of this filing;
2. The school shall ensure that the dissolution of the school's 501c3 is on file with the IRS and shall provide the IPCSC with a copy of this filing.

VI. Final Closure Report Outline

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

i. Cover Sheet

1. A final closure report must include a cover sheet with the following information:
 - a. The legal name of the school;
 - b. The legal name of the charter holder;
 - c. The address(s) that the school occupied at time of closure;
 - d. Contact information for future questions;

- e. The following links and a statement that more information can be found at these locations,
 - i. [PCSC webpage for this school],
 - ii. [webpage for the meeting at which the charter was approved],
 - iii. [webpage for the meeting at which the charter was nonrenewed or revoked, if applicable], and
 - iv. [webpage for any related hearings]; and
- f. A description of where requests for student transcripts can be made after closure.
- g. A list of the complete closure protocol team.
- h. A list of the following key dates:
 - i. The date on which the charter was approved;
 - ii. The first and final dates on which the school was authorized to serve students;
 - iii. The date on which the school received its final distribution of state funding;
 - iv. The date on which teacher contracts ended; and
 - v. The date on which the charter holder's corporation was dissolved.

B. Required Attachments, Redacted

1. Final IPCSC Closure Order
2. Final appeal decision (if applicable)
3. IPCSC Notification of Stakeholders Letter
4. List of all vendors, including the name and address of the vendor, a description of the services provided/purchased, and the date on which the IPCSC verified account closure.
5. A list of insurance coverages, including company and the last date of coverage (including health, liability, etc.)
6. A list of all contracts, service agreements, grants, and MOUs to be retained by the IPCSC, including verification of date received.
7. A list of all lease agreements and all long-term debt held by the school at the beginning of the closure protocol, including the company and amount.
8. Documentation of the termination of any leases or loans.
9. Final bank statements indicating account closure.

10. Expense reports for the 12 months preceding dissolution.
11. A copy of the final check cut to the SDE, if applicable.
12. Inventory of assets, including the fund with which each item was purchased, the date of purchase, the estimated value.
13. For assets purchased with federal dollars, also include the final recipient of the asset, and the date of transfer.
14. The charter holder's final dissolution resolution.
15. A copy of the articles of dissolution.
16. A copy of the 501c3 dissolution notification.
17. A copy of the newspaper notice to unknown claimants.
18. Meeting minutes from all meetings of the closure protocol team and all subcommittee meetings attended by the Closure Team Lead.
19. Any other documentation that may provide important details.

CHARTER SCHOOL PERFORMANCE CERTIFICATE

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

RECITALS

WHEREAS, **Legacy Public Charter School, Inc.** is a non-profit entity incorporated with a board of directors; and

WHEREAS, on **March 4, 2010**, the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year **2011**; and

WHEREAS, the School’s charter was renewed on **March 1, 2018**, for a five-year term of operations,

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

NOW THEREFORE in consideration of the foregoing recitals and the mutual understandings contained herein, the Authorizer and **Legacy Public Charter School, Inc.** agree as follows:

SECTION 1: TERMS OF AUTHORIZATION

- A. Establishment of School.** The Charter Holder is hereby authorized to implement at the School the program described in the Charter, attached to this Certificate as Appendix B and incorporated herein by this reference. Any significant changes to any section of the Charter, including the educational program, facilities plan, financial plan, or the management plan, during the School’s pre-operational period or first operational term shall be treated as an amendment in accordance with the Authorizer’s policy.
- B. Term of Agreement.** The School’s operational term shall be from July 1, **2023** and end on June 30, **2028**. Subsequent terms of operation may be issued by the Authorizer in accordance with Idaho Code and Authorizer policy.

SECTION 2: EDUCATIONAL PROGRAM

- A. School Mission.** The mission of the School is as follows: **To develop students who are competent, confident, productive and responsible young adults who possess the habits, skills and attitudes to succeed in high school and to be offered the invitation of a postsecondary education,**

satisfying employment, and life-long opportunities.

B. Grades Served. The School may serve students in grades Kindergarten through 8.

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

- Teach to the high, and through strict adherence to the Harbor School Method, use the Method's educational approach, curricula, and tools to provide multiple opportunities for mastering concepts, and to exceed State benchmarks in required academic testing. This can be measured via observation and curriculum review.
- Ensure instructional fidelity across grade levels with core instructional methodology being consistent among teachers and grades, ensuring that students learn the instructional routines in early grades which accelerates their ability to focus on new information, skill development and thinking skills. This can be measured via training review, lesson plans and observation.
- In addition to emphasizing the traditional core curriculum areas of language arts, math, science, social studies, incorporate the Harbor Method's educational features of providing self-contained 7th & 8th grade classes, the study of a foreign language beginning in at least the 3rd grade, and participation in music, PE and computer classes. This can be measured via curriculum review.
- Provide a School-to-Work experience that, in addition to the school's academic program, purposefully trains students to demonstrate "Attitude and Effort," along with the characteristics of enthusiasm, efficiency and excellence in the work they do. This can be measured via observation.
- Remove fear, threat and intimidation from the learning environment by implementing and carrying out the Harbor Method's character education program that emphasizes kindness and a zero-tolerance policy for teasing, taunting, bullying, and negative peer pressure. The character education program will also emphasize and require adults in the school to model the expectations and behaviors for character required of students. This can be measured via policy review.
- Hold the school's principal(s) directly accountable for the environment in which teachers teach and students learn. This can be measured via policy review.

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

E. Accreditation. The School shall be accredited as provided by rule of the State Board of Education.

SECTION 3: SCHOOL GOVERNANCE

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

The Charter Holder shall also be responsible for maintaining and enforcing a compliant Board and providing overall Board stewardship for the School.

- B. Articles of Incorporation and Bylaws.** The articles of incorporation and bylaws of the Charter Holder shall provide for governance of the operation of the School as a nonprofit corporation and a public charter school, and shall at all times be consistent with all applicable laws, rules, regulations, and this Certificate. The Charter Holder shall notify the Authorizer of any modification to the articles of incorporation or bylaws within five business days of approval by the Charter Holder.
- C. Charter Board Composition.** The composition of the Board shall at all times be determined by and consistent with the articles of incorporation and bylaws, and all applicable laws, rules, regulations, and policies. The Charter Holder shall notify the Authorizer of any changes to its composition and provide an amended School Leadership Roster within five business days of it taking effect.

SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

- A. Oversight Allowing Autonomy.** The Authorizer's role shall be to evaluate the School's performance outcomes according to this Certificate and the Performance Framework, and shall be to provide compliance oversight. The Authorizer shall comply with the provisions of the Charter Schools Act and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School.
- B. Charter School Performance Framework.** The Charter School Performance Framework ("Performance Framework") is attached and incorporated into this agreement as Appendix A. The Performance Framework shall be used to annually evaluate the School's academic achievement, Board stewardship, operational management, and financial stability. The specific terms of the Performance Framework are determined by the Authorizer and shall be binding on the School.
- C. Separate Academic Evaluations.** The academic performance outcomes of the K-8 on-site program operated by the School shall be aggregated across all grades for reportability.
- D. Identified Comparison Group.** For purposes of evaluating the School against the metrics and measures established in the Performance Framework, the School's comparison group shall be identified as described below and shall be established for the length of the Certificate term.
- E. Nampa School District (131).**
- F. Authorizer to Monitor School Performance.** The Authorizer shall monitor and report on the School's progress in relation to the indicators, measures, metrics, and targets set out in the Performance Framework. A formal report of the School's academic, financial, and operational performance ("Performance Report") shall be provided to the school and the public by the Authorizer annually. Data necessary to conduct this evaluation will be collected throughout the year. Additional reviews may be necessary if compliance concerns arise.
- G. School Performance.** The School shall meet standard on all measures of the Performance Framework. The Authorizer shall renew any charter in which the School met all the terms of its Certificate, including all appendices, at the time of renewal.
- H. Performance Framework as Basis for Renewal of Charter.** The School's performance in

relation to the Performance Framework shall provide the basis upon which the Authorizer shall decide whether to renew the School's Charter at the end of the Certificate term.

- I. Required Reports.** The School shall prepare and submit reports as required by the Authorizer's policy.
- J. Authorizer's Right to Review.** The Authorizer maintains the right to request and review additional documentation if such becomes necessary in the course of regular oversight duties or to investigate the validity of a compliance concern. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.
- K. Site Visits.** The Authorizer may conduct site visits in accordance with the Authorizer's policy. Reports from any site visit shall be made available to the School and shall be included in the School's annual Performance Report.

SECTION 5: SCHOOL OPERATIONS

- A. In General.** The School and the Charter Holder shall operate at all times in accordance with all federal and state laws, rules, regulations, local ordinances, and Authorizer policies applicable to public charter schools.
- B. Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be 325 students.
- C. Equitable Enrollment Procedures.** The School shall make student recruitment, admissions, enrollment, and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or proficiency in the English language. If there are more applications to enroll in the School than there are spaces available, the School shall select students to attend using a random selection process that shall be publicly noticed and open to the public.
 - i. Calendar.** The School shall operate on a year-round calendar in which the regular term shall end no less than 30 days prior to the beginning of the new school year
- D. School Facilities.** The School shall operate at the following location(s): 4015 S. Legacy Way, Nampa, ID 83686. The School shall provide the Authorizer with facilities documentation, including occupancy permits, fire marshal reports, building inspection reports, and health department reports for any facility newly occupied by the School, and any remodeling or construction project for which such documentation is necessary in accordance with Authorizer policy and in accordance with law, rule, regulations, and authorizer policy.
- E. Attendance Area.** The School's primary attendance area shall be used for the purposes of determining applicability of this enrollment preference category.
North Boundary: The center of East Greenhurst Road to include only property on the south side of the road. East Boundary: The center of Happy Valley Drive to include only property on the west side of the road. South Boundary: The center of East Lewis Lane to include only property on the north side of the road. West Boundary: The center of South Powerline Road to include only property on the east side of the road.
- F. Staff.** Instructional staff shall be certified as provided by rule of the State Board of Education.

All full-time staff members of the School shall be covered by the Public Employee Retirement System of Idaho, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.

- G. Alignment with All Applicable Law.** The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are amended, the School shall be bound by any such amendment upon the effective date of said amendment.

SECTION 6: SCHOOL FINANCE

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

SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION

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

event that closure protocol begins, the School shall cease operations no later than the following June 30. Closure protocol shall only cease if the State Board of Education overturns the Authorizer's decision.

SECTION 8: MISCELLANEOUS

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

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

Chairman
Idaho Public Charter School Commission

Chairman
Legacy Public Charter School, Inc. Governing Board

Appendix A: Performance Framework

Appendix B: Charter

Appendix C: IPCSC Closure Protocol

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Appendix A: Performance Framework

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PERFORMANCE FRAMEWORK GUIDANCE: ACADEMIC MEASURES

Adopted 8/13/2020

Revised 4/14/2022

Idaho Public Charter School Commission

514 W Jefferson, Suite 303

Boise, Idaho 83720

Phone: (208)332-1561

pcsc@osbe.idaho.gov

Alan Reed, Chairman

Jenn Thompson, Director

ACADEMIC MEASURES

All School Measures

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

Comparison Group: Specific to school.

1. MATH PROFICIENCY

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

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

2. ELA PROFICIENCY

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

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

3. MATH GROWTH

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

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

4. ELA GROWTH

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

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

5. LITERACY PROFICIENCY

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

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

6. COLLEGE AND CAREER READINESS

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

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

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

OPERATIONAL MEASURES

BOARD STEWARDSHIP

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

OPERATIONAL MANAGEMENT

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

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BOARD GOVERNANCE

1. Governance Structure Rubric

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

Governance Structure Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• Board Bylaws are compliant with ID law.• Articles of Incorporation are current.• No investigations were conducted into either ethical behavior or conflict of interest regarding any board director.• The board did not experience an Open Meeting Law violation that needed to be cured this year.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

2. Governance Oversight Rubric

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

Governance Oversight Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• The board reviews academic data in a timely and thorough manner.• The board reviews financial reports in a timely and thorough manner.• The board maintains compliant policies.• The board engages in strategic planning.• The board conducts a compliant annual evaluation of their school leader and/or management organization.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

3. Governance Compliance Rubric

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

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

OPERATIONAL MANAGEMENT

4. Student Services Rubric

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

Student Services Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	All of the following are true: <ul style="list-style-type: none">• The school's English Language Learner program is in good standing;• The school's Special Education program is in good standing; The school's college and career readiness program is in good standing; and• The school's federal programs are in good standing.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

5. Data Security and Information Transparency Rubric

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

Data Security and Information Transparency Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• The school's website is compliant with I.C. 33-133(7) (data collection, access, and security policy); I.C. 33-320 (continuous improvement plan); and I.C. 33-357 (expenditures updated monthly, contracts, performance reports, and annual budgets).• The school did not experience any issues involving data security this year.• The school did not experience any compliance issue regarding public records requests this year.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

6. Facility and Services Rubric

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

Facility and Building Services Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• The school's occupancy certificate is current.• The school maintains current safety inspections and drills.• The school provides daily transportation to students in compliance with Idaho Code. The school provides a compliant lunch program.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

7. Operational Compliance Rubric

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

Operational Compliance Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• Required reports are submitted accurately and on time.• The school maintains a compliant enrollment process.• No correct action plans were issued by the SDE this year.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

FINANCIAL MEASURES

NEAR TERM HEALTH

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

SUSTAINABLE HEALTH

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

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NEAR-TERM HEALTH

1. Current Ratio

Calculation: Current Assets divided by Current Liabilities

Data Source: Annual Fiscal Audit Report

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

2. Unrestricted Days Cash

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

Data Source: Annual Fiscal Audit Report

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

3. Default

Calculation: No calculation.

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

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

4. Enrollment Variance

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

Data Source: ISEE and direct school report

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

SUSTAINABLE HEALTH

5. Total Margin and 3Yr Aggregated Total Margin

Calculation:

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

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

Data Source: Annual Fiscal Audit Report

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

6. Cash Flow and Multi-Year Cash Flow

Calculation (example years are included as reference):

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

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

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

Data Source: Annual Fiscal Audit Report

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

7. Debt Service Coverage Ratio

Calculation:

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

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

Data Source: Annual Fiscal Audit Report

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

8. Debt to Asset Ratio

Calculation: Total Liabilities divided by Total Assets

Data Source: Annual Fiscal Audit Report

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

9. Financial Compliance Rubric

Calculation: Total Liabilities divided by Total Assets

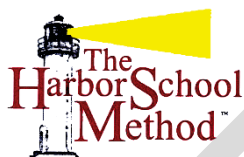
Data Source: Annual Fiscal Audit Report, Desk Audit of Policies, Other Formal Notifications Received by School

Financial Compliance Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• Accounting Practices: finances are managed in compliance with GAAP.• Financial Transparency: expenditures and contracts are posted on the school's site.• Internal Controls: the school's internal controls are compliant.
Approaches Standard	The school was informed of non-compliance with accounting practices, financial transparency, or internal controls, and prompt action to correct is in evidence.
Does Not Meet Standard	<p>The school is operating under a notification of fiscal concern or a notification of possible or imminent closure</p> <p>OR</p> <p>The school was informed of non-compliance with accounting practices, financial transparency, or internal controls and the issues were not corrected within 30 days.</p>

Appendix B: Charter

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Legacy Public Charter School



A Harbor MethodTM School

Approved Charter for School Year Starting 2011-2012

Amended May 31, 2012

Legacy Public Charter School
Nampa, ID 83686
Contact Persons:
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Tab 1

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A. Articles of Incorporation & By-laws

See Appendix A for Articles of Incorporation and Appendix B for By-laws.

B. Signatures of Qualified Electors

See Appendix C.

C. Mission Statement & Philosophy

Vision

At Legacy Public Charter School, students will develop a strong academic foundation, strength of character, and the work ethic and attitudes to achieve success in their chosen careers and in all aspects of their lives.

Mission

Legacy Public Charter School's mission is to develop students who are competent, confident, productive and responsible young adults who possess the habits, skills and attitudes to succeed in high school and to be offered the invitation of a post-secondary education, satisfying employment, and life-long opportunities.

Philosophy

The philosophy of the Legacy Public Charter School is grounded in the belief that when there is low threat and content is highly challenging, accelerated learning takes place. Each child has the right to come to school without fear of taunting, teasing or violence. Each parent has the right to expect a school to provide a safe, kind environment for his/her child. Each staff member has the right to teach without fear of violence. Students, parents and teachers will experience peace of mind in the Legacy Public Charter School setting. The founders believe that a "kind" environment should be extended through the potentially tumultuous junior high/middle school years.

Tab 2

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A. Rationale for Legacy Public Charter School

As of 2009, there were 22 traditional public schools serving a student population of over 14,000 within the Nampa School District. In addition, there were four public charter schools and a number of private schools. Of the traditional public schools, none use the Harbor School Method™. Two of the public charter schools, Liberty Charter School and Victory Charter School, use the Harbor School Method™. Liberty Charter School has been in operation since 1998. After its initial lottery, Liberty's waiting list was approximately 300 students. With Liberty's academic success and high level of parental satisfaction, its waiting list continued to grow to over 700 students by 2002. At that time, parents who wanted to provide an education for their children based upon the Harbor School Method™, sought and received approval for a second public charter school utilizing this successful model and Victory Charter School opened its doors in fall of 2004.

Even with a second Harbor School, the number of students whose parents seek to enroll them in a school utilizing the Harbor School Method™ still exceeds the enrollment capacity of both Liberty and Victory. The combined waiting lists have grown to over 3,600 students for kindergarten through 8th grade. Many parents have had their children on a waiting list for Liberty or Victory for several years with little hope of having their child attend either school prior to 8th grade due to the large waiting lists.

Therefore, to address the continued demand by Nampa families, it is in the best interest of the parents, students and general public in Nampa to open another public school dedicated to providing an education based upon the Harbor School Method™. Nampa parents have made it clear that they support choice in education by the overwhelming growth of both public charter schools and of small school learning environments created within the traditional Nampa School District. It is important that the public school system continue to respond to the demands of taxpayers and offer the types of choice that they support for their children. Legacy Public Charter School is a response to a need that has clearly been demonstrated for over a decade.

The founders' purpose for opening Legacy Public Charter School is to provide parents with an educational option based upon the Harbor School Method™ which provides high expectations and standards in academics and behavior in a safe environment with an emphasis on training students to succeed in the workplace. It is the founders' intent to replicate the educational culture and academic success exemplified at Liberty Charter School. Liberty Charter School is the most successful Harbor Method school in the state.

Target Student Population I.C. 33-5205(4)

Primary Attendance Area

Legacy Public Charter School is anticipated to be located at the southeast corner of Locust Lane and Southside Road intersection within the Nampa School District. Based upon this location, the primary attendance area would be as follows:

- North Boundary: The center of East Greenhurst Road to include only property on the south side of the road.
- East Boundary: The center of Happy Valley Drive to include only property on the west side of the road.
- South Boundary: The center of East Lewis Lane to include only property on the north side of the road.
- West Boundary: The center of South Powerline Road to include only property on the east side of the road.

If Legacy's location is different than the anticipated location, Legacy founders will construct a similar Primary Attendance Area.

Legacy Public Charter School's goal is to open in the fall of 2011 with grades kindergarten through 8th grade with only one class for each grade. If fewer than 30 students enroll for 8th grade prior to July, 1, 2011, Legacy will not offer 8th grade the first year of operation but will add it the second year.

Legacy Public Charter School's enrollment cap will be 325 students. There is no plan to increase the enrollment cap through the addition of more kindergarten through 8th grade classes or with the addition of a high school.

B. Potential Impact on Nampa School District

Legacy's founders are aware that opening Legacy Public Charter School will have a potential impact on the Nampa School District; however, Nampa's growth should minimize the impact of taking students from their current schools to Legacy Public Charter School. In the past several years the Nampa School District has opened several, new elementary schools and two middle schools to address the district's growth. Most recently, Lake Ridge Elementary and Lone Star Middle School both opened in the fall of 2008, while Endeavor Elementary opened in the fall of 2007. With an overall school enrollment of 325 students, Legacy will not have a huge impact in relation to the district's nearly 15,000 student-body enrollment. In fact, Legacy's total enrollment is less than 2%

of the Nampa School District's total enrollment. For the four middle schools that now serve Nampa, Legacy will affect approximately 120 students and that is only if all the students come from Nampa School District schools. However, it's anticipated that Legacy's student population will include home-schooled students, students from private schools, other charter schools, and virtual charter schools. On the elementary side, Legacy will serve approximately 188 students. The closest elementary schools to Legacy's proposed site are Ronald Reagan Elementary, Sunnyridge Elementary, and Greenhurst Elementary. Again, it's anticipated that in addition to these nearby elementary schools, Legacy will draw students from home-schools, private schools, other charter schools, and virtual charter schools. As a result, Legacy founders estimate that perhaps 60-70% of its enrollment, or approximately 175-200 students, could choose to come to Legacy that had been attending Nampa School District schools.

While in these slower economic times it's perhaps more difficult to project school district growth, historically the Nampa School District has reported annual growth of four to seven percent, or approximately 600-1,000 students. The Nampa School District population is expected to increase as the population of Nampa grows. Currently, the Nampa Chamber of Commerce projects the city of Nampa's population to reach approximately 91,000 residents by the 2010 census.

Additionally, Legacy Founders are committed to remain a small school, with total enrollment capped at less than 325 students in Kindergarten through eighth grade. Therefore, Legacy will not impact the Nampa School District in future years through expansion.

According to the Idaho State Department of Education (2008), only 4% of the state's total public education budget goes towards charter schools. No charter school funding is provided by individual traditional school district funds. Districts, including Nampa School District, are able to acquire additional funding through levies and bonds, regardless of the student population. While Nampa School District will not receive the ADA funding for students enrolled full-time at Legacy Public Charter School, Nampa School District will avoid the costs associated with meeting the demands of growth in their coverage areas. There is a significant benefit to the Nampa School District as current economic trends may make it more difficult to budget for new school facilities and gain local taxpayer support for bonds and levies required for new school buildings. There is no financial support that would be provided by the Nampa School District for students that attend Legacy Public Charter School. It is important to remember that charter schools are public schools, and the money that they receive is not being "drained" from public education at all. The founders of Legacy believe that the minimal impact of 175-290 students moving from the traditional school district to Legacy Public Charter

School will be neutralized within a very short period of time and that the district will benefit and continue to grow.

C. Facilities to Be Utilized

Legacy's founders have identified one strong option. Legacy would purchase approximately 3.5 acres of land located at Lava Springs, on the southeast corner of Locust Lane and Southside Road intersection in Nampa, Idaho, and contract to design, build and lease, or purchase a facility.

The first choice is to purchase property and design and build a new facility for Legacy. A new facility provides numerous benefits such as: (i) it may be more economical than leasing or purchasing an existing facility; (ii) it promotes a sense of permanence and stability; (iii) it provides more flexibility in terms of design; and (iv) it can avoid certain pitfalls and uncertainties associated with leases. In an effort to provide the most detailed plans possible, the founders have requested site plans or floor plans (with estimated costs) from a developer regarding our facility options. The developer has indicated that actual site plans would require significant testing and engineering, however, they have been willing to provide us with proposed floor plans, estimated costs, and projected time frames for completion of a Legacy facility.

After researching this issue and speaking with various schools that have secured financing for their facilities in the first year of operation, the founders have identified the general process and organizations that have experience in this area. Preliminary designs have been developed for a 26,597 square foot facility for a fall 2011 opening. The design is similar to the facilities used by Liberty Charter School and Victory Charter School for their kindergarten through eighth grade students. This design has proven to be functional in terms of its floor plan and is economical to build. Although the Lava Springs opportunity is extremely viable, the founders are actively pursuing other facility locations and options.

Notwithstanding the appeal of a new facility, the founders recognize that due to unforeseen events or circumstances, Legacy may not be able to have a new school facility ready for fall of 2011. Therefore, the founders are in the process of developing other alternatives for temporary lease options. One alternative will be to identify a facility with a short term lease option (2-6 months) to ensure a location if a permanent building cannot be completed on time for fall opening in 2011 but can be completed within the first year of operation. In the event the founders are unable to secure a permanent site for the first year of operation, other possible lease options will be found to temporarily (1-3 years) house Legacy until a permanent site is acquired and a new facility is completed. The founders have been communicating with a local realtor who is also the owner of property

located at 904 12th Avenue South in Nampa. The facility was originally a church building but has been utilized as a temporary facility for two different schools. Idaho Arts Charter School utilized the facility until its permanent facility was completed. Most recently, in 2008-2009 school year, a private elementary school leased the facility. The facility has ample classrooms, has been updated for use as a school and has ADA compliant bathrooms. The owner has expressed his intention to enter into a lease with Legacy and will negotiate a lease within the market rate.

See Appendix D for facility documentation.

D. Administrative Services

In order to ensure Legacy Charter School is able to operate efficiently and accomplish its goals, it is the intent of the Governing Board to hire an administrator who has an understanding of and experience in the implementation of the Harbor School Method™. The administrator in a Harbor School is intimately involved in the day-to-day operations of the school through actively monitoring the implementation and quality of the academic program and working to create the Harbor School culture. The administrator is also responsible for the school's financial operations including the development of a budget consistent with the values and goals of the Harbor School Method™.

Because the role of administrator is critical to the success of a Harbor School, the Governing Board will ensure that the Legacy Charter School administrator is fully trained in the Harbor School Method™ and has resources available to successfully implement the Method. The Governing Board will contract with Rebecca Stallcop, under a Management Agreement with BMed, Inc., to serve as the Administrator Trainer for Legacy Public Charter School for the first three years of operation. Mrs. Stallcop developed the Harbor School Method™ and has successfully implemented the program at Liberty Charter School for the past ten years. Mrs. Stallcop will provide training for the Legacy administrator in all aspects of his or her duties and specifically in the implementation of Harbor culture and financial operations, oversight of staff training, and development and implementation of the school budget. Additionally, Mrs. Stallcop will be the final authority for the administrator in all aspects of school management, subject only to the authority of the Governing Board. After the first three years, Mrs. Stallcop will evaluate Legacy annually to ensure compliance with the Harbor School Method™. See Appendix E for Letter of Intent to Contract from Rebecca Stallcop.

In the event BMed, Inc. is unable to provide Administrator Trainer services for Legacy Charter School as set out in the Management Agreement, the Governing Board will appoint an individual with administrative training in the Harbor School Method™ from a list of pre-designated individuals approved by Mrs. Stallcop to serve in her capacity.

Mrs. Stallcop will submit to the Governing Board a list of individuals she has approved as qualified to take her place along with a plan for transition. That list and plan will be reviewed at least annually by Mrs. Stallcop and the Governing Board to ensure the most qualified individuals and current transition plan are available.

E. Civil Liability

Neither the Idaho State Board of Education, nor the Idaho Public Charter School Commission will have any liability for the acts, omissions, debts or other obligations of any charter schools, except as may be provided in an agreement between the state and Legacy Public Charter School.

Types of Insurance

Legacy Public Charter School will procure and maintain a policy of general liability insurance in the amount required by state law and errors and omissions insurance with limits not less than one million dollars. Legacy Public Charter School will have the same role as a traditional public school in matters of civil liability. The appropriate insurance and legal waivers of all district liability and property insurance will be similar to the coverage purchased by the district. A copy of the proof of insurance will be given to the Idaho Public Charter School Commission each time it is renewed to ensure continuous coverage. Legacy Public Charter School will provide a list of all other types and amounts of insurance required prior to the opening of the school. Legacy's authorizer will be named as a co-insured on any liability policy that is secured.

An insurance quote from Moreton & Company, P.O. Box 191030, Boise, ID 83719, has been received. See Appendix F for documentation.

Tab 3

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A. Educational Program I.C. 33-1612 & 33-5205(3)(a)

The Harbor School Method™

Legacy Public Charter School's mission and educational program are built upon the foundation of the Harbor School Method™. The Harbor School Method™ was originally founded by Rebecca Stallcop, currently the principal of Liberty Charter School. Long before Liberty existed, Mrs. Stallcop and talented teachers brought their beliefs, knowledge and skills to bear to create a school where students learned more because they were taught more and where expectations for conduct were shared throughout the school. Mrs. Stallcop's passion remains focused on the preparation of future generations who can contribute to a democratic society as exemplars of learning, leading and citizenship.

The Harbor School Method™ is a way of teaching, a way of learning and a way of schooling. It is an integrated model designed to educate children to be capable graduates ready to contribute to a democratic society. Harbor Schools create a setting focused on the development of knowledge and skills, as well as the development of attitudes and dispositions of children. It is grounded in core beliefs about children, how they learn and the responsibilities of the adults who shape their development. The instructional strategies are not necessarily unique and innovative. What is unique and innovative is the manner in which these elements have been brought together to create a culture – a way of being as a school.

The Harbor School Method™ integrates elements from five key areas: Student Learning, School Culture, Instructional Fidelity, School Leadership, and Parent Participation. The following is a brief overview of the five key areas taken from the Harbor Essentials Manual. A more detailed description of Student, Teacher, Principal and Parent Responsibilities in each of the five areas is found in the Harbor Essentials Manual in Attachment O.

Student Learning

Children learn in a social context of schools. They learn in and out of the classroom. They learn by what they see, what they hear and what they do. The Harbor School Method™ is built on the belief that all students should know that their teachers have high expectations for their academic accomplishments and for their conduct. Harbor educators intentionally design every aspect of school to provide clear and consistent expectations for students. This helps students know what is expected of them at school. The Harbor School Method™ is centered on student learning in and out of the classroom.

Work habits are established early in life and the Harbor Method intentionally develops work habits in students that will serve them throughout their lives. Nurturing the development of students' intellectual, social, interpersonal and character growth is expected to be evident throughout the programs of a Harbor School. An environment in which high academic achievement is an expectation for all students is foundational. The goal of a Harbor School is to

help all students develop their capacity for knowledge, skills and dispositions that equip them to be work and college ready.

What We Believe:

- Teach to the high. All children are capable of learning more than we think.
- Safety is fundamental to learn, develop and succeed.
- Make learning personal and important for students.

School Culture

School cultures teach. They teach through the expectations set for and by the people working in them, both children and adults. They teach through the visible and invisible ways that people work together. They teach through the ways in which people treat one another. Safe, supportive school cultures mitigate the potential effect that differences among students could have on their learning. Harbor principals are accountable for the school culture and must intentionally create the conditions consistent with Harbor philosophy and practices.

Harbor schools intentionally create a culture that lives what it believes. School cultures teach children and adults directly and indirectly. Everything that occurs within a school culture shapes behavior of people. We are intentional about shaping that behavior.

The practices and conduct of the adults in the school are expected to be a primary model for students as they learn the character traits and work habits that will be life-long assets to them.

Harbor Schools focus on safety by removing fear, threat and intimidation from the learning environment. A focus on kindness and a zero tolerance policy for teasing, taunting, bullying, and negative peer pressure creates a positive, supportive and constructive environment for children to learn and grow. Adult decisions are made based on what is in the best interest of the students and the development of their knowledge, skills and dispositions. There is evidence of kindness between students and students, students and adults, and adults with adults. Adults demonstrate their respect and their responsibility to maintain a clean, orderly environment. They extend themselves to one another and to the students. Respect and personal responsibility is visible in all interactions.

Instructional Fidelity

The quality of learning for students has everything to do with the quality of teaching. Three key elements distinguish a Harbor school:

1. Faculty and staff who decide to work in a Harbor School commit to adopting the beliefs that ground the school's philosophy. Their teaching, leading and working habits emerge from those beliefs.

2. Faculty and staff are prepared to meet clear expectations through the use of specific curriculum, teaching strategies and student management practices that support the intellectual as well as the social, emotional and character development of children.
3. Faculty and staff understand the importance of instructional fidelity. Instructional fidelity is defined as being consistent with the Harbor philosophy and practices to achieve program coherence throughout their school. Program coherence matters for students. The consistency of structure, expectations and instruction accelerates learning. This is a key component for school-wide high performance.

Program and instructional coherence is a signature feature of Harbor Schools. This feature brings benefits to student learning because they know what to expect from grade to grade, class to class, adult to adult. Students learn that they have multiple opportunities to learn information and to demonstrate their understanding and skill. Students learn the instructional routines in early grades which accelerate their ability to focus on new information, skill development and thinking skills. The core instructional methodology is consistent across teachers yet implemented with the unique creativity and talents of each teacher. Pacing of accelerated objectives is coordinated between grade levels.

School Leadership

The quality of a school, the quality of teaching and the confidence of parents rest on the competence of the school's leaders. Leadership comes from two functions of a Harbor School. 1) The Board of Directors which is responsible for the governance, policies and strategic direction of the school, as well as the link to the parent community; and 2) The school principal, who carries out the expectations of the Board and insures the quality of the school programs.

The ability of a Harbor School to carry out its mission depends heavily upon the strength of its governing board. An effective board provides strategic direction for the school, chooses and nurtures strong school leaders, and ensures the school's financial and legal soundness. For a charter school to succeed, it must form a board that is committed to the school's mission, possess substantial leadership skills and expertise, set policy that guides the school's work, and evaluate both the school and itself with an eye toward continuous improvement.

Leadership has a profound effect on the conduct and achievement of students and the adults who contribute to their learning in the school setting. We believe that the principal has a direct accountability for the environment in which teachers teach and students learn. The principal's primary responsibility in a Harbor School is to support teachers and protect teaching time. This is not merely a function of scheduling or other administrative activities, but of the principal's presence throughout all student contact areas during school hours. Principals in Harbor Schools are extremely visible to the student population in the classroom, in the hallways, in the lunchroom, and on the playground. They use all of these venues to teach practical aspects of living and how to interact positively with one's neighbors and community. The principal's

presence in this manner provides daily supervision and support of teachers to ensure instructional fidelity.

Parent Participation

Harbor Schools depend on the support and engagement of parents. Harbor educators must cultivate strong parental engagement. The school actively works to earn parent trust and confidence to provide a safe and productive learning environment for their children.

It is essential that parents are well informed on the elements of the Harbor School Method™. All Harbor parents understand that they are their child's first teacher. All parents should have sufficient understanding of the method upon enrolling their children, a thorough orientation before the first day of school, and ongoing opportunities to experience the method through classroom visits. Their understanding of Harbor practices is essential for them to support their child's education. Harbor Schools encourage parents to volunteer in various ways to enhance the program's effectiveness.

School- to-Work Emphasis

At Legacy Public Charter School, students will be prepared to enter the work force with the knowledge, skills, and attitudes necessary to be good employees. The Harbor School Method™ curriculum and culture gives students the foundational knowledge base necessary for success. Students learn persistence, good study skills, respect for authority, leadership, cooperation, kindness and respect for peers. Academically, students are challenged and encouraged to go the extra mile to be successful. They gain confidence in their ability to succeed as a result of hard work.

Legacy's policies are intentionally designed to prepare students for the rigors and challenges of the workplace. Policies establishing strict attendance requirements, respect for authority, real life consequences for both positive and negative behaviors and a culture of respect and kindness, train students to become accustomed to an employer's expectations.

Legacy recognizes that the most important factors defining satisfying and successful employment are "Attitude and Effort." Employers look specifically for enthusiasm, efficiency and excellence in those they hire. Legacy will purposefully train its students to develop these characteristics. Work-related programs designed for each grade level teach work ethic, positive attitude and effort. Training culminates in the eighth grade when each student spends two weeks working in the café under the direct supervision of the Administrator. The Administrator works alongside students giving feedback and issuing a final grade based upon work performance. See Attachment P for a detailed description of Legacy's School-to-Work criteria.

Thoroughness Standards *I. C. 33-1612*

Legacy Public Charter School will fulfill the thoroughness standards identified in Idaho Code 33-1612. It has been established that a thorough system of public schools in Idaho is one in which the following standards are met:

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Standard	Goal	Objective
Standard 1: A safe environment conducive to learning is provided.	Maintain a positive and safe teaching and learning climate. Every student has the right to attend a school that encourages positive and productive learning, provides a safe and orderly environment, and promotes student respect for themselves and others.	<p>Legacy Public Charter School will:</p> <p>Tab 3 p. 16</p> <ol style="list-style-type: none"> 1. Develop guidelines for physical safety. These guidelines will include, but not be limited to, the procedures for fire drills, reporting unsafe equipment, methods for checking students in and out of school, notification of parents' rights and staff monitoring responsibilities. 2. Provide a facility and adopt policies that meet all required city, state, and federal health accessibility, safety, fire, and building codes for public schools. 3. Establish, publish, and enforce policies that define acceptable and unacceptable behavior, including zero tolerance for weapons, violence, gangs, and use or sale of alcohol and drugs. 4. Create an environment that strongly encourages parents and other adults to visit the school and participate in the school's activities.
Standard 2: Educators are empowered to maintain classroom discipline.	Create a positive teaching and learning environment with an emphasis on high expectations of behavior and academic performance.	<p>Legacy Public Charter School will:</p> <ol style="list-style-type: none"> 1. Adapt the policies into a student handbook providing a code of conduct including clear expectations and consequences for unacceptable behavior. 2. There will be school-wide process for teachers to handle minor and major infractions in the classroom setting. 3. Teach appropriate behaviors and foster responsible decisions-making skills. 4. Establish and maintain consistent rules aligned throughout the school.
Standard 3: The basic values of honesty, self-discipline, unselfishness, respect for authority, and the central importance of work are emphasized.	Offer opportunities for students to develop and express exemplary character traits in concert with the overall educational program.	<p>Legacy Public Charter School will:</p> <ol style="list-style-type: none"> 1. Utilize the general philosophy of the character education program throughout all decisions to instill appropriate values. 2. Emphasize the importance of adults modeling important values at school. 3. Help student build personal bonds and carry out responsibilities to one another and to the faculty and staff. 4. Develop a sense of community and service within the school, and between the school and the larger community. Community service instills a sense of individual, social, and civic responsibility and enables the student to use newly found knowledge to solve community problems.
Standard 4: The skills necessary to communicate effectively are taught.	Teach students a range of effective communication skills appropriate for the 21 st century.	<p>Legacy Public Charter School will:</p> <ol style="list-style-type: none"> 1. Emphasize meaningful language experience in language arts, enhanced by writing and memorization. 2. Provide access to computers to teach students basic computer skills and, in the older grades, appropriate communication through technology (via e-mail and the internet.. 3. Provide instruction in a foreign language. Knowledge of a second language is essential in many occupations. In addition, knowledge of a second language will boost English proficiency, improve memory and self-discipline, and enhance verbal and problem-solving skills.
Standard 5: A basic curriculum necessary to enable students to enter academic or professional-technical post-secondary educational programs is provided.	Develop an educated citizenry for the 21 st century through a proven academic program where all students are offered an advanced curriculum.	<p>Legacy Public Charter School will:</p> <ol style="list-style-type: none"> 1. Use the Idaho State Standards as a starting point to be enhanced by unifying themes and other creative methods. 2. Use the Harbor School Method to ensure student learning including but not limited to: phonics, reading, mathematics, science, history, and literature. 3. Offer a solid health curriculum as required by the state.
Standard 6: The skills necessary for the students to enter the workforce are taught	Provide students with the intellectual foundation and strong moral compass that provide the character traits of leadership, which lead them to becoming productive	<p>Legacy Public Charter School will:</p> <ol style="list-style-type: none"> 1. Provide a strong foundation in reading, writing, problem solving, math concepts, science, social studies, history and literature. 2. Provide a technology oriented environment, encouraging the use of technology as a tool in the workplace of the 21st century. 3. Enable the students to develop the following intellectual habits important in society: adapting to new situations

Legacy Public Charter School will achieve the Thoroughness Standards through its curriculum and the unique aspects of the school. The instruction of the curriculum will be accomplished by using an aligned proactive method. A combination of a strong emphasis on kindness, the “golden rule,” and a reward system (Citizen of the Week and Citizen of the Month) which honors children who are hard working, responsible, honest, respectful, etc., creates an environment allowing for student peace of mind which then maximizes learning potential. We believe every student is responsible for his or her own learning. We recognize that all children are capable of achieving their potential to the fullest extent if they so choose. We must cultivate a learning environment that encourages full development in all these areas even as we remain dedicated to teaching students effectively as a caring adult can.

Curriculum Overview

In keeping with Legacy Public Charter School’s mission to prepare learners to be functional citizens of the 21st century, we recognize that such preparation is more than the assimilation of facts. Proficiency in a discipline means that the learner becomes a capable practitioner and has a sufficient foundation to pursue advanced study. The Legacy Charter emphasizes both the acquisition and application of knowledge.

The Legacy Public Charter School curriculum contains both traditional academic subjects and additional language areas that make the Legacy Charter unique. The Idaho State Department of Education’s “Standards and Benchmarks” serves as the starting point and is enhanced with unifying themes and other creative methods.

The subjects that comprise the curriculum are listed and briefly discussed below. The traditional core curriculum areas - language, arts, math, science, social studies - remain strongly emphasized. Legacy Public Charter School will provide solid preparation in the fundamental academic skills of reading, writing, mathematics and science.

Unique Aspects

The distinctive aspects of Legacy Charter include the addition of seventh and eighth grade, the study of a second language, piano lessons for Kindergarten through third-grade students, enriched gifted and talented services, and integration of community service into the learning process.

Seventh/Eighth Grade Opportunity – We recognize that the junior high/middle school years are critical to a child’s self-esteem. Therefore, the focus of the seventh and eighth grades is to provide an environment different from what has been the traditional junior high/middle school setting in order to create a learning atmosphere where students experience less stress. There is less movement from room to room, fewer teachers (eliminating the one-teacher-per-subject

format), and fewer students (only one class per grade). The result is a smaller arena that is less threatening to a student's self esteem when taking risks or making mistakes.

To further distinguish the 7th/8th grade opportunity at Legacy, by the third year of operation, a "hybrid," self-contained classroom environment will be added to the educational setting offered at Legacy. In this unique design, 1/3 of the 7th and 8th grade classes will rotate between the traditional classroom setting and a specially-designed, on-site/on-line, yet still self-contained, learning environment. This additional educational opportunity will not only enhance what is in place within the successful Harbor School Method academic program, but will vastly improve today's soon-to-be high school and college-bound students' readiness in the ever-increasing and expected world of online learning that they will encounter at the secondary and post-secondary levels.

While on rotation in the "hybrid" self-contained classroom, students will be supervised by an all-day, in-class educational assistant; will communicate with their peers not on rotation via Skype and other instant electronic communication means, as well as through face-to-face means (lunch, recess/breaks, PE, etc.); and receive direction instruction by their teachers in the online *and* physical learning environments.

The hybrid self-contained classroom itself will be a departure from the traditional classroom as it will be designed to house an online learning environment that provides the various forms in which students can learn online, such as typical, cubicle-type learning areas, college/university student union building/coffee shop setting w/less formal furniture and laptops, group learning areas for online group projects. As a result, not only will students learn how to learn in an online environment, but also in the various physical environments where they and their computers may find themselves.

Finally, this approach allows the Harbor School Method's small school/larger classroom size emphasis to provide even more students the opportunity to attend a Harbor School. Because at any one time 1/3 of each 7th & 8th grade classes will be in rotation, both the 7th & 8th grades can be enlarged to accommodate more students. Therefore, by the third year of operation, both the 7th and 8th grade classes will increase from 36 to up to 50 students.

Foreign Language - The study of a foreign language is an integral and distinguishing aspect of the Legacy Charter curriculum. We will provide instruction in Spanish Language beginning in 3rd grade. Research demonstrates that the study of a second language boosts English proficiency improves memory and self-discipline, and enhances verbal and problem-solving skills. Studies also show that learning a foreign language actually contributes to better SAT and ACT scores. Most colleges and universities require a second language for incoming students. In addition:

- knowledge of a second language is essential in over 60 occupations
- each of the major U.S. corporations routinely employs 500 to 5,000 persons abroad

- commercial language schools now have waiting lists, due to increased demands in business and industry for people with strong language skills
- 1,261 companies surveyed reported 60,687 positions requiring a second language.

Music: Piano Lessons for Kindergarten through third grade. .5 hours per week - It is our belief that early musical training - particularly on the piano - will dramatically boost a child's brain power, building the kind of skills necessary to succeed in high level math and science. Studies in California and Wisconsin show that after only six months, pre-school piano students outperformed those who had not studied piano by 35% on measured intelligence tests. Further studies have shown the best time to boost brainpower through music is between the ages of two and ten.

The explanation for this phenomenon is simple: when a child makes music, brain cells begin firing in patterns - linking with each other and forming a network of lasting connections. This exercises and strengthens the same bridges in the brain that are believed to lay the framework for logic, order, and abstract reasoning.

Therefore, we will create a piano lab where primary students (grades K - 3) will learn the basics of playing the keyboard. It is not our intent to turn every child into a Mozart or an Einstein. But it is our desire to stimulate as much brain activity as possible, for the stimulus a child receives early in life will determine how well their brain functions through life. The piano lab will be in place by the third year of operation, or when funds become available in which to purchase the equipment needed to create the lab.

Core Curriculum

Language Arts— Students will study language and literature through reading aloud, grammar and mechanics, vocabulary and spelling instruction. The curriculum is literature based. Comprehension skills, grammar and vocabulary are integrated within the literature program. Dramatization and memorization of accelerated vocabulary is a motivational aspect of the language arts experience. Writing includes self-analysis connected with student learning goals through a personal journal, as well as creative, expository writing. Communication skills include speaking and writing.

Science and Health - The Legacy Public Charter School science curriculum is a multi-year sequence, which emphasizes hands-on experimentation and functional knowledge of scientific phenomena. Science must take students beyond the factual approach of reading, reciting, drilling and testing science to actually “doing” and “feeling”. This process approach lets students experience the excitement of science so they can better understand facts and concepts.

Kindergarten through third grade students will focus on the basic science process skills of observing, inferring, measuring, communicating, classifying and predicting. Fourth through

eighth grade students will add the integrated science process skills of identifying variables, constructing tables of data, constructing graphs, describing relationships between variables, acquiring and processing data, constructing hypotheses and designing investigations. As students progress through the curriculum, they deepen and extend their understanding of the basic principles of sciences through a variety of scientific media and through the development of subject-appropriate vocabulary skills. Students will study earth, life and physical science.

Math – Our math program was developed by the K-8 teachers at Liberty Public Charter School. The program is taught in a fast-paced, direct teaching method. We will have concept and manipulative experiences that engage students in exploring, conjecturing and thinking. Students will learn numbers and operations, including numeration, basic operations, properties of numbers and operations, and estimations. Students will also learn Algebra and Geometry. Additionally, students will learn measurements and perform data analysis and probability including data collection and representation, data set characteristics, and probability. Students will also learn problem-solving skills and tools including problem-solving strategies, reasoning and proof.

Social Studies and Community Service - Kindergarten through 8th grade will follow the state standards and benchmarks. American history will be taught in Kindergarten through 8th grade. In fourth grade, the history of Idaho and the Pacific Northwest region will be taught. In the fifth grade, students will be introduced to world history with a four-year sequential study of Ancient Egyptian, Greek, Roman, and Medieval Civilization. In addition, there will be an emphasis on community service in the seventh in eighth grades as students apply their understanding of and their contributions to the world around them. We will seek out ways for the students to discover and experience responsibilities and rights as members of our democratic community.

Technology – Technology will be used to support a child's natural way of learning through individual and group discovery and seeking solutions to real life challenges. Legacy will provide our learners with technology skills that prepare them for future employment. One source of technology will be the internet. We have developed a draft Computer Use Policy which will be in compliance with the Children's Internet Protection Act. See the Draft Policies.

B. An Educated Person I.C.33-5205(3)(a)

Change remains a core characteristic of the 21st Century. Individuals, as a part of the future workforce, will change jobs an average of eight times, and as knowledge continues to multiply, information management, technology and communication will become tools for success. Successful workers will need to be literate and possess excellent problem-solving skills. Our nation will require a citizenry who have learned to learn and who, more than ever before, have learned to work cooperatively. Not only will they need to have completed high school, but also for roughly three out of four new jobs, some education or training will be required at an institution of higher learning.

Legacy's mission seeks to develop an educated citizenry for the 21st Century through a dynamic, interactive, academic program where pacing is driven by student capabilities, not textbooks. Our students will be well grounded in the basics, such as, reading, writing, math, science and social studies. In addition, our students will evolve into citizens who will develop the following academic habits:

- Curiosity;
- Lifelong learning;
- Clear oral and written communication;
- Thinking creatively;
- Thinking logically and making informed judgments;
- Adapting to new situations and responding to new information;
- Finding, selecting, evaluating, organizing and using information from various sources;
- Making easy and flexible connections among various disciplines of thought.

They will develop personal habits and attitudes of:

- Accepting responsibility for personal decisions and actions;
- Investment in and awareness of the needs of others;
- Academic honesty and the ability to face challenges with courage and integrity;
- A healthy lifestyle;
- Empathy and courtesy for others and respect for differences among people and cultures;
- Self-confidence and willingness to risk setbacks in order to learn;
- Concentration and perseverance;
- Seeking a fair share of the workload;
- Managing time in a responsible manner;
- Working cooperatively with others, including the ability to listen, share opinions, negotiate, compromise and help a group reach consensus.

The development of the above noted habits and attitudes requires a climate that is conducive for learning. The philosophy of Legacy Public Charter School is that learning occurs when:

- Learners construct meaning;
- Learners see connections between what they learn and the real world;
- Learners are actively engaged in purposeful tasks;
- Activities are integrated and meaningful;
- Learners work individually and as members of a group;
- Learners work side-by-side with community members to develop solutions and opinions on issues that can be presented to local policy makers;
- Learners internalize that what they learn and do in school makes a positive change in the community;
- Challenged learners have an individual plan and support is an intrinsic part of the educational program;

- Learners are supported with coaches, mentors and advocates;
- All learners have advanced learning opportunities.

Instructional Methods I.C. 33-5205(3)(q)

Methods

Legacy Public Charter School is distinguished by the multiplicity of ways in which it seeks to ensure student learning. Some of these are highlighted in the sections that follow. Not all students have equally successful outcomes. The charter uses uncommon means to achieve common ends. Through its multiple methods, all students are successful, capable of fulfilling their potential.

The *Subject Matter Method* presumes that an educated learner needs to know clearly-defined skills and concepts that can best be learned in an organized sequential fashion. Traditionally, this approach has been predominately lecture based. The Charter aims to add computer-based learning to increase the efficiency of this method and provide the opportunity for drill, which is sometimes necessary.

The *Inquiry and Problem Solving Method* suggests that learning occurs when individuals think critically and solve problems. The predominant premise of this method is that it is important to know how to retrieve and use the information, not just to have instant recall and possession of the information. *Dimensions of Learning* will be the centerpiece of this method.

The *Individualized Learning Method* attempts to personalize the learning process to the interests of the individual, by allowing students to develop goals for their self-study. The reasons for learning thus become one's own curiosity and personal applicability of the information learned.

The *Discussion Method* encourages learning through sharing of information and concepts within a group, with the thinking process playing an important role. A discussion leader is prepared to recognize each learner's level of understanding and can respond at the level most helpful to the learner.

Learning Opportunities

The most significant learning opportunity for our students at Legacy is the number of times they have to learn any given concept. The general principle which our teachers impress upon the learners is, "If you don't get it today, you'll get it tomorrow. If you don't get it tomorrow, you'll get it next month. If you don't get it next month, you'll get it next year." This learning advantage alleviates student anxiety and the feeling of desperation if the student doesn't get it quickly enough.

Other learning opportunities are afforded to Legacy students. Some are familiar, some are novel, but all strive to make learning relevant and purposeful and to actively engage the learner.

Problem-solving groups apply knowledge they have acquired and to practice new skills by tackling both real world problems and problems stimulated to model the current work-world. Peer teaching provides an opportunity for learners to become educators and reinforce their own knowledge and mastery of new skills through presentation of their own work and “learning buddy” activities.

All students will experience a common core of learning that will fulfill the school’s mission to produce students who possess the academic and personal habits and attitudes desired of an educated citizen in the 21st century.

Our students will be able to:

- Develop oral and written skills;
- Have the opportunity to develop oral and written skills in a non-native language;
- Possess the ability to use knowledge and skills, think logically and solve problems related to mathematics;
- Have sufficient knowledge of science to be responsible users of scientific information;
- Participate in a comprehensive program of community service that reflects responsible citizens in a democratic society and an inter-dependent world;

Legacy Public Charter School’s learning program is built on the belief that all children can learn, but not in the same way, or equally well from the same sources. It recognizes that children are variously gifted. It is based on the work of Howard Gardner of Harvard, who has identified the following seven capabilities or “intelligences”:

- Linguistic
- Mathematical/logical
- Intrapersonal (self)
- Interpersonal (others)
- Bodily-kinesthetic
- Spatial
- Musical

Although all seven areas will be examined and encouraged through instruction and the gifted and talented program, Legacy Public Charter School will retain the traditional focus on linguistic and mathematical/logical areas, and implement a unique musical component, a piano lab.

The staff and parents of Legacy Public Charter School believe that children do not develop character in a vacuum. Our plan for character education provides expectation training through memorization and dramatization of classic poetry and historical passages, as well as staff who model essential traits of good character.

Harbor School Method™ Instructional Approach

The Harbor Method™ is an instructional approach that provides students with a coherent system of learning from grade to grade. It is a synthesis of multiple instructional approaches that are well-documented for their effects on learning. Over the past several years, research on learning has established key attributes for effective teaching and effective learning. The Harbor Method incorporates these key elements into its pedagogy. Instruction of concepts and skills is *frequent* and *integrated* into multiple contexts. Concepts and skills are not taught in isolation, but incorporated throughout the day. Teachers *motivate* students through instructional design and through behavior expectation training. Students develop a learning-ready posture through intentional instruction on attention. The Harbor Method does not separate the development of character in children from the development of their academic skills.

Harbor Schools utilize the Harbor Curriculum for reading, language arts, and math which includes the Idaho State Standards as a foundation. It extends student learning through designation of objectives as either “essential,” which are expected to be mastered at that grade level or “accelerated,” which are expected to be introduced or repeated at that grade level. Teachers design instruction based on the level of cognitive demand that they are helping students achieve.

Direct instruction is used to teach students information, facts and fundamental skills. The effects of direct instruction have been consistently documented. The Harbor Method focuses on building knowledge for students to develop their capability to apply, analyze, synthesize and evaluate. The Harbor Method incorporates both information and skill development as requirements for tasks of high cognitive demand. Teachers skillfully scaffold student learning, building on their success from year to year and increasing the cognitive demand. Instruction is fast-paced to develop not only the targeted knowledge or skill but the ability to focus and attend. They learn skills that need to be automatic. Instruction emphasizes opportunities for students to develop thinking skills that:

- acquire and integrate knowledge
- extend and refine knowledge
- use knowledge meaningfully

As students progress through grades, teachers design learning to incorporate these areas and develop the ability of each of the students to be a critical thinker and a self-directed learner.

A detailed overview of the specific curriculum and teaching strategies is provided in the Harbor Essentials Manual in Attachment O.

Math Instruction

The hallmark instructional strategy of the Harbor Method is the *Concept Board*. It is used to teach both the essential and accelerated objectives of the Harbor Curriculum in a repetitive manner. Teachers use their classroom white boards to display the daily concepts, implementing them through direct instruction, and then scaffolding them to build on the skills which are repeated every day. Students respond by engaging in oral recitation and joining in choral response. This provides a safe environment in which students can learn and teachers can monitor each child's progress. By modeling and reinforcing as a group, the students do not feel singled out, but rather know that if they do not get it today, they will get it tomorrow.

Teachers are provided CDs illustrating *Concept Boards* that should be used as outlined during the first year of the program. These "boards" have been created by skilled master Harbor Method teachers at every grade level and are artfully constructed to contain both the essential and accelerated curricular expectations for that grade level.

As teachers become more comfortable with the Harbor School Method™, they may alter the *content* in subsequent years, to meet students' needs and curricular expectations. The *Method*, however, does not change.

Mad minutes are done daily in grades 1-8. All teachers do at least one mad minute. Grades 3-6 assess students' skills in timed tests. Math manipulatives are also used to deepen students' understanding. Teachers often incorporate these manipulatives in other instructional activities where they fit. Grade levels utilize Problem Solvers to strengthen the problem-solving component of math. This series incorporates various strategies such as Guess & Check, Draw a Picture, Use Logical Thinking, Work Backwards, etc., to reinforce/practice solving mathematical situations. This connects to the *Concept Board* as well as real-life situations, which is important to Harbor philosophy.

Reading Instruction

The method of Direct Instruction, which ensures quick pacing, repeated and spiraling concepts, and realistic application are used. There are essential elements in literacy instruction that have proven to be highly effective for student learning and can complement any reading program.

It is essential to the Harbor Method that educators be well-versed in research findings of reading. Scientifically based reading research has identified five essential components of effective

reading instruction. To ensure that children learn to read well, explicit and systematic instruction must be provided in these five areas:

- **Phonemic awareness**—the ability to hear, identify, and play with individual sounds—or phonemes—in spoken words.
- **Phonics**—the relationship between the letters of written language and the sounds of spoken language.
- **Fluency**—the capacity to read text accurately and quickly, including oral reading skills.
- **Vocabulary**—the words students must know to communicate effectively.
- **Comprehension**—the ability to understand and gain meaning from what has been read.

Vocabulary Instruction

Vocabulary development is a key component of a Harbor School. Students learn words taken from numerous sources including the literature used at each grade level as well as the book, *110 Words to Pass the SAT and ACT*, and ISAT vocabulary lists. Students learn words in the context of daily teaching and through “whole body learning” which uses recitation, dramatization, and choral speaking. Teachers integrate new vocabulary into writing, speaking and real life contexts.

Language Arts

There are essential features of the Harbor School Method™ that contribute to the development of competent speakers and writers. Teachers use the Shurley Method to teach the mechanics and the linguistic characteristics of their language. The Harbor Method utilizes the Shurley Method because the successful results of this method have been well-documented. The Shurley Method prepares students to be excellent writers and users of their language as well as more astute learners of foreign languages. The understanding of the parts of speech is integrated into reading, writing and not practiced in isolation.

C. Special Needs Students I.C. 33-5205(3)(q)

Legacy Public Charter School will identify special needs students, including LEP (Limited English Proficient), gifted and talented, and students qualifying for Section 504 and IDEA. Legacy will utilize the Idaho Special Education Manual as now adopted or as amended in the future and will comply with state and federal statutes and regulations. The Idaho Special Education Manual will be used as a guide on developing individualized education plans, planning services, developing our discipline policy, budgeting and providing transportation for special needs students, as necessary. The Legacy Public Charter School Special Education administrator will be the Section 504 Compliance Officer.

Special Education

If a student is found to be eligible for special education services at the charter school, services will be provided for that student in one or more of the following ways:

- Legacy Public Charter School will form a multidisciplinary team to consider a student's eligibility for special education. If a team determines the need for an evaluation by other personnel, such as a school psychologist, speech therapist, or occupational therapist, not currently employed by the school, such evaluations will be contracted with a private provider. Providers will meet all applicable licensure and certification requirements. All evaluation and eligibility requirements will be followed and parents will be notified of their due process rights.
- Disciplinary problems by special education students will be assessed by the multidisciplinary team. Teachers and administrators will follow the Idaho Special Education Manual (as currently defined in Chapter 12, and titled "Student Discipline") to address these issues. See the draft policies for Discipline of Students with Disabilities and Drug and Alcohol Use.
- The delivery of instruction for students with disabilities, and the monitoring of that delivery of instruction will be provided by personnel who meet highly qualified criteria along with requirements of IDEA. Instructional services will follow the Individual Education Plan (IEP) and will be provided in the Least Restrictive Environment as defined by the student's IEP. A paraprofessional will be used to support instruction as allowed by IDEA. The appropriate personnel will consult with the general education staff to utilize effective classroom interventions, adaptations, and modifications.
- Legacy Public Charter School will contract with private providers for the provision of related services. All providers will meet the applicable licensure and certification requirements appropriate for the services they are providing. Direct speech, language, or OT services may be provided by a paraprofessional under the direct supervision of a licensed therapist. In the event that the IEP team determines that the student's academic needs cannot be met on site, Legacy Public Charter School will determine the least restrictive environment complying with PL 94-142.

Limited English Proficient

- Legacy Public Charter School will apply the federal definition of Limited English Proficient (LEP) as defined in Title III and IX of the ESEA. Students who are eligible for the LEP program will participate in the Legacy LEP program according to state and federal guidelines. State and federally mandated testing of LEP students will be administered. LEP services may be provided on-site or contracted out. The *Guidance for Evaluating Limited English Proficient (LEP) Students to Establish Special Education Eligibility*, provided by the Idaho Department of Education, will be used for identifying Special Education LEP students.
- Legacy Public Charter School will follow the Idaho LEP Program guide and administer the Idaho English Language Assessment (IELA) for student placement as well as monitoring student growth. The following guidelines will be used for the Home Language Survey in order to identify Primary Home Language Other Than English (PHLOTE) students. A sample Home Language Survey is included in Appendix Q.

Home Language Survey (HLS)

- Registration cards must include at least the question: What is the primary language spoken in the home?
- If a response is any language other than English, a survey must go home to the parents.
- If a district has Native American students, more questions should be included such as: Is the student's language influenced by the Tribal language through a parent, grandparent, relative or guardian? Does the student have at least one grandparent that is part of a federally recognized tribe?
- If the survey comes back indicating that a student maybe Limited English Proficient (LEP), they must be tested with an English language proficiency test within 30 days of registration or within 2 weeks of entry into the school (if during the year.)
- If the student tests less than proficient on the English language proficiency test, then a letter must go home to the parents indicating that their child was identified as needing specific English language services. The parent must be given the opportunity to waive the services, if desired.
- If the parent does not waive the Limited English Proficiency (LEP) services for their child, then the student must be placed in a program of "high quality language instruction, based on scientifically based research" (Section 3115 (c) (1)), as determined by the individual district.
- Those children placed in a program can be counted for state and Federal funding.
- Once a student tests proficient on the English language proficiency test, they will be exited from the LEP program and monitored for 2 years. Students on monitoring status will be coded LEP on the ISAT and still counted for state and Federal funding purposes.
- Those students whose parents waive the services may not be considered as "LEP" for state and Federal funding purposes and ISAT coding. However, they are still English language learners and must still be served according to their needs, according to the Office of Civil Rights.

Once LEP students are identified, Legacy Charter School will meet the linguistic, academic, and cultural needs of these learners in a number of ways. An LEP teacher will be identified and will meet the appropriate certification and endorsement requirements to serve students identified. The LEP teacher will teach English language acquisition and will work with Legacy general education teachers to provide support in the general education classroom. Because the Harbor Model is effective in providing support and intervention for students with a variety of needs, the Legacy LEP program will be designed to allow students to participate in the core curriculum as much as possible. The LEP teacher will identify additional curricula to support specific language acquisition needs after analyzing specific student assessment data. The LEP teacher will also identify and instruct teachers regarding modifications that will be made in the core classes.

Professional development will be given to administrators and teachers specific to meeting the needs of LEP students through two in-service trainings each year. Both trainings will focus on the specific needs of English Language Learners and one will be designed to increase collaboration among general education teachers and the Legacy LEP teacher, Title I teacher and

Special Education teacher to create and adjust the model of providing instruction, intervention and support to students to allow them to meet their language acquisition goals and participate as fully as possible in the general education curriculum. In addition, in the spring or summer, prior to administration of the Home Language Survey and identification of LEP students, Legacy will conduct training for staff members to ensure that information collected is accurate and students are identified appropriately. Prior to administration of the IELA, proctors will be trained to administer the assessments and instructed regarding the use of accommodations and modifications in order to make sure Legacy assessments are administered appropriately.

Other Special Needs Student Services

Because gifted and/or talented, LEP, Title I, Section 504, and IDEA students have special needs, they will be provided educational experiences that will strive to meet those needs in the regular classroom. Students with disabilities will be placed in the Least Restrictive Environment as defined by their IEP teams and services enabling each student to receive a Free Appropriate Public Education will be provided as determined by each student's IEP team. Transportation will be provided as required by the student's IEP.

D. Dual Enrollment *I.C. 33-203(7) & 33-5205(3)(r)*

Legacy Public Charter School students will be permitted to dually enroll as Idaho Code 33-203 permits.

Tab 4

DRAFT

A. Measurable Student Educational Standards *I.C. 33-5205 (3)(b)*

The goal Legacy Public Charter School will constantly strive for and expect is that 100% of our students will exceed the minimum passing requirements on all state-mandated testing and other testing that may be instituted or required in the future. Students who have been enrolled at the school for three consecutive years will meet the following educational standards:

95% of kindergarteners, 1st, 2nd, and 3rd graders will be at “Benchmark” or a combination of “Benchmark” and “Strategic” on the Idaho Reading Indicator (IRI).

95% of 5th, 7th, and 9th graders will score a “3.0” or better on the Direct Writing Assessment.

95% of 4th, 6th, and 8th graders will score a “3.0” or better on the Direct Math Assessment.

95% of 3rd, 4th, 6th, 7th and 8th graders will achieve “Proficient” and/or “Advanced” in each area, as applicable, on the Idaho Standards Achievement Test.

B. Student Assessment *I.C. 33-52-5(3)(c)*

The method by which student progress in meeting the above identified student educational standards is to be measured consist of the Idaho Reading Indicator (IRI), Idaho Standards Achievement Test (ISAT), Idaho Direct Math Assessment (DMA), Idaho Direct Writing Assessment (DWA), the Idaho Alternative Assessment (IAA) if applicable, and the National Assessment of Educational Progress (NEAP), if selected.

C. Standardized Tests *I.C. 33-5205(3)(d)*

Legacy Public Charter School students participate in the state assessment system as defined by the Idaho Board of Education. This state assessment system currently requires the following:

The IRI is a 10-minute assessment of early reading skills.

Grades K-3, administered in the fall, winter and spring.

The Idaho Standards Achievement Tests.

Spring scores are used to determine AYP for Legacy Public Charter School.

The DMA is a five performance assessment that requires students to show their working knowledge of math.

Currently, grades 4, 6, and 8 will take this assessment.

The DWA is a performance assessment of standard written English.

Special needs students who meet the criteria for alternative assessment according to the Idaho Special Education Manual will take the IAA in the spring through special education.

If selected, grades 4 and 8 will participate in the NEAP.

The NEAP will assess reading, mathematics, science, and writing.

Student assessment evaluation, reported annually, will consist of:

Student baseline developed during the first year using testing results;

A comparison of annual results with baseline scores to assess progress;

Grade-level and school composite scores;

A graph of annual results showing year-to-year change;

A graph of school scores relative to state and national averages; and

Sub-analysis of a variety of variables to identify areas for improvement.

Monitoring progress of our students and evaluating innovations in education procedures are important parts of our curriculum development process.

D. Accreditation *I.C. 33-5205(3)(e) & IDAPA 08.02.140*

Legacy Public Charter School will obtain accreditation through the Northwest Association of Accredited Schools (NAAS). Throughout the implementation of the school plan, Legacy will utilize the Self-Assessment Idaho School Accreditation Quality Indicators as a guide. The Self-Assessment consists of six standards:

Vision, Mission, and Policies

Highly Qualified Personnel

Educational Program

Learning Environment

Continuous School Improvement

Student Achievement

E. Improvement Planning

Legacy Public Charter School is a school in which student success is our top priority. If it were determined, based on student performance, that the school was in need of improvement as outlined in the No Child Left Behind Act, the Administrator and the Governing Board would meet with Rebecca Stallcop and/or educators selected by her who are familiar with the Harbor School Method™ and develop a comprehensive plan for improving performance. The Governing Board would examine the current processes and develop a detailed performance improvement plan to address each process deemed important to achieve increased student success. Legacy charter school will comply with all federal and state requirements regarding student achievement and school improvement.

In the event Rebecca Stallcop is unable to fulfill her role in the improvement planning process, the Governing Board will appoint a Harbor School founding board member and two Harbor School founding teachers to develop the improvement plan. Mrs. Stallcop will submit the names of the founding board member and founding teachers selected by her to the Governing Board at the Annual Meeting each year.

Tab 5

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A. Legacy Public Charter School, Inc.

Legacy Public Charter School is a non-profit organization organized and managed under the *Idaho Nonprofit Corporation Act*. Legacy's Founders are in the process of applying for qualification under Section 501 (c) (3) of the Internal Revenue Code and will provide documentation of application and subsequent approval in Appendix G when documentation becomes available. The school's Bylaws and Articles of Incorporation are provided in Tab 1. The Governing Board will be the public agents who control and govern the charter school. In addition, the Governing Board shall be responsible and ensure that the school is in compliance with all applicable federal and state education standards, all applicable federal and state laws, rules, regulations and policies, as well as the terms and conditions of the charter. The Governing Board meetings will follow the open meeting laws, keep accurate minutes, and make the minutes available to the public, according to the Bylaws of the charter school (I.C. 33-5205(3) (f)).

Organizing Group

The organizing group of founding families has written the petition and elected the initial Governing Board. The Governing Board will recruit candidates for the position of Administrator, and establish a preliminary operating budget. The current function of the organizing group is to serve as a data-gathering resource and to provide input and advice to the Governing Board. See Appendix H for Organization Chart.

Board of Directors/Governing Board

Initial Formation

The Governing Board of Legacy Public Charter School shall be comprised of five (5) Directors. Two of the Directors shall be either a parent or guardian of a student enrolled in the school. Two of the Directors need not be a parent or guardian but must be conversant with and supportive of the Harbor School MethodTM as evidenced by their service for at least five (5) years as a Director on Liberty Charter School's Board of Directors while Rebecca Stallcop was an administrator, by having taught for at least five (5) years at Liberty Charter School while Rebecca Stallcop was an administrator, or by having been endorsed or certified as being conversant with both the philosophy and technique of the Harbor School MethodTM by either Rebecca Stallcop or the entity holding the intellectual property rights for the Harbor School MethodTM. The fifth Director may be either a parent or guardian of a student at Legacy or meet the criteria of an experienced qualified board member or teacher at a Harbor School or endorsed or qualified by Rebecca Stallcop as set out above.

Selection and Replacement

Legacy's Founders believe that the leadership of its Governing Board is critical to the school's success. Members of Legacy's Governing Board must have clear understanding of the Harbor School MethodTM and a strong commitment to its mission and methods. The most effective way to maintain the mission and vision of the school is to appoint individuals to the board who have that strong commitment to Legacy and the Harbor School MethodTM. Appointment of members of the Governing Board will be staggered with varying length of terms according to the Bylaws.

Powers and Limitations

Legacy Public Charter School, Inc. will be a legally and operationally independent entity established by the nonprofit corporation's Governing Board. The Governing Board will be legally accountable for the operation of the charter school. Legacy Public Charter School acknowledges that upon approval of the petition, the school's Governing Board will be public agents required by its authorizer to oversee the school. Legacy Public Charter School commits to comply with all federal and state laws and rules and acknowledges its responsibility for identifying essential laws and regulations, and complying with them.

The Governing Board will have the responsibility to approve the selection of the Administrator, who may not be one of its members. The Governing Board also will be responsible for hearing, and approving or disapproving, the recommendations of the Administrator with respect to changes in staffing, program or curriculum. The Governing Board will, when necessary, adjudicate disagreements between parents and the administration. Legacy Public Charter School commits to keeping complete and accurate Governing Board meeting minutes and to making them available to the public.

Relationship between Governing Board and the Administrator

Administrator- Legacy Public Charter School recognizes the Administrator as the key leader responsible for implementing the Harbor School MethodTM as well as institutional procedures and policies. It is only under the leadership of a strong Administrator that Legacy will succeed in creating a strong Harbor school culture. In conjunction with a Governing Board that understands the Harbor Method and acts to support the Harbor trained Administrator and enforce policies on a consistent basis, the Administrator is responsible for meeting Legacy's mission as described in the authorized charter. The Administrator is accountable to the Governing Board for successful implementation of all curriculum and educational programs and for meeting the measurable student educational standards set out in the charter.

We anticipate contracting with an Administrator prior to the opening of the school to assist in purchasing, recommending teacher applicants to the Governing Board for employment, school set-up, policy review, and student recruitment. A preliminary job description of the Administrator is included below. A more detailed description of the Administrator's responsibilities in a Harbor Method School is identified in Harbor Essentials document in Appendix O.

Responsibilities:

1. Maintain a coordinated and challenging K-8 curriculum which effectively implements the Harbor School Method™ and successfully fulfills the school's mission.
2. Supervise administrative staff with an effective blend of delegation and authority, measures of accountability and evaluation of results.
3. Implement effective student disciplinary procedures and oversee judicial hearings and appeals that conform to all relevant laws, policies and procedures, and the Harbor School Method™.
4. Ensure administrative functions are successfully achieved, effective administrative procedures are developed, policies and school procedures are carried out, and strategic planning is continuous.
5. Interact and intercede for the needs of staff and/or students as needed.
6. Report to the board as required regarding:
 - a. Coordination with the Authorizer
 - b. Staff communications
 - c. Meeting coordination
 - d. Parent interactions, and
 - e. Staff information review.
7. Attend or conduct meetings of various constituent groups, attend school functions, attend external meetings, conferences, or legal training sessions or delegate attendance at those meetings so that the school is benefited from the training/information and the Administrator is not absent from the school during the school day.
8. Insure all teachers understand student data and how to apply such data to instructional adjustments/interventions, when appropriate.

9. Develop and follow a financial budgeting plan that is fiscally conservative, meets State and Federal requirements and is consistent with the Harbor Method.
10. Perform other duties as assigned by the Governing Board.

Upon hire, the Administrator position may be evaluated semi-annually by the Governing Board based on mutually agreed upon criteria.

The Governing Board is the ultimate policy-making organization and retains total control in the selection or removal of a service organization serving the school, the Administrator of the school, and school employees. The Administrator will be empowered to provide educational direction, administration, and on-site, day-to-day operation, among other areas, as directed by the Governing Board.

Standing Committees and Ancillary Support Personnel

Standing committees will be formed in accordance with the bylaws of the corporation. These committees will include, but are not limited to, a fundraising committee, a Parent-Teacher Association (PTA), as well as others.

Ancillary support personnel, including clerical and custodial, will be hired and supervised by the Administrator. The state funding formula will be used for funding to hire staff through the regular budgetary process. Additional resources will be sought through grants, volunteers, and fundraising efforts.

B. Parental Participation *I.C. 33-5205(3)(f)*

The PTA and Governing Board of Legacy Public Charter School may provide consultation to the Administrator regarding on-going plans for the school. Legacy Public Charter School is committed to ensuring that parents of students who attend its program are involved in the education of their children and in the school at many levels. Parents bring an in-depth understanding of their children's personalities, learning styles, and strengths and weaknesses, which is essential for the continuing educational development of their children. The process to ensure parental involvement will be as follows:

1. Parents will receive written information as each year begins which will include signing the following eight specific policy letters: fighting and its consequences, liability issues concerning supervision on the premises, field trip policy, bus safety, insurance and student injuries, homework policy, dress policy, and the discipline plan.

2. Parents will be highly encouraged to attend two parent-teacher conferences per year.
3. Parents will be asked to complete a survey during the school year addressing at least one of the following issues: safety of students, classroom discipline, school-wide discipline, child's response to classroom atmosphere, and parents' perception of learning environment.
4. Parents will be highly encouraged to provide an appropriate learning environment at home for study.
5. Parents will be highly encouraged and welcomed to volunteer in their child's(ren's) classroom(s).
6. Parents will be highly encouraged to communicate regularly with the school. In turn, the school will regularly communicate with the parents.
7. Parents will be highly encouraged to attend and participate in the Governing Board monthly board meetings.

Community and Business Partnerships

Legacy Public Charter School has no formal business arrangements or partnerships with other schools, educational programs, businesses, or non-profit organizations at this time.

C. Annual Programmatic Operations Audit *I.C. 33-5205(3) (k)*

Legacy Public Charter School, will conduct an annual programmatic operations audit for the purpose of providing Legacy Public Charter School an opportunity for self-reflection and outside observation to help ensure operational success and fulfillment of the Legacy Public Charter School's vision, to assist Legacy Public Charter School with school improvement and strategic planning, and to identify and inform its authorizer of Legacy Public Charter School's strengths and deficiencies, including failure to comply with statute, administrative rule, or the terms of the charter. Legacy Public Charter School is committed to comply with all Idaho statutes and Idaho Public Charter School Commission policy with regard to programmatic operations audits.

Deadline for Programmatic Operations Audit

Idaho Administrative Rule is clear that the programmatic operations audit must be submitted annually and must be submitted to Legacy's authorizer no later than October 15th for the previous school year (IDAPA 08.03.01.301.12).

Participation in the Programmatic Operations Audit

In its first three years of operation, Harbor Method Founder Rebecca Stallcop will lead the annual programmatic audit to ensure not only proper reporting of the school's overall annual education outcomes, but also to ensure compliance in successfully implementing the Harbor Method educational model. The programmatic operations audit will be conducted with the input of at least two persons outside the immediate stakeholder group of Legacy Public Charter School. These persons may include other public charter school administrators or board members, local school district board members or staff, representatives of charter school support entities such as the Idaho Charter School Network, and other knowledgeable members of the public. Other members of the programmatic operations audit team may include current and former governing board members, founders, teachers, parents, students, representatives of the authorized charter entity, and other stakeholders.

Dispute Resolution

The school's authorizer and the Governing Board of Legacy Public Charter School will resolve disputes relating to provisions of the charter following the procedures set forth in Section 33-5209, Idaho Code, and the applicable rules of the Idaho State Board of Education for notice of defect and submission of a corrective action plan.

D. Annual Financial Operations Audit *I.C. 33-5205(3)(k)*

Legacy Public Charter School will conduct a full and complete audit of the financial statements of the school as required by Idaho Code Section 67-450B and prepare an annual statement of financial condition and report of the school as of the end of fiscal year in a form prescribed by the state superintendent of public instruction as required by Idaho Code Section 33-701. Legacy will contract with a Certified Public Accountant to conduct the financial audit and shall file one (1) copy of the audit report with the State Department of Education and one (1) copy with its authorizer no later than November 10 of each year.

Tab 6

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A. Employee Qualifications *I.C 33-130 & 33-5205(3)(g)*

Legacy Public Charter School's full time staff will meet or exceed qualifications required by state law. Staff will be required to possess personal characteristics, knowledge, and experience consistent with the philosophy, vision, mission, core values, and expectations of Legacy Public Charter School as outlined within this petition. Staff must also comply with the professional codes and standards approved by the state board of education, including standards for ethics or conduct as required by Idaho Code Section 33-5204A(1).

Instructional staff shall be certified teachers as required by Idaho Code Section 33-5205(3)(g). Legacy Public Charter School reserves the right to seek limited or alternative certification options as provided by rule of the Idaho State Board of Education when deemed in the best interest of the educational program. Additionally, Legacy Public Charter School reserves the right to employ any person for temporary assistance under the direct supervision of certified staff members. These provisions are intended to allow various community experts and other specialized persons who may not hold certification to contribute to the school according to their talents, experience, creativity, or expertise on an as needed basis.

The Administrator will make recommendations to the Governing Board for approval of instructional staff. Each professional staff member (teachers and the Administrator) will be on a written work agreement approved by the Legacy Public Charter School's Governing Board.

Professional Opportunities

Faculty at Legacy Public Charter School will work in an environment where they have opportunities to work with other faculty to align subject areas. The Administrator will determine in-service training days in order to provide teachers with training in the teaching methods described in this petition. In-service training days will be held as much as possible before the first day of school.

Background Checks

All employees will undergo State of Idaho criminal background and Federal Bureau of Investigation fingerprinting checks. One fingerprint card will be submitted to the Office of Certification at the State Department of Education and one will be kept in the individual's personnel file.

Targeted Staff Size

Legacy Public Charter School will employ one full time teacher per grade level, with additional staff for music, physical education, computer and foreign language as the budget permits. We will utilize educational assistants in classes where needed.

Estimated Staff: 18 FTE in Year 1

Administrator – 1 FTE

Kindergarten -- .5 FTE

First Grade –1 FTE

Second Grade – 1 FTE

Third Grade – 1 FTE

Fourth Grade – 1 FTE

Fifth Grade – 1 FTE

Sixth Grade – 1 FTE

Seventh Grade – 1 FTE

Science -- .5 FTE

Music -- .5 FTE

Educational Assistants – 6 FTE (includes PE, Computer and Spanish teachers at .5 FTE)

Administrative Assistant – 1.5 FTE

Special Education Teacher – 1 FTE

If enrollment interest permits the addition of 8th grade the first year of operation, Legacy will add the following:

Eighth Grade – 1FTE

Educational Assistants -- .5 FTE

Teacher Certification

A copy of the certificate for all certified teachers/staff members will be kept on file at Legacy Public Charter School and will be provided upon request.

B. Health and Safety *I.C. 33-5205(3)(h)*

To ensure the safety of our employees and students, Legacy Public Charter School will comply with the following health and safety procedures:

Conduct criminal history checks for all employees in compliance with Idaho Code Section 33-130. This requirement is a condition of employment.

Require that all students have proof of immunization or have a written parental waiver and have a birth certificate or other identification before being enrolled at the Legacy Public Charter School.

Require that all visitors sign in at the office when visiting the school building.

Provide for inspection of the facility in compliance with Section 39-4130 of Idaho Code. Adopt policies to meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools. Fire and safety officials using the same guidelines for all public schools will inspect the facility.

Adopt and implement, where appropriate, policies regarding health, safety and risk management policies, unless otherwise written and adopted by the Board of Directors. These policies at minimum address the above and the following items:

Policies and procedures for response to natural disasters and emergencies, including fires and bomb threats.

Policies relating to preventing contact with blood borne pathogens.

A policy requiring that all staff receives training in emergency response, including appropriate “first responder” training.

Policies relating to the administration of prescription drugs and other medicine.

Policies establishing that the school functions are a gun-free, drug-free, alcohol-free, and tobacco-free workplace.

Policies will be incorporated as appropriate into the school’s student and staff handbooks and will be reviewed on an ongoing basis in the school’s staff development efforts.

C. Employee Benefits *I.C. 33-52-5(3)(m)*

All employees will participate in the following programs and benefits: group health insurance, sick leave benefits, Public Employee Retirement System of Idaho (PERSI), Federal Social Security, Unemployment Insurance, and Worker’s Compensation Insurance to the extent allowed and required by law.

D. Transfer Rights *I.C. 33-5205(3)(o)*

Employees of Legacy Public Charter School are not employees of the Nampa School District. They may apply to teach in any school district. Teachers at Legacy Public Charter School will not be eligible for an in-district transfer to another school within the Nampa School District.

Experience

Certified teachers at Legacy Public Charter School are public school teachers. Their service at Legacy Public Charter School counts as one year experience on the state indexing scale.

E. Collective Bargaining *I.C. 33-5205(3)(p)*

Legacy Public Charter School's staff and employees will be a separate unit for purposes of collective bargaining.

F. Written Contract *I.C. 33-5206(4)*

All teachers and administrators will be on a written contract with Legacy Public Charter School, Inc., as approved by the state superintendant of public instruction. All employees will undergo an annual performance review.

Tab 7

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A. Admission Procedures *I.C. 33-5205(3)(i)*

Enrollment Opportunities *I.C. 33-5205(3)(s)*

The Governing Board will take the following steps to insure the Nampa community is aware of the enrollment opportunities at Legacy Public Charter School: while taking into consideration the language demographics of the attendance area, at least three (3) months in advance of the enrollment deadline, enrollment information will be posted in highly visible and prominent locations within the Legacy Public Charter School attendance area. In addition, the Governing Board shall ensure that such process includes the dissemination of press releases or public service announcements to media outlets that broadcast within, or disseminate printed publications within, the attendance area of Legacy Public Charter School. The Governing Board will ensure that such announcements are broadcast or published by such media outlets on not less than three (3) occasions, beginning no later than fourteen (14) days prior to the enrollment deadline each year. Finally, such enrollment information shall advise that all prospective students will be given the opportunity to enroll in Legacy Public Charter School, regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs.

Enrollment Deadline

Each year the Governing Board shall establish an enrollment admissions deadline, which shall be the date by which all written requests for admission to attend Legacy Public Charter School for the next school year must be received. The enrollment deadline cannot be changed once the enrollment information is disseminated.

Requests for Admission

Legacy Public Charter School will comply with Section 33-5205(3)(j) of the Idaho Code to establish policy and procedure for admission. A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a child in this state, may make a request in writing for such child to attend Legacy Public Charter School. In the case of a family with more than one (1) child seeking to attend Legacy Public Charter School, a single written request for admission must be submitted on behalf of all siblings. The written request for admission must be submitted to, and received by, Legacy Public Charter School on or before the enrollment deadline established by the Governing Board. The written request for admission shall contain the name, grade level, address, and telephone number of each prospective student in a family. If the initial capacity of Legacy Public Charter School is insufficient to enroll all prospective students, then a lottery shall be utilized to determine which prospective students will be admitted to Legacy Public Charter School. Only those written requests for admission submitted on behalf of prospective students that are received prior to the enrollment deadline established by the Governing Board shall be permitted in the lottery. Only written requests for

admission shall be considered by the Governing Board. Written requests for admission received after the established enrollment deadline will be added to the bottom of the waiting list for the appropriate grade. If there is an opening in one grade, a sibling, if any, from a late submitted application must go to the bottom of the sibling list.

Admission Preferences *I.C. 33-5206 & 33-5205(3)(j)*

Legacy Public Charter School has established an admission preference for students residing within the primary attendance area of the school. In addition, Legacy has established admission preferences for returning students, for children of founders and full-time employees of the school, and for siblings of students already selected to attend the school.

Priority of Preferences for Initial Enrollment

If the initial capacity of Legacy Public Charter School is insufficient to enroll all prospective students, a lottery shall be utilized to determine which prospective students will be admitted to Legacy. Legacy will follow Idaho Code Section 33-5205(3)(j). Prospective students will be placed in priority groups as follows:

- a. First, to the children of founders and full-time employees (provided that this admission preference shall be limited to not more than ten percent (10%) of the initial capacity of Legacy Public Charter School).
- b. Second, to siblings of pupils already selected by the lottery.
- c. Third, to prospective students residing in the primary attendance area of Legacy Public Charter School.
- d. Fourth, students who reside outside the primary attendance area of Legacy Public Charter School.

Priority of Preferences for Subsequent Enrollment Periods

Preferences for subsequent enrollment periods shall be as follows:

- a. First, to pupils returning to Legacy Public Charter School in the second or any subsequent year of operation. Returning students are automatically enrolled in the appropriate grade and do not need to be selected by a lottery.

- b. Second, to children of founders and full-time employees provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of Legacy Public Charter School.
- c. Third, to siblings of pupils already enrolled in Legacy Public Charter School.
- d. Fourth, to prospective students residing in the primary attendance area of Legacy Public Charter School.
- e. Fifth, to prospective students residing outside the primary attendance area of Legacy Public Charter School.

Proposed Attendance List for Lottery

Each year the Governing Board shall create an attendance list containing all the names of all prospective students on whose behalf a written request for admission was timely received by Legacy Public Charter School, separated by grade level. In addition, the proposed attendance list shall contain columns next to the name of each student, in which the Governing Board will designate admission preferences applicable to each prospective student. The columns shall be designated “A” for returning student preference; “B” for children of founders and full time employees preference; “C” for sibling preference, with a corresponding cross-reference to each of the siblings of the prospective student; and “D” for primary attendance area preference, and “E” for students residing outside the primary attendance area.

Equitable Selection Process

If the initial capacity of Legacy Public Charter School is insufficient to enroll all prospective students, or if the capacity is insufficient to enroll all prospective students in subsequent school years, then the Governing Board shall determine the students who will be offered admission to Legacy Public Charter School by conducting a lottery. The selection procedure, unless otherwise determined by the Governing Board and then approved by the school’s authorizer, shall be conducted as follows:

The name of each prospective student on the proposed attendance list shall be individually affixed to or written on a three by five (3x5) inch index card. The index cards shall be separated by grade. The selection procedure shall be conducted one (1) grade level at a time, with the order of grade levels selected randomly. The index cards containing the names of the prospective students for the grade level being selected shall be placed into a single container.

A neutral, third party shall draw the grade level to be completed first and then draw each index card from the container for that grade level, and such person shall write the selection number on each index card as drawn, beginning with the numeral “1” and continuing

sequentially thereafter. In addition, after selecting each index card, the name of the person selected will be compared to the proposed attendance list to determine whether any preferences are applicable to such person.

If the name of the person selected is a returning student, then the letter “A” shall be written on such index card. If the name of the person selected is the child of a founder or full-time employee, the letter “B” shall be written on such index card. If the name of the person selected is the sibling of another student that has already been selected for admission to the public charter school, the letter “C” shall be written on such index card. If the name of the person selected resides in the primary attendance area of the public charter school, then the letter “D” shall be written on such index card. If the name of the person selected resides outside the primary attendance area of Legacy Public Charter School, then the letter “E” shall be written on such index card.

With regard to the sibling preference, if the name of the person selected has a sibling in a higher grade who has already been selected, but the person previously selected did not have the letter “C” written on his or her index card (because a sibling had not been selected for admission prior to the selection of the index card of that person), then the letter “C” shall now be written on that person’s index card at this time.

With regard to the founder’s and full-time employee’s preference, a running tally shall be kept during the course of the selection procedure of the number of index cards, in the aggregate, that have been marked with the letter “B”. When the number of index cards marked with the letter “B” equals ten percent (10%) of the proposed capacity of Legacy Public Charter School for the school year at issue, then no additional index cards shall be marked with the letter “B,” even if such person selected would otherwise be eligible for the founder’s and full-time employee’s preference.

After all index cards have been selected for each grade, then the index cards shall be sorted for each grade level in accordance with the following procedure. All index cards with the letter “A” shall be sorted first, based on the chronological order of the selection number written on each index card; followed by all index cards with the letter “B,” based on the chronological order of the selection number written on each index card; followed by all index cards with the letter “C,” based on the chronological order of the selection number written on each index card; followed by all index cards with the letter “D,” based on the chronological order of the selection number written on each index card; followed by all index cards with the letter “E,” based on the chronological order of the selection number written on each index card; followed finally, by all index cards containing no letters, based on the chronological order of the selection number written on each index card.

After the index cards have been drawn and sorted for all grade levels, the names shall be transferred by grade level, and in such order as preferences apply, to the final selection list.

Final Selection List

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

Notification and Acceptance Process

Legacy Public Charter School will comply with Idaho State Board of Education Rules Governing Public Charter Schools IDAPA 08.02.04 for the Notification and Acceptance Process.

Subsequent School Years

Legacy Public Charter School will comply with Idaho State Board of Education Rules Governing Public Charter Schools IDAPA 08.02.04 for Subsequent School Years.

Enrollment Cap

Each grade shall be made up of one class per grade level kindergarten through eighth grade and the total enrollment capacity for the school will be 325 students. The enrollment cap for each grade level shall be:

- Kindergarten 26students
- First Grade 30students
- Second Grade 32students
- Third Grade 32students
- Fourth Grade 35students
- Fifth Grade 35students
- Sixth Grade 35students
- Seventh Grade 50students by year 3
- Eighth Grade 50 students by year 3

B. Discipline Procedures *I.C. 33-5205(3)(l)*

Legacy Public Charter School is committed to a safe learning environment. Student expectations for appropriate behavior are high and will be communicated to both students and parents through the student handbook and upon enrollment. Legacy Public Charter School will assemble a

student handbook that describes school rules and procedures including expectations and consequences for unacceptable behavior. Parents/guardians will be notified of violations of the code of conduct or school policy via phone calls, in writing, or during school conferences. If the situation causing concern is not immediately corrected, the student may be referred to the Administrator or to the Governing Board for further discussion and appropriate action.

Suspension or expulsion will be considered only as the final option in a series of efforts to avoid such measures, including but not limited to, the following steps:

Step 1: Parent/Guardian notification by teacher or staff (Written and Verbal).

Step 2: Parent/Guardian notification by teacher/staff or administrator (Written and Verbal) and possible parent/teacher/administrator conference.

Step 3: Suspension with parental notification

- a. Three Day Suspension with re-admission after a conference with student, parents, and Administrator; or
- b. Five Day Suspension with re-admission after a hearing within five (5) school days with the Governing Board. Pursuant to Idaho Code Section 33-205, the Governing Board may extend the suspension.

Step 4: Expulsion to be determined by the Governing Board in compliance with Idaho Code Section 33-205.

See Disciplinary Policy, Appendix R.

C. Alcohol or Controlled Substances

Legacy Public Charter School will comply with Section 33-210, Idaho Code for students using or under the influence of alcohol or controlled substances. In harmony with the federal regulations established by the Drug Free Workplace Act of 1988, Legacy Public Charter School is committed to the concept of having a drug free work and student environment. Programs and activities will be planned and carried out by the professional staff that will enable the school to achieve this goal.

See Drug and Alcohol Policy, Appendix R.

D. Public School Attendance Alternative I.C. 33-5205 (3)(n)

Because Legacy Public Charter School is a new entity and not a conversion of an existing school, the attendance alternative would be the same as for those presently residing within the Nampa School District. Students located within the attendance area of Legacy Public Charter

School would have the option to enroll in existing charter or non-charter public school serving the area. Enrollment is not mandated based upon residential proximity to Legacy Public Charter School, but through parental choice and equitable selection.

E. Public Notice of Enrollment Opportunities

The process by which Nampa area citizens will be made aware of the enrollment opportunities include:

Public service announcements through media outlets,

Public notices at public buildings,

Publications sent home with students.

Announcement through school web site.

F. Denial of School Attendance *I.C. 33-205 & 33-5205(3)(i)*

Legacy Public Charter School will comply with Idaho Code Sections 33-205 and 33-206 regarding denial of enrollment or denial of school attendance by expulsion. The Governing Board will establish the procedure to be followed by the Administrator for the purpose of affecting a temporary suspension, which procedure must conform to the minimal requirements of due process (I.C. 33-205).

See Appendix R for Discipline Policy, Suspension and Expulsion.

G. Student Handbook

Legacy Public Charter School will produce a complete student and parent handbook that describes the school rules and procedures before parents begin the admission procedure. The handbook will be available in printed form as well as on the school's website. For current draft see Appendix N. A final handbook will not be approved by the Governing Board until the Administrator has reviewed it.

Tab 8

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A. Business

i. Business Description

Legacy Public Charter School, Inc. is organized exclusively for educational purposes within the meaning of Section 501(c) (3) of the Internal Revenue Code and as outlined in the charter petition. Notwithstanding any other provision of its Articles of Incorporation, Legacy Public Charter School shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal Income tax under Section 501(c) (3) of the Internal Revenue Code of 1986 (or corresponding provisions of any future United States Internal Revenue law), or (b) by a corporation, contributions to which are deductible under Section 170(c) (2) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue law). Legacy's Founders are in the process of applying for qualification under Section 501 (c) (3) of the Internal Revenue Code and will provide documentation of application and subsequent approval in Appendix G when documentation becomes available.

ii. Marketing Plan

1. Prospective students will be given the opportunity to enroll regardless of race, color, national or ethnic origin, religion, sex, social or economic status, or special needs. To ensure those who would like the opportunity to have their child(ren) attend Legacy Public Charter School, or, if demand exceeds the school's stated enrollment, to place their child(ren) in the school's lottery, the following marketing plan has been established: Because Legacy has been formed as a result of the continued demand for an additional Harbor Method School in Nampa, Legacy will provide printed post cards, postage, and reimbursement of incidental costs to Liberty Charter School and Victory Charter School, Nampa's already existing Harbor Method Schools, for the purpose of notifying those on these two schools' waiting lists of Legacy's opening and notice of information meetings. [Time/work by employees at either Liberty or Victory Charter School in regards to this effort will be carried out either before or after school hours and reimbursed by Legacy.] The postcards may be sent up to three times before the school's enrollment or lottery deadline.
2. Upon approval, Legacy representatives will conduct information meetings in Nampa to notify residents of the school's opening, its mission/vision/philosophy, learning program, and other information pertinent to assisting parents in making an informed decision about their children attending the school. There will be a representative available with Spanish-speaking abilities should there be those in attendance needing such assistance. It's anticipated at least three meetings will occur prior to the school's opening.
3. Upon approval, Legacy's marketing team will create a school website for the purpose of sharing information about the school.

4. Upon approval, Legacy will access various local media in the Treasure Valley (radio, TV, web, newspaper, etc.), either through paid or earned media, to inform the public about the school and to keep the community updated throughout the start-up process.
5. Upon approval, Legacy will create notices to be sent to home addresses in the school's primary attendance zone so that its neighbors are informed of the additional school choice opportunity.

As marketing pieces are developed, care will be taken to ensure they are created in both English and Spanish formats so that the greatest demographic possible is reached within the Nampa community.

iii. Governing Board Resumes

See Appendix I for resumes of Governing Board members.

iv. Legacy Public Charter School's Financial Plan

Day-to-Day Operations

The Administrator of Legacy Public Charter School will determine the day-to-day operations of the school. The Governing Board will have oversight authority.

Budget: The budget for Legacy Public Charter School, 1) will be prepared in compliance with section 33-801, Idaho Statutes and policy of the State Board of Education; 2) will be presented at a public hearing in June of the year the school will open, and 3) will be delivered to the State Department of Education as required on or before July 15 prior to the start of the school year. The budget will be prepared, approved and filed using the form prescribed by the state superintendent of public instruction.

v. Start-Up Budget

See Appendix J for budget.

Income Sources: See Appendix J for income sources. Funding sources will include state allocation per pupil, federal start-up grants, private grants, business partnerships, and donations. Legacy Public Charter School will apply for a start-up grant once it is granted status as a non-profit organization pursuant to Section 501(c) (3) of the Internal Revenue Code. See Appendix G for documentation of the application for Section 501(c) (3) status.

Working Capital and Assets: Legacy Public Charter School does not expect to have working capital and assets until after the Charter is approved.

Fundraising: A committee will be established to conduct fundraising efforts to generate capital or to supplement the per-pupil allocations.

Expenditures: Expenditures will be handled as described in the following sections:

Purchasing Process: Until alternative arrangements are made, the Administrator will determine procedures for procuring goods and services, with approval of the Governing Board.

Financial Management: The accounting records will be kept in accordance with general accepted accounting principles. Legacy Public Charter School will follow the requirements set forth by the Idaho State Department of Education, including formats for account numbering. The Administrator, or designee, will be responsible for financial management.

Bonding: Documentation of bonding of all personnel involved in the school's financial operations will be provided prior to the opening of the school.

vi. Three-Year Operating Budget

See Appendix J for budget.

vii. First Year Month-by-Month Cash Flow

See Appendix J for budget.

B. Budget

See Appendix J for budget.

C. Transportation I.C. 33-5205(3)(t) & 33-5208(4)

Transportation will be provided to students residing in the primary attendance area and at selected pick-up locations for out-of-attendance area students. If seating becomes limited, priority will be given to students residing in the primary attendance area. In providing transportation services, Legacy will comply with Idaho Code 33-402(2) and 33-1510. See Appendix K for documentation of Brown Bus Company's interest in submitting a bid at the appropriate time to provide transportation services for Legacy.

D. Food Service

At the time of enrollment, students will be given the opportunity to complete the federal free or reduced lunch form. Lunch will be provided to all first through eighth grade students with cost, but that cost will be reduced or waived for eligible students. Lunch will be prepared daily in the school's cafeteria facility or will be brought in through a subcontracted third party caterer.

Tab 9

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Virtual Schools and Online Programs

By the third year of operation, Legacy Charter School will put in place the “Harbor Room.” The Harbor Room will be a self-contained, hybrid, online-type classroom within the school’s building where 7th and 8th grade students will rotate between this learning environment and their traditional classroom in such a manner that at any one time 1/3 of these students will be learning in this on-site/on-line environment. The role of the Harbor Room is to serve as an on-site location for 7th and 8th grade students to gain experience with online learning while in a safe, organized, self-contained classroom so that they will gain the skills, confidence and work ethic necessary to succeed when they enroll in high school and post-secondary online courses. Upon graduating from Legacy Public Charter School, we will expect our students to demonstrate understanding of digital learning accountability measures, software/hardware use and digital file management, as well as meta-cognitive strategies required to be successful and experienced virtual learners. It is our goal that the Harbor Room at Legacy will be a tool that helps us uphold the promise to our community: to prepare students for entrance into any Idaho public secondary environment, whether traditional, virtual, or charter, or combination thereof.

Learning management system to be used (systems by which courses will be delivered)

While on rotation in the Harbor Room, students will use a variety of online learning management tools, including: a skype-type set up where students will be connected to their traditional classroom in the building so as to receive direct instruction and online interaction with their teachers and peers in all academic areas; a Pages and Numbers APP (or similar) for online note-taking; Flashsync APP, Conundra APP and Educreations APP (or similar) for mathematics work, including concept boards participation, a hallmark of any Harbor School; and Skitch APP (or similar) for Language Arts instruction. Additional online learning formats will be explored as the Harbor Room is established to continually make the online/onsite learning component relevant and up-to-date technologically. It is anticipated that by the time Legacy students have completed the 7th and 8th grades they will each have spent more than 2,000 hours in the Harbor Room digital learning environment.

Role of the online teacher (include the consistent availability of the teacher to provide guidance around course material, methods of individualized learning in the online course, and the means by which student work will be assessed)

Since this is a modified, hybrid type of online learning with the online environment within a self-contained classroom in Legacy's brick-and-mortar building, the 7th and 8th grade certified teachers will serve as the "online" teachers while students are on rotation in the Harbor Room. As such, their role will be to present all direct instruction and content through a Skype-type delivery system. In other words, while they are teaching in their traditional classroom down the hall, students in the Harbor Room will participate with and receive instruction, content and feedback from their teachers (and peers as appropriate) via the Harbor Room's laptops, ipads and/or additional technology as appropriate. The certified teachers who present the core courses will be responsible for instructing students in commonly used online learning protocols (i.e., account management, student portal, appropriate use of instructor/student communications, digital accountability methods and student management systems) and will be aided by educational assistants assigned to the Harbor Room. Additionally, the certified teachers for these grades will visit their students in the Harbor Room daily to, among other things, monitor student progress and discipline in the online, hybrid environment; provide face-to-face feedback and to assess in person students' online work. To formally assess students' work while in the Harbor Room, as well as their attitude & effort in this online-type environment, a specially-designed progress report card will be created for the 7th & 8th grades to include outcomes observed and grades specific to the learning taking place in the Harbor Room. While the Harbor Room is to serve as an onsite location for 7th and 8th grade students to gain experience in online learning, it will be understood that not all students may have the maturity to succeed in such an environment at the same time. Therefore, it will be expected that prior to going on rotation in the Harbor Room students are able to demonstrate the ability to take personal responsibility for their work, to maintain focus with little redirection, and to have the maturity to affect positively the online learning environment.

Means by which students will receive appropriate teacher-to-student interaction (including timely, frequent feedback about student progress)

The Harbor Room is purposely designed in such a manner to help train students in the 7th and 8th grades so they will be successful in online learning environments once they reach high school and post-secondary schooling. The planned rotation whereby at any time only 1/3 of the 7th and 8th graders will be learning in the Harbor Room will help eliminate the possibility of a "sink or swim" approach. Therefore, while on rotation in the Harbor Room teacher-to-student interaction will occur as follows: Students will participate via a skype-like delivery system with their peers in the traditional classroom down the hall so that immediate participation and feedback will be available to those in the online environment during their teachers' course content presentations. Additionally, while in the Harbor Room rotation, students will complete and hand in homework and other assignments via APPS such as harborroom.weebly.com, homework calendar and Khanacademy.org. The 7th & 8th grade teachers will also visit their students and educational assistant in the Harbor Room to provide in-person feedback, redirection, one-on-one

assessments, etc. Through all these measures while in the Harbor Room these students will have the support and guidance of their certified teachers and the fluid capability to return to the traditional classroom for face-to-face instruction if or when necessary.

Means by which student attendance is verified and the awarding of course credit given

Again, since the Harbor Room's classroom provides a hybrid, online, self-contained environment within its physical structure, students' attendance will be taken both physically when they arrive each morning (educational assistant to conduct), as well as through an online app so as to create the expectation they will need to be accustomed to when in a complete online environment. All student work while in the Harbor Room rotation will be completed and turned in online. Content will be identical to what is presented in the traditional classroom, however, assignments related to content will vary so as to maximize the use of online learning apps and approaches while on rotation in the Harbor Room. However, whether they are in the traditional 7th and 8th grade classroom or in the Harbor Room, course content will correlate to the Idaho State thoroughness standards. **Combined with the regular, self-contained classroom, in the Harbor Room 7th and 8th grade students will receive credits for content areas meeting all Common Core Standards successfully.**

Plan for technical support relevant to delivery of online courses

In the online, hybrid environment we see a new opportunity within our School-to-Work program (another Harbor School learning hallmark) in which the 7th & 8th grade students will be trained and provided instruction in the proper care and maintenance of the technologies in place in the Harbor Room and will be assigned as "employees" to do basic trouble-shooting, cleaning, set up and take down each day of the various technologies used. The educational assistant will also receive professional development in the care and maintenance of the technologies used, and the school's technology coordinator, along with the certified teachers, will provide the technical expertise necessary beyond the basic care & maintenance to ensure the Harbor Room's technologies remain operational and up to date.

Plans to ensure equal access to all students (including provisions of necessary hardware, software, and internet connectivity required for participation) in the online coursework

When students are identified as needing accommodations to ensure equal access to the hybrid online environment, the school will provide the appropriate technology that will allow student access to the core curriculum, and will refer to Tab 3 of this charter, and I.C. 33-5205(6)(h), as guidance for meeting the requirements of special needs students in the least restrictive environment

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Tab 10

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A. Business Arrangements & Partnerships

Legacy Public Charter School does not have any business arrangements or partnerships with other schools, educational programs, businesses, or nonprofit organizations. However, Legacy intends to contract with the following:

- Contract with Rebecca Stallcop to provide oversight and training in the Harbor School Method™ during the first three years of operation and to evaluate Legacy's compliance with the Method on an ongoing basis after year three. See Appendix E for Letter of Intent to Sign a Contract with Legacy Public Charter School from Rebecca Stallcop.
- Contract with individual Harbor School Method™ teachers from Liberty or Victory Charter Schools to mentor and /or monitor its teachers through their first year of working at the school, and beyond, if deemed necessary by the Legacy administrator and/or mentor teacher.

B. Additional Information

School Status

Legacy Public Charter School will be a public charter school. It will not be a religious school, a conversion of a private school, or a school operated for profit.

Student Fees

No fees from students are planned at this time. Fees may be identified in the future by the Administrator, as appropriate, and as allowed by state law. Accommodations for low-income students will be made through fundraising efforts or fee waiver provisions. Legacy Public Charter School is a public charter school and will not charge tuition.

Public Access

Legacy Public Charter School's policies regarding the ways in which the public may have access to the school's students, staff, and facilities will be similar to that of the Nampa School District unless otherwise determined by the Governing Board. Legacy will comply with all aspects of the Idaho Public Records law (Idaho Code Sections 9-337 through 9-350), with the Idaho statutes relating to public records and public meetings, as indicated in its Bylaws, and with the Idaho Open Meeting Law (Idaho Code Sections 67-2340 through 67-2347). Legacy will also comply with federal law regarding student records and privacy.

Complaint Process

Legacy Public Charter School's complaint process for parents/guardians and the public are as follows, with the ultimate authority residing with the Governing Board of Legacy Public Charter School:

1. Have pertinent parties meet and try to resolve the issue.
2. If no resolution can be found to the dispute, the Administrator will intervene and attempt to find a resolution.
3. Ultimately, the issue could be brought before the Governing Board for resolution. Once all needed input has been obtained by the Governing Board, the Board will render a final decision.

School Records

Legacy Public Charter School's Administrator will determine how the school will maintain school records and required information, consistent with state and Federal guidelines.

IRS Regulations

Legacy Public Charter School will comply with all Internal Revenue Service regulations and reporting requirements.

Use of District Facilities

Legacy has no arrangements to utilize any Nampa School District facilities, or facilities of any other local public school. The Legacy Governing Board will develop policies regarding the use of Legacy's facilities by other school districts and the general public.

Inspection Reports

Legacy Public Charter School will provide certification that the facilities meet all requirements for health, safety, fire, and accessibility for the handicapped required of all public schools prior to the opening of the school and by the date specified in the contract. Legacy Public Charter School will provide initial and ongoing certifications of the facilities for health, safety, and fire compliance to the district and other entities as required.

Amending the Charter

Any revision of the terms of the Charter, consisting of Tabs 1-10, requires the approval of the Legacy Public Charter School's Board of Directors and the Idaho Public Charter School Commission.

Proof of Attendance at the Petitioner's Workshop

Two founders and the individual drafting the charter document attended the Petitioner's CharterStart! 101 Workshop held on March 2, 2009. One founder attended the Workshop held October 5, 2009. See Appendix M for documentation.

Policies and Procedures

See the attached policies and procedures on discipline, attendance, drug and alcohol use for Legacy Public Charter School. These policies will be considered drafts until the Administrator is hired and has the opportunity to review and accept these policies. In the event a policy does not exist when needed, the Nampa School District Board policy will become the default policy.

C. Termination *I.C. 33-5205(3)(u)*

Dissolution

In cases of termination, the Governing Board of Legacy Public Charter School is responsible for the dissolution of the business and affairs of the school. Legacy will fully cooperate with its authorizer for the dissolution process. All records of students residing the Nampa School District will immediately be transferred to the District. All students will receive written notice of how to request a transfer of student records to a specific school. Legacy will accommodate student record requests from schools outside the Nampa School District for up to one year after dissolution. Upon the dissolution of Legacy Public Charter School, remaining assets will be distributed to creditors pursuant to Sections 30-3-114 and 30-3-115 of the Idaho Code. All remaining assets will be distrusted to Legacy's authorizer.

Appendix C: IPCSC Closure Protocol

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Closure Protocol

Idaho Public Charter School Commission

514 West Jefferson Street, Ste. 303

Boise, Idaho 83702

208-332-1561

pcsc@osbe.idaho.gov

Alan Reed, Chairman

Jenn Thompson, Director

Purpose

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

Authority

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

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

Closure protocol is enacted when:

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

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

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

Roles

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

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

Note

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

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I. Closure Protocol Team

A. Initial Meeting

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

B. Team Members

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

Required members of this team shall include:

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

C. Subcommittees

1. Subcommittees shall be established for the purpose of managing closure tasks in the following areas:
 - i. Communication – student, teacher, family
 - ii. Financial – vendors and assets
 - iii. Business – employer and corporation
 - iv. Records – student and employee records

D. Meeting Agenda

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

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

E. Important Dates

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

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

9. The date by which all W2s will be issued for the school's final operating year; and
10. The date by which the non-profit corporation must be dissolved.

Communication

A. Initial Stakeholder Notification

1. Within 7 business days of the date written notice of closure is issued, the school is responsible to issue a letter (drafted by the IPCSC) notifying stakeholders of closure. This letter shall minimally include:
 - a. Where and when the final order will be posted online for transparency of the reasons for closure;
 - b. The last date of student services;
 - c. Transfer procedures;
 - d. Explanation of the appeal process and when a decision regarding an appeal would be published; and
 - e. Contact information for the school's administrator and the IPCSC.
2. The school may choose to include a supplemental letter drafted by the school's board, and if so, such draft must be provided to the IPCSC prior to distribution to stakeholders.
3. The school is responsible to distribute the IPCSC's letter (and the school board issued supplemental letter, if applicable) to the following recipients:
 - a. All Parents of current students and all parents currently on a waitlist;
 - b. All Teachers, Staff, and Volunteers;
 - c. All Vendors with whom the school has an active contract or has engaged with in the past 12 months;
 - d. All Lease and Loan/bond holders; and
 - e. Any Educational Services Providers with whom the school contracts.
4. The authorizer is responsible to issue a letter informing stakeholders of the closure situation to the following recipients:

- a. All potentially impacted school districts and charter schools;
 - b. The State Department of Education;
 - c. The State Board of Education;
 - d. The Office of the Governor;
 - e. The Public Employment Retirement Service of Idaho;
 - f. The chairpersons of the House and Senate Education committees; and
 - g. The Senators and Representatives serving the state legislature on behalf of the district in which the school maintains student occupied facilities or business offices.
5. Within 7 days of the date written notice of closure is issued, the IPCSC's letter informing stakeholders of the closure situation shall be posted in a prominent location on the school's website and the IPCSC's website.

B. Staff Meeting

1. Within 7 days of the date written notice of closure is issued, the school's administrator, board chair, and business manager shall hold a meeting with all staff to discuss the following:
 - a. Media contact protocol
The Director of the IPCSC is the authorized media contact for the IPCSC. The school is encouraged to establish a single point of contact to manage public relations on behalf of the school.
 - b. Maintenance of normalcy (to the best possible level) for students through the last day of student services
All instructional and student services are required to be provided in full through the last day the school is allowed to provide such services. The student experience should remain as normal as possible through this process. It is recommended that the school provide guidance for teachers and staff early-on to ensure common language and tone is used when discussing this situation with students and families.
 - c. End of Employment Impact
This date is established by the Closure Protocol Team. When determining the end of contract dates, please consider the impact of this date on health

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

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

- a. Notification of closure timeline and timeline of parallel appeal if the school has chosen to or is considering appealing the closure decision.
- b. Review of media protocol and how to discuss the issue with parents and students.
- c. Date of last paychecks and whether/who will remain on staff after end of student services and end of contract dates.
- d. Timeline for more information regarding sick leave, vacation time, and health insurance; Cobra may not be available when the charter school providing the original health insurance ceases to exist.
- e. Timeline for more information regarding any impacts to PERSI; Employees whose last place of work prior to retirement was the school being closed may lose the ability to transfer accrued sick leave into funds used for medical coverage.
- f. Timeline for winding-down and transition of duties, including, but not limited to facility access and security, access to email and software, hardware returns, and asset management of furniture, fixtures, equipment, and curriculum.
- g. Social emotional services for staff and students if the school has chosen to make such available; We acknowledge that closure can be traumatic for staff and students. Schools are encouraged to consider making additional counseling services available.
- h. Assistance with employment transition for staff (such as access to hiring fairs or letters of recommendation) if the school has chosen to make such available.

C. Ongoing Communication

1. Additional communication with stakeholders will be necessary throughout the closure process.
2. The Communication subcommittee is responsible for ensuring that any necessary communication is timely and accurate.

F. Financial Dissolution

A. Expenses

1. Within 15 business days of the date on which written notification of closure was issued a meeting shall be held between the school's business manager, the IPCSC's Finance Manager, and the Team Lead.
2. Additional attendees (such as the school's auditor) may be invited to the meeting by mutual agreement of both required attendees. Any related costs are the responsibility of the school.
3. No later than the start of the scheduled meeting, the school's business manager shall make the following available to the IPCSC:
 - a. A list of every vendor the school has paid in the last 12 months;
 - b. A copy of all arrangements with vendors including: contracts, service agreements, grants, and/or MOUs with all services providers that are currently active or that have been active in the past 12 months;
 - c. A copy of all lease agreements and all long-term loans;
 - d. A list of all insurance policies held by the school (including liability, directors and officers, worker's comp, etc.), including company, policy number, and coverage specifics; and
 - e. All bank statements for the previous 12 months.
4. The meeting agenda for this meeting shall include the following:
 - a. A review of statute, rule, policy, and regulations related to closure as presented by the Closure Team Lead.
This part of the discussion should consider requirements of the IRS, the Department

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

- b. A review of projected cash flow through end of operations as presented by the school's Business Manager.

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

- c. Development of a plan for immediately reducing spending to necessities only, which may require board action to suspend or change policies to allow for changes in who has spending authority and at what amounts.
- d. Prioritization of payment of anticipated expenditures, pursuant to Idaho Code.
- e. Documentation of a list of items requiring follow-up and who is responsible for the workload or costs.
- f. Establishment of approximate deadlines for when each account is to be closed.

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

- a. Verification that the school's account has been paid in full with each vendor as accounts are closed;
- b. Verification that the school has met with PERSI and has established a final transmission date;
- c. Documentation that any outstanding PERSI fees are paid;
- d. Verification that the school has met with the board approved auditor and has established a final audit timeline. Note that the timing of this audit may be later than usual; and
- e. Verification of end dates for leases and liability coverage (including property and directors/officers).

B. Accounting of Assets

- i. The IPCSC shall provide to the school a written guidance document with regard to the sale and dissolution of assets.
 - ii. The school shall be responsible to provide the IPCSC and the SDE with a full inventory of all physical assets owned by the corporation within 30 days of the date on which the notice of closure was issued.
 - iii. The inventory shall include:
 - a. A description of the item;
 - b. The fund with which each item was purchased; and
 - c. An estimate of the current value of the item.
- D. The Team Lead, the IPCSC's Finance Manager, a representative from the SDE, and the school's Business Manager shall meet to review this inventory within 15 days of receipt of the inventory, and may verify accuracy via thorough on-site review.

C. Dissolution of Assets

1. All viable special education testing materials shall be distributed to the SDE for redistribution to charter schools based on the agency's determination of need.
2. Property owned by the ESP will be claimed by the ESP. The lease by which this equipment was provided to the school must include an itemized inventory and shall be provided to the IPCSC.
3. Any items purchased with federal funds (excluding special education testing materials) shall be returned to the IPCSC for redistribution to other charter schools. The IPCSC shall retain record of what was received and to whom it was redistributed.
4. The school is responsible to arrange for delivery of assets in an organized and well-labeled manner.
5. All assets purchased with state funds shall be liquidated to the greatest degree possible. Please see the IPCSC's guidance on the sale and dissolution of assets for procedural expectations.
6. When all assets have been redistributed and liquidated, and all creditors have been paid, any remaining funds shall be returned to the Public School Income Fund via the State Department of Education.

D. Reporting

1. The school shall ensure that an audit completed by an independent auditor is conducted, the audit report is approved by the school's board, and submitted to both the State Department of Education and the authorizer.
2. The school shall ensure that all documentation required to dissolve the school as a business is filed with the IRS, including dissolution of the 501c3.
3. After the sale of assets, and the all checks are cut, any remaining funds shall be returned to the State Department of Education for distribution to operational schools.
4. File final tax reports.
5. Issue W2s for previous tax year.

IV – Records Management

i. Records Retention Procedures

1. The school's Lead Administrator is responsible to ensure the proper retention and destruction of records in accordance with the State of Idaho's records retention schedule.
2. The public charter school shall make every effort to transfer all active student records (including the cumulative file and the special education file) to the student's next school of choice prior to the date on which records are scheduled to transfer to the authorizer.
3. The public charter school shall ensure that every student file (active or inactive) includes an official transcript (signed, embossed, etc.) or final report card and a record of where and when the student's records were transferred out of the public charter school's care. This information shall be compiled in a single spreadsheet.
4. The public charter school shall ensure that all records to be transferred to the authorizer (cumulative and special education) are scanned into an electronic format. Costs incurred are the responsibility of the school.

5. The public charter school shall ensure that all records are transferred to the authorizer via a secure file transfer protocol.
6. No employee or former employee of the school shall retain copies or have access to student, employee, or financial records after the employee's end of contract date.

ii. Records to be Retained

1. Student Records:

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

2. Personnel Records:

- a. Personnel files shall be retained for five years beyond the employee's termination date.
- b. Personnel files shall include the name, address, and contact information of the employee; employment agreements or contracts signed by the employee, verification of certification (if applicable), and all employee evaluations. No other documentation shall be retained.

3. Financial Records:

- a. Monthly expenditure reports for the five years preceding the school's closure date shall be retained. Records shall be destroyed after five years.
- b. Monthly deposit records for the five years preceding the school's closure date. Records shall be destroyed after five years.
- c. All bids received and contracts awarded in the five years preceding the school's closure date. Records shall be destroyed after five years.

- d. Medicaid reimbursement records for seven years prior to the school's closure date. Records shall be destroyed after seven years.
- e. Bank statements for all accounts for five years preceding the school's closure date. Records shall be destroyed after five years.
- f. Tax documents shall be retained for the seven years prior to the school's closure date. These documents include but are not limited to IRS forms 941 and 1099. Records shall be destroyed after seven years.
- g. Annual financial audit reports and annual board approved budgets shall be retained permanently for all operational years. These documents are submitted to the IPCSC annually, and may not need to be re-submitted.

4. Governance Records:

- a. All meeting agendas shall be retained permanently.
- b. All meeting minutes shall be retained permanently.
- c. A complete copy of the most recent set of board policy shall be retained permanently.
- d. A copy of the board bylaws and articles of incorporation shall be retained permanently.

5. School Culture Records

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

6. Records Requests After Closure

- a. The IPCSC shall manage records requests for student transcripts and for personnel files after the school has closed.
- b. The school shall ensure that the school's URL redirects to the IPCSC's records request page for a minimum of 3 years after the school's closure, at the school's expense.

V. Governing Board

iii. Final dissolution

1. Final Board Meeting

- a. In accordance with OML notice a final meeting of the governing board and pursuant to I.C. § 30-30-1001, a vote to dissolve a nonprofit corporation shall be properly noticed and accompanied by the dissolution plan. In this case, the dissolution plan is the closure protocol, which should be near completion by the time this motion is made. This section of Idaho Code also requires that the agenda state that the purpose, or one of the purposes, of the meeting is to consider a resolution to dissolve of the non-profit corporation.
- b. I.C. § 33-5212 addresses the order in which payments shall be made, and state that any remaining assets after all creditors have been paid shall be distributed to the Public School Income Fund. This information should be incorporated into the dissolution motion as it is required to be noticed by the Non-Profit Corporation Act.
- c. A vote in favor of dissolution passes with a majority vote of the board directors.
- d. A copy of the resolution must be provided to the IPCSC with 24 hours of the vote.

2. Meeting Agenda

- a. Approval of the financial audit report (if not already complete).
- b. Approval of any final contracts to be paid (i.e. for the Business Manager to return at the end of the calendar year to prepare final tax documents and distribute to employees).
- c. Appointment of a designee to file dissolution of the school's 501c3 with the IRS and articles of dissolution with the Idaho Secretary of State.
- d. Appointment of a designee to complete any and all final activities that may be necessary.
- e. Signature of any final checks.

3. Articles of Dissolution

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

Secretary of State. These articles shall minimally include:

- i. The name of the corporation;
 - ii. The date dissolution was authorized;
 - iii. A statement that dissolution was approved by a sufficient vote of the board.
- b. A corporation is effectively dissolved as of the date of its articles of dissolution.
- c. The school shall provide a copy of the filed articles of dissolution to the IPCSC.
4. A dissolved corporation may continue its corporate existence but may not carry on any activities except those appropriate to wind up and liquidate its affairs.

B. Claims against a dissolved Corporation

- iv. After the date on which the articles of dissolution are filed, the corporation may dispose of the known claims against it by sending written notice, pursuant to I.C. § 30-30-1005. Written notice must include:
 - a. A description of the information that must be included in a claim;
 - b. A mailing address where a claim may be sent;
 - c. The deadline, by which the dissolved corporation must receive the claim; and
 - d. State that the claim will be barred if not received by the deadline, which may not be fewer than one hundred twenty (120) days from the effective date of the written notice.
- v. The corporation must address any unknown claims against it by publishing a notice Pursuant to I.C. 30-30-1006. The notice must:
 1. Be published one (1) time in a newspaper of general circulation in the county where the dissolved corporation's principal office is or was located, or, if none in this state, in Ada county;
 2. Describe the information that must be included in a claim and provide a mailing address where the claim may be sent; and
 3. State that a claim against the corporation will be barred unless a proceeding to enforce the claim is commenced within five (5) years after publication of the notice.

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

C. Reporting

1. The school shall ensure that all state and federal reporting is complete prior to dissolution. Verification of completed reports shall be made by the IPCSC. Required reports include, but are not limited to the following:
 - a. ISEE final data upload including, but not limited to student, course, teachers, and financial data sets;
 - b. Federal programs final reporting;
 - c. Grant final reporting; and
 - d. The school shall ensure that dissolution of the charter holder's non-profit organization is filed with the secretary of state and shall provide the IPCSC with a copy of this filing;
2. The school shall ensure that the dissolution of the school's 501c3 is on file with the IRS and shall provide the IPCSC with a copy of this filing.

VI. Final Closure Report Outline

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

i. Cover Sheet

1. A final closure report must include a cover sheet with the following information:
 - a. The legal name of the school;
 - b. The legal name of the charter holder;
 - c. The address(s) that the school occupied at time of closure;
 - d. Contact information for future questions;

- e. The following links and a statement that more information can be found at these locations,
 - i. [PCSC webpage for this school],
 - ii. [webpage for the meeting at which the charter was approved],
 - iii. [webpage for the meeting at which the charter was nonrenewed or revoked, if applicable], and
 - iv. [webpage for any related hearings]; and
- f. A description of where requests for student transcripts can be made after closure.
- g. A list of the complete closure protocol team.
- h. A list of the following key dates:
 - i. The date on which the charter was approved;
 - ii. The first and final dates on which the school was authorized to serve students;
 - iii. The date on which the school received its final distribution of state funding;
 - iv. The date on which teacher contracts ended; and
 - v. The date on which the charter holder's corporation was dissolved.

B. Required Attachments, Redacted

1. Final IPCSC Closure Order
2. Final appeal decision (if applicable)
3. IPCSC Notification of Stakeholders Letter
4. List of all vendors, including the name and address of the vendor, a description of the services provided/purchased, and the date on which the IPCSC verified account closure.
5. A list of insurance coverages, including company and the last date of coverage (including health, liability, etc.)
6. A list of all contracts, service agreements, grants, and MOUs to be retained by the IPCSC, including verification of date received.
7. A list of all lease agreements and all long-term debt held by the school at the beginning of the closure protocol, including the company and amount.
8. Documentation of the termination of any leases or loans.
9. Final bank statements indicating account closure.

10. Expense reports for the 12 months preceding dissolution.
11. A copy of the final check cut to the SDE, if applicable.
12. Inventory of assets, including the fund with which each item was purchased, the date of purchase, the estimated value.
13. For assets purchased with federal dollars, also include the final recipient of the asset, and the date of transfer.
14. The charter holder's final dissolution resolution.
15. A copy of the articles of dissolution.
16. A copy of the 501c3 dissolution notification.
17. A copy of the newspaper notice to unknown claimants.
18. Meeting minutes from all meetings of the closure protocol team and all subcommittee meetings attended by the Closure Team Lead.
19. Any other documentation that may provide important details.

CHARTER SCHOOL PERFORMANCE CERTIFICATE

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

RECITALS

WHEREAS, **Monticello Montessori Charter School, Inc.** is a non-profit entity incorporated with a board of directors; and

WHEREAS, on **July 22, 2009**, the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year **2010**; and

WHEREAS, the School's charter was renewed on **March 1, 2018**, for a five-year term of operations; and

WHEREAS, on **March 8th, 2023**, the Authorizer conditionally renewed the School's charter for a subsequent five-year term of operations to begin July 1, 2023 and end on June 30, 2028,

NOW THEREFORE in consideration of the foregoing recitals and the mutual understandings contained herein, the Authorizer and **Monticello Montessori Charter School, Inc.** agree as follows:

SECTION 1: TERMS OF AUTHORIZATION

- A. Establishment of School.** The Charter Holder is hereby authorized to implement at the School the program described in the Charter, attached to this Certificate as Appendix C and incorporated herein by this reference. Any significant changes to any section of the Charter, including the educational program, facilities plan, financial plan, or the management plan, during the School's pre-operational period or first operational term shall be treated as an amendment in accordance with the Authorizer's policy.
- B. Term of Agreement.** The School's operational term shall be from July 1, **2023** and end on June 30, **2028**. Subsequent terms of operation may be issued by the Authorizer in accordance with Idaho Code and Authorizer policy.
- C. Renewal Conditions.** The School is conditionally approved to operate. Applicable conditions are attached as **Appendix B** and incorporated herein by this reference. If all renewal conditions have been completed to the satisfaction of the Authorizer by the stated due date, the School shall

continue operations through the remainder of the current Certificate term. In the event that all renewal conditions have not been completed to the satisfaction of the Authorizer by the stated due date, the Authorizer will consider whether to exercise its authority to revoke the School's Charter at its next regularly scheduled meeting.

SECTION 2: EDUCATIONAL PROGRAM

- A. **School Mission.** The mission of the School is as follows: Through a Montessori-inspired approach to learning, students will maximize their inner potentials and experience purpose and meaning in life, take responsibility for their own education, cultivate personal dignity and develop independence and purpose in life.
- B. **Grades Served.** The School may serve students in grades Kindergarten through 8.
- C. **Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- Maintain commitment to the core Montessori curriculum and instruction by utilizing authentic Montessori materials. This can be measured via curriculum review and lesson plans.
 - Idaho State Standards are used as a basis for what every child needs to know. From there, the Montessori approach is utilized to help students master required knowledge and skills. This can be measured via lesson plans and policy review.
 - Employ experienced Montessori teachers or teachers who will become Montessori certified. This can be measured via data review.
 - Employ a building principal/educational leader who has knowledge of Montessori principles and curriculum through Montessori coursework, Montessori Administrator Credential and/or annual conference exposure. This can be measured via data review.
 - Students will utilize work plans to guide them in their learning toward mastery. This can be measured via observation and lesson plan review.
- D. **Standardized Testing.** Students of the School shall be tested with the same standardized tests as other Idaho public school students.
- E. **Accreditation.** The School shall be accredited as provided by rule of the State Board of Education.

SECTION 3: SCHOOL GOVERNANCE

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

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

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

SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

- A. Oversight Allowing Autonomy.** The Authorizer's role shall be to evaluate the School's performance outcomes according to this Certificate and the Performance Framework, and shall be to provide compliance oversight. The Authorizer shall comply with the provisions of the Charter Schools Act and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School.
- B. Charter School Performance Framework.** The Charter School Performance Framework ("Performance Framework") is attached and incorporated into this agreement as Appendix A. The Performance Framework shall be used to annually evaluate the School's academic achievement, Board stewardship, operational management, and financial stability. The specific terms of the Performance Framework are determined by the Authorizer and shall be binding on the School.
- C. Identified Comparison Group.** For purposes of evaluating the School against the metrics and measures established in the Performance Framework, the School's comparison group shall be identified as described below and shall be established for the length of the Certificate term:
Bonneville District (093).
- D. Authorizer to Monitor School Performance.** The Authorizer shall monitor and report on the School's progress in relation to the indicators, measures, metrics, and targets set out in the Performance Framework. A formal report of the School's academic, financial, and operational performance ("Performance Report") shall be provided to the school and the public by the Authorizer annually. Data necessary to conduct this evaluation will be collected throughout the year. Additional reviews may be necessary if compliance concerns arise.
- E. School Performance.** The School shall meet standard on all measures of the Performance Framework. The Authorizer shall renew any charter in which the School met all the terms of its Certificate, including all appendices, at the time of renewal.
- F. Performance Framework as Basis for Renewal of Charter.** The School's performance in relation to the Performance Framework shall provide the basis upon which the Authorizer shall decide whether to renew the School's Charter at the end of the Certificate term.
- G. Required Reports.** The School shall prepare and submit reports as required by the Authorizer's policy.
- H. Authorizer's Right to Review.** The Authorizer maintains the right to request and review additional documentation if such becomes necessary in the course of regular oversight duties or to

investigate the validity of a compliance concern. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.

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

SECTION 5: SCHOOL OPERATIONS

- A. **In General.** The School and the Charter Holder shall operate at all times in accordance with all federal and state laws, rules, regulations, local ordinances, and Authorizer policies applicable to public charter schools.
- B. **Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be 345 students.
- C. **Equitable Enrollment Procedures.** The School shall make student recruitment, admissions, enrollment, and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or proficiency in the English language. If there are more applications to enroll in the School than there are spaces available, the School shall select students to attend using a random selection process that shall be publicly noticed and open to the public.
 - i. **Calendar.** The School shall operate on a traditional nine-month calendar in which the last day of the regular term shall fall on or before June 30
- D. **School Facilities.** The School shall operate at the following location(s): 4707 S. Sweetwater Way, Ammon, ID 83406. The School shall provide the Authorizer with facilities documentation, including occupancy permits, fire marshal reports, building inspection reports, and health department reports for any facility newly occupied by the School, and any remodeling or construction project for which such documentation is necessary in accordance with Authorizer policy and in accordance with law, rule, regulations, and authorizer policy.
- E. **Attendance Area.** The School's primary attendance area shall be used for the purposes of determining applicability of this enrollment preference category. Bonneville, Bingham, and Jefferson Counties.
- F. **Staff.** Instructional staff shall be certified as provided by rule of the State Board of Education. All full-time staff members of the School shall be covered by the Public Employee Retirement System of Idaho, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.
- G. **Alignment with All Applicable Law.** The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are amended, the School shall be bound by any such amendment upon the effective date of said amendment.

SECTION 6: SCHOOL FINANCE

- A. **General.** The School shall comply with all applicable financial and budget laws, rules, regulations, and financial reporting requirements, as well as the requirements contained in the

School's Performance Framework.

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

SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION

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

SECTION 8: MISCELLANEOUS

- A. No Employee or Agency Relationship.** None of the provisions of this Certificate will be construed to create a relationship of agency, representation, joint venture, partnership, ownership, or employment between the Authorizer and the School.

- B. Additional Services.** Except as may be expressly provided in this Certificate, as set forth in any subsequent written agreement between the School and the Authorizer, or as may be required by law, neither the School nor the Authorizer shall be entitled to the use of or access to the services, supplies, or facilities of the other.
- C. No Third-Party Beneficiary.** This Certificate shall not create any rights in any third parties, nor shall any third party be entitled to enforce any rights or obligations that may be possessed by either party to this Certificate.
- D. Amendment.** This Certificate may be amended by agreement between the School and the Authorizer in accordance with Authorizer policy. All amendments must be in writing and signed by the School and the Authorizer.

IN WITNESS WHEREOF, the Authorizer and the Charter Holder have executed this Performance Certificate to be effective **April 13, 2023.**

Chairman
Idaho Public Charter School Commission

Chairman
Monticello Montessori Charter School, Inc. Governing Board

Appendix A: Performance Framework

Appendix B: Conditions

Appendix C: Charter

Appendix D: IPCSC Closure Protocol

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Appendix A: Performance Framework

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PERFORMANCE FRAMEWORK GUIDANCE: ACADEMIC MEASURES

Adopted 8/13/2020

Revised 4/14/2022

Idaho Public Charter School Commission

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pcsc@osbe.idaho.gov

Alan Reed, Chairman

Jenn Thompson, Director

ACADEMIC MEASURES

All School Measures

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

Comparison Group: Specific to school.

1. MATH PROFICIENCY

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

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

2. ELA PROFICIENCY

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

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

3. MATH GROWTH

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

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

4. ELA GROWTH

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

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

5. LITERACY PROFICIENCY

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

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

6. COLLEGE AND CAREER READINESS

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

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

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

OPERATIONAL MEASURES

BOARD STEWARDSHIP

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

OPERATIONAL MANAGEMENT

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

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BOARD GOVERNANCE

1. Governance Structure Rubric

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

Governance Structure Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• Board Bylaws are compliant with ID law.• Articles of Incorporation are current.• No investigations were conducted into either ethical behavior or conflict of interest regarding any board director.• The board did not experience an Open Meeting Law violation that needed to be cured this year.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

2. Governance Oversight Rubric

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

Governance Oversight Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• The board reviews academic data in a timely and thorough manner.• The board reviews financial reports in a timely and thorough manner.• The board maintains compliant policies.• The board engages in strategic planning.• The board conducts a compliant annual evaluation of their school leader and/or management organization.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

3. Governance Compliance Rubric

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

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

OPERATIONAL MANAGEMENT

4. Student Services Rubric

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

Student Services Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	All of the following are true: <ul style="list-style-type: none">• The school's English Language Learner program is in good standing;• The school's Special Education program is in good standing; The school's college and career readiness program is in good standing; and• The school's federal programs are in good standing.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

5. Data Security and Information Transparency Rubric

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

Data Security and Information Transparency Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• The school's website is compliant with I.C. 33-133(7) (data collection, access, and security policy); I.C. 33-320 (continuous improvement plan); and I.C. 33-357 (expenditures updated monthly, contracts, performance reports, and annual budgets).• The school did not experience any issues involving data security this year.• The school did not experience any compliance issue regarding public records requests this year.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

6. Facility and Services Rubric

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

Facility and Building Services Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• The school's occupancy certificate is current.• The school maintains current safety inspections and drills.• The school provides daily transportation to students in compliance with Idaho Code. The school provides a compliant lunch program.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

7. Operational Compliance Rubric

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

Operational Compliance Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• Required reports are submitted accurately and on time.• The school maintains a compliant enrollment process.• No correct action plans were issued by the SDE this year.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

FINANCIAL MEASURES

NEAR TERM HEALTH

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

SUSTAINABLE HEALTH

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

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NEAR-TERM HEALTH

1. Current Ratio

Calculation: Current Assets divided by Current Liabilities

Data Source: Annual Fiscal Audit Report

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

2. Unrestricted Days Cash

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

Data Source: Annual Fiscal Audit Report

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

3. Default

Calculation: No calculation.

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

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

4. Enrollment Variance

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

Data Source: ISEE and direct school report

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

SUSTAINABLE HEALTH

5. Total Margin and 3Yr Aggregated Total Margin

Calculation:

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

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

Data Source: Annual Fiscal Audit Report

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

6. Cash Flow and Multi-Year Cash Flow

Calculation (example years are included as reference):

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

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

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

Data Source: Annual Fiscal Audit Report

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

7. Debt Service Coverage Ratio

Calculation:

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

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

Data Source: Annual Fiscal Audit Report

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

8. Debt to Asset Ratio

Calculation: Total Liabilities divided by Total Assets

Data Source: Annual Fiscal Audit Report

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

9. Financial Compliance Rubric

Calculation: Total Liabilities divided by Total Assets

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

Financial Compliance Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• Accounting Practices: finances are managed in compliance with GAAP.• Financial Transparency: expenditures and contracts are posted on the school's site.• Internal Controls: the school's internal controls are compliant.
Approaches Standard	The school was informed of non-compliance with accounting practices, financial transparency, or internal controls, and prompt action to correct is in evidence.
Does Not Meet Standard	<p>The school is operating under a notification of fiscal concern or a notification of possible or imminent closure</p> <p>OR</p> <p>The school was informed of non-compliance with accounting practices, financial transparency, or internal controls and the issues were not corrected within 30 days.</p>

Appendix B: Conditions

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Appendix B: Conditions of Renewal

1. Condition 1: MMCS must achieve a Meets Standard rating on the Financial Default measure of the Commission's performance framework by July 1, 2023.

MMCS did not meet standard on the Financial Default measure in fiscal year 2022, as it failed to meet its federal tax obligations. The Financial Default measure is defined in the performance framework and shall be incorporated into MMCS's 2023-2028 performance certificate.

To meet this condition, MMCS must not be in default of any financial obligations, including, but not limited, facility debt, federal taxes, and payroll obligations. To verify that MMCS is no longer in default of federal tax obligations, MMCS must provide evidence that either (a) any back taxes owed to the IRS (including any penalties) have been paid in full by July 1, 2023, or (b) by July 1, 2023, the IRS has agreed to place MMCS on a payment plan that allows the school to maintain long-term financial sustainability with the revenue generated by 150 students (the enrollment achieved in fiscal year 2022 and fiscal year 2023).

2. Condition 2: By November 15, 2024 MMCS must achieve a Meets Standard rating on the following performance framework financial measures: Financial Default, Enrollment Variance, Financial Compliance, Current Ratio, Days Unrestricted Cash on Hand, Total Margin, Debt Service Coverage Ratio, and Debt to Asset Ratio.

Achieving a Meets Standard rating on these 8 financial measures will evidence the school's ability to correct the standards not met in fiscal year 2022 without negatively impacting other financial measures.

3. Condition 3: By November 15, 2025, MMCS must achieve a Meets Standard rating on all 9 of the financial measures of the Commission's performance framework which include: Financial Default, Enrollment Variance, Financial Compliance, Current Ratio, Days Unrestricted Cash on Hand, Total Margin, Debt Service Coverage Ratio, Debt to Asset Ratio, and Cash Flow.

Achieving a Meets Standard rating on all 9 financial measures will evidence the school's ability to achieve financial good standing. Additionally, once MMCS meets the terms of this condition, the Notification of Fiscal Concern, under which the

school has operated since fiscal year 2021, can be considered for removal the following June.

4. Condition 4: By November 15, 2026, MMCS must achieve a Meets Standard rating on all 9 of the financial measures of the Commission's performance framework which include:

Financial Default, Enrollment Variance, Financial Compliance, Current Ratio, Days Unrestricted Cash on Hand, Total Margin, Debt Service Coverage Ratio, Debt to Asset Ratio, and Cash Flow.

Achieving a Meets Standard rating on all 9 financial measures will evidence the school's ability to not only achieve financial good standing, but also its ability to maintain that good standing over time.

5. Condition 5: MMCS must achieve a Meets Standard rating on the literacy proficiency measure of the Commission's performance framework in fiscal year 2025. Since the corresponding data will be evaluated on or before November 15, 2025, the date by which this condition must be met is November 15, 2025.

MMCS did not meet standard on the literacy proficiency measure in any operational year over the course of this performance certificate term. The literacy measure is defined in the performance framework and shall be incorporated into MMCS's 2023-2028 performance certificate.

6. Condition 6: MMCS must achieve a Meets Standard rating on the math proficiency measure of the Commission's performance framework in fiscal year 2025. Since the corresponding data will be evaluated on or before November 15, 2025, the date by which this condition must be met is November 15, 2025.

MMCS did not meet standard on the math proficiency measure in any operational year over the course of this performance certificate term. The math proficiency measure is defined in the performance framework and shall be incorporated into MMCS's 2023-2028 performance certificate.

7. Condition 7: MMCS must achieve a Meets Standard rating on the English language arts proficiency measure of the Commission's performance framework in fiscal year 2025. Since the corresponding data will be evaluated on or before

November 15, 2025, the date by which this condition must be met is November 15, 2025.

MMCS did not meet standard on the English language arts proficiency measure in any operational year over the course of this performance certificate term. The English language arts proficiency measure is defined in the performance framework and shall be incorporated into MMCS's 2023-2028 performance certificate.

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Appendix C: Charter

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Charter School Petition Monticello Montessori School

A Public Montessori Charter School

BEFORE THE IDAHO PUBLIC CHARTER SCHOOL COMMISSION

Opened Fall, 2010

Attendance Area:
Bonneville, Bingham, and Jefferson Counties

School Building Location:
4707 S Sweet Water Way
Ammon, ID 83406

Submitted By:

Monticello Montessori Board of Trustees
administrator@monticellomontessori.com

4704 S Sweetwater Way
Ammon, ID 83406
(208) 419-0742

“Any child who is self-sufficient, who can tie his shoes, dress or undress himself, reflects in his joy and sense of achievement the image of human dignity, which is derived from a sense of independence.”

—Dr. Maria Montessori

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03. Tab 1 Articles of Incorporation, Mission, and Vision

A. File-Stamped Articles of Incorporation

Copies of Articles of Incorporation, file-stamped by the Idaho Secretary of State's Office; and of the signed Bylaws adopted by the board of directors of the Monticello are provided in Appendix A.

B. Petition Signatures of Qualified Electors

Copies of Signatures of at least thirty (30) qualified electors of Bonneville School District No. 93 and proof of qualification of electors are provided in Appendix B.

C. Mission and Vision Statements

Mission Statement:

Monticello Montessori helps students to become critical thinkers and intrinsically motivated learners. Critical Thinkers solve problems, clarify ideas, analyze arguments, and evaluate inductive, deductive, comparative, ideological and empirical reasoning. Motivated Learners desire to learn, engage problems, apply knowledge and achieve results.

Vision Statement:

Students attending Monticello will maximize their inner potentials and experience purpose and meaning in life by taking responsibility for their own education and cultivating personal dignity and independence through the Montessori approach to learning.

04. Tab 2 Proposed Operation and Potential Effects of the Charter School

Facilities

The administration/school building(s) shall 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 shall provide sufficient wiring and communication capabilities to support the nature and infrastructure of the school. The building shall also provide adequate heating, ventilation, lighting, sanitary conditions, and water supply to support the school's staff and students.

In accordance with Montessori classroom design principles, classrooms shall allow a minimum of 35 square feet per student enrolled between the ages of 5 and 8. Ideally, but not required, classrooms for students between the ages of 9 and 12 allow 50 square feet per student enrolled. Classrooms shall provide an abundance of natural light from windows to the outdoor environment. The facility shall accommodate the need for small kitchens and sinks in every classroom. The Charter Developers are currently exploring a variety of building options for the school to ensure sustainability of the program. The Charter Developers intend to build a permanent facility by 2015. Until financing can be secured for such a project, the school will likely lease a facility either from School District No. 93 or from a private entity. Details about the building plan are included in Appendix J.

Administrative Services

Administrative services are selected and evaluated by the Monticello Board. Monticello teachers are employed by the school through the use of Idaho Standard Teachers' Contracts. School personnel are required to hold the appropriate Idaho teaching certifications and endorsements. Monticello teachers hold highly qualified status under No Child Left Behind Act (NCLB) or are working towards this status in a state-approved program of instruction. This may include state-approved alternative routes to certification such as through the American Board for Certification of Teacher Excellence (ABCTE).

*Monticello implements the following recommendations from the American Montessori Society's "Essential Elements of Successful Montessori Schools in the Public Sector:"**

- Employ an experienced Montessori teacher to serve as curriculum coordinator.
- Employ a building principal/educational leader who has knowledge of Montessori principles and curriculum through Montessori coursework, Montessori Administrator Credential and/or annual conference exposure.
- Maintain commitment to the core Montessori curriculum and instruction even with changes in administrative staff.

* American Montessori Society. *Essential elements of successful montessori schools in the public sector.*
<http://www.amshq.org/schoolExtras/publicEssentials.html>

Potential Civil Liability Effects

Monticello is incorporated as a nonprofit public school with the Monticello Board listed as having the responsibilities and liabilities for the operation of the school. Idaho School Boards Association (ISBA) policies will serve as a basis for Monticello policy until the school's policies can be developed completely.

Monticello operates independently as a Local Education Agency (LEA). Monticello is responsible for its own operation including personnel matters, preparation of a budget, and contracting for services. Monticello 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.

Monticello'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 Monticello. Monticello will defend, hold harmless and indemnify the Authorized Chartering Entity against any claim, action, loss, damage, injury, liability, cost or expense of any kind or nature arising out of the operation of Monticello 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 Monticello.

Anticipated Impact on the Local School District and Community

Bonneville School District No. 93 has been experiencing steady growth since 1997. Two charter schools have opened over the past six years serving the District No. 93 attendance area with a total of 665 students enrolled in the charter schools as of the 2008/2009 school year. Even with these students not attending District No. 93 schools, the district passed a \$25 million bond for new school construction and improvement to accommodate the area's growth. The addition of Monticello Montessori to the attendance area will provide another school to serve this growing need.

There is an interest in the Montessori approach to learning in Bonneville County and the surrounding area. In Bonneville County and Jefferson County alone there are three private Montessori schools. These schools do a wonderful job; however the tuition fees make access to this type of education prohibitive, especially for the children who are most in need of it. Monticello will provide a high-quality Montessori education to any child regardless of the family's financial situation.

05. Tab 3 Educational Program and Goals

A. Thoroughness Standards

Monticello's educational program and goals will fulfill each of the educational thoroughness standards, as defined in Section 33-1612, Idaho Code.

Standard 1: A safe environment conducive to learning is provided.

Goal: Monticello not only provides for the physical safety of students, but also for their emotional and intellectual safety. The learning environment enables students to feel comfortable taking emotional and intellectual risks.

Objectives:

- Procedures and guidelines for physical safety are included in this charter petition, Monticello policy, and the student handbook, including procedures for fire drills; city, state, and federal health, accessibility, safety, fire and building codes; zero tolerance for weapons, harassment, drugs and alcohol, and more.
- Students utilize work plans to give them a sense of control over their learning.
- Grades and labels are not used around students to make comparisons.
- Students advance through the curriculum at their own pace to minimize frustration.
- Failure is presented as something positive: the process of identifying incorrect or incomplete ideas. Persistence is the paramount virtue.
- Students are given specific lessons about how to respect the space and privacy of others, how to use the Montessori materials correctly, and how to keep their environment (the classroom) clean and uncluttered.

Standard 2: Educators are empowered to maintain classroom discipline.

Goal: Students will feel confident, interested in learning, and maintain a high standard of personal comportment. Teachers will preempt classroom discipline problems by identifying students' needs and making every effort to address them.

Objectives:

- Teachers utilize authentic Montessori materials which are inherently designed to attract the interest of children and create a meaningful context for learning
- The classroom environment is highly ordered to help students understand the sequence involved in their learning.
- School-wide expectations for student conduct and procedures for handling unacceptable behavior are clearly communicated in the Student Handbook
- Extrinsic rewards are not used in connection with academics
- The administrator supports teachers through ongoing training and by enforcing the Code of Conduct.

Standard 3: The basic values of honesty, self-discipline, unselfishness, respect for authority, and the central importance of work are emphasized.

Goal: The development of character and a strong work ethic are central to the Montessori approach. Students will have daily opportunities to share, respect personal space, work out differences appropriately, show self-discipline, and work hard.

Objectives:

- Character education is built in to the Montessori approach
- All faculty are trained to talk and behave in the same way when interacting with students
- Grace and courtesy are taught to students and modeled by faculty members
- Students care for their school, community, and world by helping to maintain facilities and by participating in local and global service projects

Standard 4: The skills necessary to communicate effectively are taught.

Goal: Students acquire written and verbal communication skills beginning with very simple, concrete skills, and expanding to more complex, abstract skills where nuance, climate, audience, timing, and cue are understood.

Objectives:

- Students work cooperatively with peers through peer tutoring and multi-aged, multi-graded grouping of students.
- Instruction in Reading and Language Arts with an emphasis on writing is provided
- Students have a variety of opportunities to express themselves including giving speeches, writing letters, publishing essays, and working cooperatively.

Standard 5: A basic curriculum necessary to enable students to enter academic or professional-technical post-secondary educational programs is provided.

Goal: Monticello provides students with a high-quality Montessori approach to learning that meets or exceeds Idaho State Standards.

Objectives:

- Idaho State Standards are used as a basis for what every child needs to know. From there, the Montessori approach is utilized to help students master required knowledge and skills
- Every student will have an individual work plan that is self-paced
- A variety of resources will be used to address students' needs. The selection of resources including additional books, manipulatives, etc. will be based on teacher observation, academic performance, IEP requirements, and parental input.

Standard 6: The skills necessary for the students to enter the workforce are taught.

Goal: The Montessori approach addresses the need in today's workforce for people who think creatively, take initiative, organize well, and adapt to rapid changes by instilling these attributes in students.

Objectives:

- Monticello utilizes a classroom design that is compatible with Montessori "prepared environment" principles.
- Students are given a great deal of control over what order and the amount of time they spend on subjects
- Monticello creates uninterrupted daily work periods of 90 minutes to 3-hours
- The classroom environment is highly ordered to teach students organizational skills
- Students help develop weekly work plans to learn planning and follow through

Standard 7: The students are introduced to current technology.

Goal: Technology is utilized to make the learning and teaching process more efficient.

Objectives:

- Wireless high-speed internet access is available in all classrooms.
- Laptops are utilized by teachers along with specialized software to track the progress of students
- Systems are integrated to make communication of student data (i.e. progress reports, demographics, alerts and notifications, attendance, etc.) rapidly available and to reduce redundancies.
- Students in the upper-elementary program will taught how to use word processing and presentation software
- Physical classroom materials and instruments (i.e. microscope) will be connected to digital cameras and/or LCD projectors where appropriate and necessary to enhance the learning experience for students

Standard 8: The importance of students acquiring the skills to enable them to be responsible citizens of their homes, schools, and communities is emphasized.

Goal: In addition to their intellectual development, students acquire skills in practical life, grace and courtesy, art and music, as well as habits of healthy living, to become responsible citizens of their homes, schools, and communities.

Objectives:

- Montessori integrates specialty programs such as art and music as part of each student's aesthetic development.

- Students are fed healthy whole food lunches and snacks while learning about food guides and the importance of nutrition and exercise
- Practical life skills are taught such as how to wash dishes, sweep a floor, wipe down a table, tie shoes, care for clothing, and much more.

B. The Educated Person in the 21st Century

Maria Montessori was a woman ahead of her time. In the early 20th century she stated, “What purpose would education serve in our days unless it helped man to a knowledge of the environment to which he has to adapt himself?” Ray Kurzweil, a noted futurist and New York Times bestselling author believes that by the middle of the 21st century there will be a “profound and disruptive transformation in human capability.” According to Kurzweil computing will not be limited to laptops and handheld devices. It will be environmental: “Computing will be everywhere: in the walls, in our furniture, in our clothing, and in our bodies and brains.”* He envisions a day when raw information will become a relatively common commodity that will literally be ‘downloadable’ into the brain. An educated person in the 21st century may have no use for schools that see themselves as being in the business of merely transmitting knowledge and information. Technology will do this far more efficiently. According to Maria Montessori, tomorrow’s schools “must take a new path, seeking the release of human potentialities.” Students in the 21st century need to possess the ability to interact adaptively with their environment (including their peers) and utilize raw information to creatively solve complex human problems. 21st century schools will be about helping people maximize their inner potentials and experience purpose and meaning in life.

C. Special Education Services

Monticello complies with the Individuals with Disabilities in Education Act (“IDEA”), Section 504 of the Rehabilitation Act (“Section 504”), and the Americans with Disabilities Act (“ADA”). Monticello is solely responsible for compliance with Section 504 and the ADA. Monticello works diligently to ensure full compliance with the IDEA. As an LEA, Monticello is responsible for assuring compliance with these programs.

Students with disabilities will be served according to federal and state laws regarding special education, including but not limited to Section 504 of the Rehabilitation Act (Section 504), the Americans with Disabilities Act (ADA), the Individuals with Disabilities Education Act (IDEA), and other applicable legislation. Monticello 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 by a certified special education teacher in accordance with all applicable laws and regulations.

* Kurzweil, Ray. *The singularity is near: When humans transcend biology*. Penguin Group (USA) Inc., New York, NY, pp. 135-136.

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

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

- Have available a free appropriate public education (FAPE)
- Are appropriately evaluated
- Receive an appropriate education in the least restrictive environment (LRE)
- Are involved in the development of and decisions regarding the IEP, along with their parents
- Have access to appropriate procedures and mechanisms, along with their parents, to resolve any disputes or disagreements related to the school's provision of FAPE

Monticello Montessori will form a multidisciplinary team (consisting of a parent or guardian, the classroom teacher, the special education teacher, the school principal, and psychologists, therapists, or counselors as required) to consider a student's eligibility for special education. If the team determines the need for an evaluation by other personnel, such as a school psychologist, speech therapist, or occupational therapist not currently employed by the school, such evaluations will be contracted with a private provider or made possible through a cooperative arrangement with another school or district.

A special education teacher either employed full-time by the school or providing services on a contracted or part-time basis (depending on the number of students with IEPs) will be responsible to monitor Individual Education Plans (IEP) in multiple classrooms and supervise the implementation of IEPs as written. Certified teachers will provide services in an inclusion model to the extent possible depending on the degree of intervention necessary to meet the students' needs. Paraprofessionals will be used to support instruction as needed and allowed by IDEA and the ESEA. The special education teacher will consult with the general education staff to ensure they are utilizing effective classroom interventions, adaptations, and modifications. Generally the Montessori approach, being individualized in nature, will serve every child's needs completely in the regular education classroom.

Gifted and Talented Students

The Montessori learning approach meets the needs of Gifted and Talented (GAT) Students in the regular classroom—no separate program is necessary. Monticello shall identify and provide services to students who possess demonstrated or potential abilities that give evidence of high-performing capabilities. Monticello utilizes eligibility criteria developed by the Idaho Department of Education. The identification system aligns with the Gifted and Talented rules and regulations as identified by IDAPA 08.02.03.999.

Monticello's identification process for GAT students uses multiple indicators of giftedness with information obtained through the following methods and sources:

- Formal assessment methods, such as group and individual tests of achievement, general ability, specific aptitudes and creativity
- Informal assessment methods, such as checklists, rating scales, pupil product evaluations, observations, nominations, biographical data, questionnaires, and interviews.
- Information about students from multiple sources, such as teachers, counselors, peers, parents, community members, subject area experts, and the students themselves.

The Gifted and Talented Education (GATE) program will be supervised by a certificated staff member who holds the Gifted and Talented Endorsement, or by a certificated staff member of another school through a cooperative arrangement.

Monticello uses the Federal definition of Children with Outstanding Talent:

“Children and youth with outstanding talent perform or show the potential for performance at remarkably high levels of accomplishment when compared with others of their age, experience, or environment. These children and youth exhibit high performance capability in intellectual, creative, and/or artistic areas, possess an unusual leadership capacity, or excel in specific academic fields. They require services or activities not ordinarily provided by the schools. Outstanding talents are present in children and youth from all cultural groups, across all economic strata, and in all areas of human endeavor.”*

* Programs for Improvement of Practice. (1993). National Excellence: A Case for Developing America's Talent. (p. 26). Washington DC: US Department of Education, Office of Educational Research and Improvement. Available online: <http://www.ed.gov/pubs/DevTalent/part3.html>

Limited English Proficient Students

LEP students are English language learners (ELLs) who are specifically placed in a language development program, based on the home language survey (HLS) and the Idaho ELL Placement Test. As a public school, Monticello complies with Idaho Code in the identification and education of Limited English Proficient (LEP) students. Monticello will comply with all applicable federal law in regard to services and the education of LEP students. Monticello will develop and implement policies and procedures for the provision of services to LEP students in accordance with guidance published by the Office for Civil Rights of the U.S. Department of Education. These policies and procedures shall ensure the following:

- Identification of students who need assistance;
- Development of a program that in the view of experts in the field has a reasonable chance for success;
- Assurance that necessary staff, curricular materials and facilities are in place and used properly;
- Development of 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.

Monticello will apply the federal definition of Limited English Proficient (LEP) as defined in Title III and IX of the ESEA. ELL students are identified by the home language survey (HLS) and the Idaho ELL Placement Test. Monticello teachers are trained in the use of the Sheltered Instruction Observation Protocol (SIOP) Model through the SIOP Institute. Teachers will implement SIOP instructional elements in daily lessons for ELL students. In the majority of cases, LEP students will have their needs met completely within the regular Montessori classroom. LEP services deemed necessary beyond what can be provided in the classroom may be contracted out or provided in a cooperative arrangement with another school or district. Students will begin transitioning out of the LEP program once they have achieved “proficiency” on the Idaho English Language Assessment (IELA). Students will be exited from the LEP program once they have achieved “proficiency” on the IELA *and* have received an Idaho Reading Indicator (IRI) score of at least a 2; or an Idaho Standards Achievement Tests (ISATs) score that meets the “Basic” level; or have demonstrated access to mainstream content curriculum by showing consistent proficient scores on grade level benchmark unit assessments. Any additional state and federal testing required for ELL students attending charter schools will also be administered.

D. Dual Enrollment

Monticello students may participate in dual enrollment by attending classes offered by Bonneville Joint School District No. 93 as provided in Idaho Code 33-203 and Monticello policy.

06. Tab 4 Student Educational Standards, Testing and Accreditation

Maria Montessori believed that all children could learn. Over her lifetime she developed a solid instructional program that is highly sensorial and tactile; the curriculum provides hands-on learning materials for all subject areas and moves in an orderly fashion. Students are treated with great respect and given a great deal of freedom to guide their own learning within a highly structured and orderly environment. Montessori classrooms are beautiful, open spaces with furniture and shelves that accommodate the child's size. Classrooms are arranged in areas, each area having "materials" (educational objects) that address particular subject areas. Each material has a specific purpose intended to teach children as they learn to use it correctly. Students learn to work cooperatively and also to respect the space and privacy of the individual.

Students do not advance by "grade" but rather by mastery of content. A specific list of knowledge and skills that students must master to move forward is subdivided into parts that can reasonably be taught and mastered within a year. This is a working tool for the teacher and student to collaborate about progress made. Rubrics are developed for all lessons to help teachers, students and parents know what mastery looks like. Students are not given letter grades. Instead, teachers and parents discuss what the child can actually do, and what she has yet to master. Student achievement is based on giving children freedom within a structured and orderly environment. Students have the freedom to choose activities, but are responsible to structure their day to cover the curriculum. Children receive lessons across the curriculum, collaborate with peers of their choosing, and report back about their findings in written papers or class speeches.

A. Measurable Student Educational Standards (MSES)

The Monticello Board, administration, and teaching staff share a vision for student success that is measurable, meaningful and aligned to the mission of the school.

MSES Standard 1

9 out of 10 students who maintain an average daily attendance of at least 96% will score at the "Proficient" or "Advanced" level in math, language, and reading on the Idaho Standards Achievement Test (ISAT) by the students' third consecutive year of enrollment.

MSES Standard 2

At least 85% of students enrolled in the fall who maintain an average daily attendance of at least 96% will obtain a score of 3 on the Idaho Reading Indicator (IRI) by the spring of their first year of enrollment.

B. Measuring Student Progress

Progress toward meeting each Monticello MSES will be evaluated on a regular basis so that the Monticello Board, administration, and teaching staff can assess to what extent the mission of the school is being fulfilled. Monticello teachers may utilize a variety of assessment methods, including authentic assessments, standardized tests, norm-referenced tests, criterion-referenced tests, and informal tests, to provide accurate feedback about student progress. Assessment methods are flexible to allow for different learning styles of students.

*Monticello will implement the following recommendations from the American Montessori Society's "Essential Elements of Successful Montessori Schools in the Public Sector:"**

- Use a process of reporting student progress that is compatible with Montessori and includes parent conferences and authentic assessment tools such as observation, portfolio, performance assessment with rubric, etc.
- Implement state mandated assessments in such a way that the character of the Montessori program is not compromised.

MSES Standard 1

9 out of 10 students who maintain an average daily attendance of at least 96% will score at the "Proficient" or "Advanced" level in math, language, and reading on the Idaho Standards Achievement Test (ISAT) by the students' third consecutive year of enrollment.

Evaluation Instrument and Methodology

Instrument: Idaho Standards Achievement Test (ISAT). The "Proficient" and "Advanced" spring ISAT scores of the students who have been enrolled for three consecutive years in Monticello will be counted and compared to the total number of 3rd-year students who took the ISAT.

MSES Standard 2

At least 85% of students enrolled in the fall who maintain an average daily attendance of at least 96% will obtain a score of 3 on the Idaho Reading Indicator (IRI) by the spring of their first year of enrollment.

Evaluation Instrument and Methodology

Instrument: Idaho Reading Indicator (IRI). Of the students who have been enrolled since the fall of any given year, the spring IRI scores of 3 will be counted and compared to the total number of students also having been enrolled since the fall who took the IRI.

* American Montessori Society. *Essential elements of successful montessori schools in the public sector.*
<http://www.amshq.org/schoolExtras/publicEssentials.html>

C. Standardized Testing

Monticello, as required by law, complies with all testing requirements of the state. The data generated from these assessments is used by Monticello 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 in need of improvement.

D. Accreditation

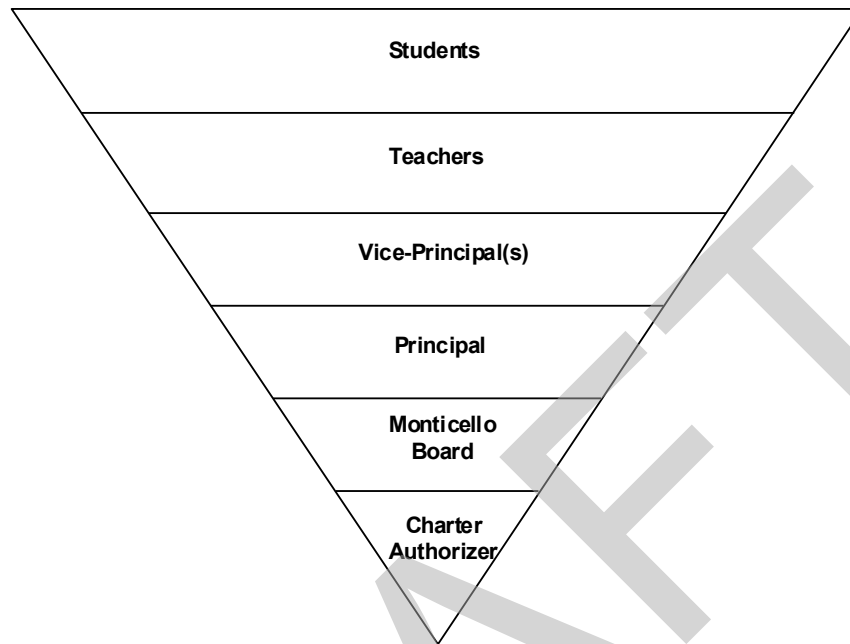
Monticello will maintain membership with one or more of the professional Montessori organizations and seek Montessori accreditation to assure consistent quality. In addition, the school will budget for continuing education through Montessori workshops and conferences. Should the Board decide to offer a secondary education program in the future, it will seek accreditation through the Northwest Association of Accredited Schools as provided by rule of the Idaho State Board of Education 5205 (3) (e) and 5210 (4) (b).

E. NCLB School Improvement Plan

Should Monticello ever identified as in need of improvement as outlined in the No Child Left Behind Act, the school shall cooperate fully with State and Federal mandates to ensure compliance. It will be the responsibility of the principal to organize a team that includes the Principal, a teacher, a parent, and a board member to carefully review the areas indicated as in need of improvement. The team will make recommendations along with any budget proposals to the Board which will approve the final plan of action. Students and faculty will be monitored carefully throughout the year to ensure that progress is being made toward accomplishing the terms of the improvement plan.

07. Tab 5 Governance, Parental Involvement, and Annual Audit

A. Governance



MONTICELLO SERVANT LEADERSHIP MODEL

Monticello uses a Servant Leadership model as illustrated above. Directors, administrators and teachers all commit to use their influence and authority to support and serve each stakeholder that is above them, and ultimately the students enrolled at Monticello. This means continuously seeking to meet others' legitimate needs and improve the learning and working environment.

Monticello Montessori 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 three individuals who reside in Bonneville, Bingham, and Jefferson Counties or a contiguous county who are leaders in their communities across multiple sectors (public, private, non-profit) based upon their professional experience, service to their community, and/or honorary distinctions earned. The Board meets regularly to oversee the budget, management, operation, activities, and affairs of the school. The Board defines, composes, and revises (as needed) the policies of Monticello and ensures compliance with its charter agreement and applicable laws and regulations.

Monticello 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. 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 Monticello 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 Bylaws of Monticello Montessori, Inc.

All meetings of the Board of Directors for Monticello 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 Bylaws.

This charter is a grant of authority approved by the Commission to the Board of Directors of Monticello Montessori pursuant to 33-502A(2), Idaho Code.

B. Parental Involvement

Parents provide feedback regarding the school's program each year through meetings and surveys. Experienced Monticello families serve as mentors to new families. Parents are actively encouraged to work with the school and parent organizations including:

- Board of Directors
- Community/Parent Teacher Advisory Board or other ad hoc committees
- Family informational sessions
- Student outings and field trips
- Student community service projects

*Monticello will implement the following recommendations from the American Montessori Society's "Essential Elements of Successful Montessori Schools in the Public Sector:"**

- Provide Montessori parent education programs that promote understanding of Montessori principles and curriculum.
- Develop an admission process that informs parents about the nature of Montessori and seeks the necessary commitment to the program.

* American Montessori Society. *Essential elements of successful montessori schools in the public sector.*
<http://www.amshq.org/schoolExtras/publicEssentials.html>

C. Annual Audit

Monticello's annual budget shall be prepared in compliance with all statutes and rules of the State of Idaho applicable to charter schools. Copies of the Budget shall be provided to the Commission upon Board approval and delivery to the State Department of Education. All Accounting records shall be established and maintained in accordance with accounting principles generally accepted in the United States. In addition, Monticello shall 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. Monticello operates through funding provided by the State of Idaho and the Federal government. Monticello will continue to seek out private grants and donations to supplement the school's funding. All invoices of Monticello are independently reviewed by a Board member prior to submission to the Board for approval. A detailed report as to the financial status of Monticello and its Budget, including a detailed cash distribution report, is provided at each monthly regular meeting of the Board.

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.

Programmatic outcomes (Measurable Student Educational Standards) are composed of goals for student learning and other objectives described in this application as well as those requirements set forth by the Idaho Charter School Commission pursuant to Section 33-5205(3)(k), Idaho Code. Annually, the school shall report in detail its performance against these programmatic objectives, describe deficiencies in performance, and set forth corrective actions for remedying these deficiencies, submitted no later than October 15th for the previous school year. Additionally, the school shall comply with any other requirements that the state might specify at a later point.

08. Tab 6 Personnel

The staffing plans for Monticello will change each year depending upon the needs of the school.

A. Personnel Qualifications

Monticello meets or exceeds, at the discretion of the Governing Board, Idaho Code for statutory requirements for charter schools.

*Monticello will implement the following recommendations from the American Montessori Society's "Essential Elements of Successful Montessori Schools in the Public Sector:"**

- Employ Montessori teachers who have Montessori credentials for the levels they teach.
- Maintain an active and open recruitment for Montessori credentialed teachers.
- Budget for future Montessori teacher education for non Montessori-credentialed teachers.
- Provide professional Montessori in-service by experienced credentialed Montessori educators.
- Contract for on-going internal and periodic external Montessori consultation and/or professional support as a follow up to Montessori teacher education.
- Employ one paraprofessional per classroom, each having received Montessori orientation for that role.

B. Health and Safety

The school building, administrative offices, and other facilities will be in compliance with all required federal, state and local regulations required for public schools.

Parents are expected to demonstrate that their children obtain proper immunizations upon admission according to Idaho Statutes (39-4801). Parents who object to having their children immunized may sign an exemption form. Immunization forms and other pertinent medical records are kept (confidentially) by the school administration.

Monticello will conduct criminal history checks for all employees in compliance with Idaho Code 33-130.

Monticello will utilize the Bonneville Joint School District No. 93 Emergency Operations Plan / Crisis Response Plan.

Additional policies and procedures are implemented by the Board, as needed.

* American Montessori Society. *Essential elements of successful montessori schools in the public sector.*
<http://www.amshq.org/schoolExtras/publicEssentials.html>

C. 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. A health insurance provision is also available for certificated and non-certificated personnel.

D. Transfer Rights

Employees of Monticello are not employees of Bonneville Joint School District No. 93. Teachers at Monticello will not be eligible for an in-district transfer to another school in District No. 93.

E. Collective Bargaining

The staff of the Charter School shall be considered a separate unit for the purposes of collective bargaining.

F. Written Contract

All teachers and administrators shall be on written contract as required by Section 33-5206(4), Idaho Code.

09. Tab 7 Students

A. Admission Procedures and Over-Enrollment Provision

Monticello is nonsectarian in its programs, admission policies, employment practices, and all other operations. As a public charter school we do not charge tuition for services that are reimbursed by the state. A tuition fee will apply for students enrolled in the preschool and full-day kindergarten programs (if they are offered). Monticello 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 and Over-Enrollment Provision

Enrollment will be reviewed and determined annually, with an enrollment cap of 192 in the first year of operation, 288 in the second year, and 320 in the third year. Registration applications for new students will be accepted during open enrollment (January-March of each year). Enrollment will be limited to 32 students per class. 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.

In accordance with Subsection 203.06 and 203.07 of the Administrative Rules Governing Charter Schools, five preference pools / lists will be established and prioritized as follows: 1) pupils returning to Monticello in the second or any subsequent year of operation; 2) children of founders and full-time employees, provided that this admission preference shall be limited to not more than ten percent (10%) of the initial capacity of the public charter school; 3) siblings of pupils already selected by the lottery or other random method, or who are already enrolled in the school; 4) prospective students residing in the attendance area of the public charter school; and 5) an equitable selection process, such as by lottery or other random method for all other students. Applications will be drawn for placement using the Equitable Selection Process outlined in Subsection 203.09 of the Administrative Rules Governing Charter Schools. Those on the final selection lists may be placed in the school any time during the year when an opening occurs. Available positions will be filled from the waiting lists established from the initial lottery.

Once on the final selection list, students will remain eligible for placement within the school without repeating the application process. Each year, Monticello will contact all students on the final selection list and request written verification of the continued desire to be on the list. Students wishing to be removed from the final selection list must make their request directly to Monticello Montessori in writing. Once the enrollment period is complete and final selection lists have been established through lottery as described above, subsequent applications will be added to the final selection lists on a first come, first served basis.

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.

In accordance with Subsection 203.08 of the Administrative Rules Governing Charter Schools Monticello shall maintain a proposed attendance list containing the names of all prospective students on whose behalf a request for admission was timely received by the public charter school, however the list will not be separated by grade level. In addition, the proposed attendance list shall contain columns next to the name of each student, in which the public charter school will designate admission preferences applicable to each prospective student. The columns shall be designated "A" for returning student preference; "B" for founders preference; "C" for sibling preference, with a corresponding cross-reference to each of the siblings of the prospective student; and "D" for attendance area preference.

Lottery

Monticello will hold a lottery on or before April 30 of each year to establish the waiting list order of entrance for the upcoming school year. All openings during the school year will be filled according to the order established by that lottery. The lottery will be held in a public forum and a disinterested party will conduct the lottery selection. Over-enrollment procedures will be conducted 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, and according to the process described under "Exceptions Approved by Commission Staff." Final selection lists for a given school year shall not roll over to a subsequent school year and will be developed using the Equitable Selection Process outlined in Subsection 203.09 of the Administrative Rules Governing Charter Schools.

Exceptions Approved by Commission Staff

Monticello Montessori uses a methodology that does not rank students by grade level. Instead, students progress from concept to concept and skill to skill regardless of age. There is nothing that prevents an older student from returning to an earlier lesson or classroom. Similarly, a younger student might take interest in a more "advanced" concept that older students are working on. Therefore, the IDAPA Rules referencing "grade levels" in Section 203, Admission Procedures, do not make sense for this charter school. Admission Procedures will be followed in every other detail as follows:

- All 192 seats will be randomly selected as though they are a single grade in Year 1 for students between the ages of 5 and 9.

- 1 application per family with all siblings listed who are interested in enrolling will be returned to Monticello
- 1 family index card will be made with all siblings listed who are interested in enrolling
- All Founder cards will be pulled and labeled with a "B." (If the number of Founder children exceeds 10%, the cards will be selected randomly)
- The other cards will be placed in a box and pulled randomly
- Each individual child on the family index card will be numbered sequentially and labeled with a "C"
- Cards will continue to be pulled until all 192 seats have been randomly selected
- Identifying all siblings on a single family card makes the lottery process more efficient by eliminating the redundancy of searching for siblings in a stack of 192 cards. This process is also more equitable since families with large numbers of children have an equal chance of their card being pulled as a family with only one child.
- In subsequent years Monticello will follow this same process with new openings and a potentially broader age range.

B. Student Disciplinary Procedures

Monticello as a public school adheres to all federal, state laws and regulations as well as school approved policies and procedures relating to student discipline and the required reports and actions for disciplinary infractions by its students. Monticello complies with all requirements of due process for student disciplinary violations including provisions for notice, fair procedures and a fair hearing in compliance with I.C. 33-205.

Administrative disciplinary actions may include, but are not necessarily limited to the following consequences:

- Student conference with principal and/or teacher
- Group conference that may involve student, parent, teacher, and principal
- Loss of school privileges
- Suspension / recommendation for expulsion
- Counseling

A student who is accused of misbehavior or a breach of the Code of Student Conduct will be presented to the principal or designee by the person having knowledge of the misbehavior or breach of conduct. The following protocol will be used to provide due process, provisions for notice, fair procedures, and a fair hearing before administering disciplinary action:

1. **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.
2. **Student Notification:** The student will be placed on notice of the violation by the principal or designee and afforded an opportunity to explain.
3. **Initial Conference:** An initial conference (in person or by tele-conference) shall be conducted by the principal or designee at each level of discipline.
 - a. **Charges and Evidence:** The principal 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 principal 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.
4. **Parental Notification:**

- a. By Telephone or E-mail: The principal 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 principal 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 (not to exceed 5 school days) or other low-level disciplinary action, following the appropriate due-process procedures. Upon appeal to the Board of Directors the suspension may be extended for up to twenty (20) days. This appeal would only be granted if there was a finding by the Board that immediate return to school attendance by the temporarily suspended student would be detrimental to other students' health, safety, or welfare. Multiple violations at this level may lead to expulsion.

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 (i.e. online), is guilty of unacceptable conduct.

Bullying, physical and/or emotional harassment: A student who engages in verbal and/or physical behaviors that intimidate others, or who attempts to obtain something such as money or information from somebody by using force, threats, or other unacceptable methods is guilty of unacceptable conduct.

Cheating: A student who participates in using, copying, or providing another student with any test answers, 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 principal 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 principal 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 school 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. Only the Appeals Board consisting of the principal and the Board of Directors may expel a student.

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 principal) 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 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 Monticello conduct.

Disciplinary Procedures for Students with Disabilities

Misconduct will be addressed through normal school wide discipline policies, instructional services, and/or related services. If a student with disabilities has behavior problems that interfere with his or her learning or the learning of others, an individualized education program (IEP) team shall consider the use of strategies, including positive behavioral supports and interventions, to address the behavior. If the IEP team determines that such services are needed, they be included in the IEP and be implemented. Students with disabilities who are subject to disciplinary actions will receive all of the due process rights afforded students without disabilities under Idaho Code 33-205. In addition to these rights, students with disabilities who are being removed from their current educational placement will receive all special education rights and additional discipline procedures mandated for charter schools by the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004). These procedures apply when Monticello is unable to work out an appropriate placement for the student with the parent and/or adult student. Further, these procedures do not prevent Monticello personnel from maintaining a safe environment conducive to learning that is critical for all students. Even though Idaho Code allows the Board of Directors to “temporarily suspend” students for up to 20 school days, all students with disabilities who have been suspended or expelled for more than 10 cumulative school days in a school year retain the right to a free appropriate public education (FAPE).

C. Students under the Influence of Alcohol or Controlled Substances

Monticello shall follow the procedures required by Section 33-210, Idaho Code, for students found using or under the influence of alcohol or controlled substances.

D. Public School Attendance Alternative

Students residing within the attendance area who choose not to attend the public charter school will have the same attendance alternative as other students in District No. 93. No student will be required to attend Monticello per Section 33-5205 (3) (n).

E. Publicity of Enrollment Opportunities

Monticello’s educational program will actively seek students from its attendance area. Monticello prepares and mails out informational materials regarding its school program. Further, Monticello holds informational sessions to promote the school program. The School maintains a website addressing the educational program, and enrollment opportunities.

In accordance with IDAPA 08.02.04.203.02, Monticello shall ensure that dissemination of enrollment information takes into consideration the language demographics of the attendance area and occurs at least three (3) months in advance of the enrollment deadline. Advertisements and other informational materials shall be posted in highly visible and prominent locations and shall include at least three (3) press releases or public service announcements to media outlets.

F. Denial of School Attendance

Pursuant to Section 33-5205(3)(i), Idaho Code 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. Monticello Policy addresses the school's plan for denial of attendance to any student who is or has been:

- Habitually truant
- Incurable
- Deemed by the board of trustees to be disruptive of school discipline or instructional effectiveness
- Detrimental to the health and safety of the other students, or e. Expelled from any other district

G. Student Handbook

Monticello shall provide a Student Handbook to each child enrolled that outlines the Code of Conduct. The Student Handbook is reviewed in each classroom at the beginning of the school year by the principal. Parents will provide their signature acknowledging their understanding of, and willingness to comply with, the rules set forth in the Student Handbook. A draft handbook can be found in Appendix D.

10. Tab 8 Business Plan, Budget, Transportation and Food Services

A. Business Plan

i. Business Description:

Monticello is a public Montessori charter school created under the laws of the State of Idaho. This charter program is seeking approval by the Idaho Public Charter School Commission.

Monticello provides residents of Bonneville, Bingham and Jefferson Counties a public Montessori option to the traditional school setting. The mission of Monticello is to help students maximize their inner potentials and experience purpose and meaning in life by providing a high-quality, mastery-based Montessori education. A research-based curriculum is used to prepare Idaho students to meet the educational goals of the school and the state of Idaho as outlined in the Idaho State Content Standards.

The Monticello curriculum is based on the Montessori Method. The Montessori Method is a unique approach to learning that meets the needs of children with special needs, the gifted and talented, and everyone in between in an inclusive, highly supportive environment. Monticello utilizes an innovative approach to student advancement that will continue to support inclusiveness and address the specific needs of every child. Monticello teachers utilize a variety of best-practices to meet the needs of their students. The school's current focus is on offering a high-quality lower-elementary Montessori option for families (Kindergarten through age 9). The school may expand in phases to older students with an "arts and classics" emphasis as the need becomes apparent and the school is fiscally able to do so. Monticello may offers a full day preschool and kindergarten to better meet the needs of parents. The curriculum is aligned with the Idaho State Standards and Idaho-certified teachers oversee the learning of each child in their class by reviewing student work for quality, accuracy, and understanding, and by communicating directly with the student and family on a regular basis. Teachers are available during school hours when students (or adults) have questions.

Students with many different needs can benefit from the Montessori Method. The school is an attractive option for average, self-motivated students who desire the flexibility to learn at their own pace in a structured learning environment. Gifted and Talented students are drawn to the differentiated, constructivist nature of the program. Students with disabilities such as developmental delays and/or sensory integration dysfunction, cognitive impairment, autism, and other learning disabilities benefit from the inclusive environment and highly sensory learning approach.

The school's main administrative office is headquartered in the school facility in Idaho Falls. Administrators, teachers and other faculty work at the School facility. The school's attendance area is Bonneville, Bingham and Jefferson Counties. All of these counties are contiguous, and considering the shortage of charter school options available to residents of these counties, the attendance area is compact. There are currently two charter schools in District 93, both of which have sustained high enrollment numbers and waiting lists since their inception. There are no charter schools in Idaho Falls School District 91, nor in Jefferson nor Bingham Counties. According to the Idaho Charter School Network 2007-2008 data regarding waiting lists there is a growing interest in charter schools in Bonneville County. Most children on these waiting lists are in the lower grades, which is the target market for Monticello. White Pine Charter School (Core Knowledge) currently has 200 children on waiting lists while Taylor's Crossing Public Charter School (Harbor) has 320.

Enrollment in charter schools in Bonneville County continues to increase as well. White Pine opened with 185 students in 2003 and now serves 360. Taylor's Crossing opened with 272 students in 2006 and now serves 305.

According to data at the Idaho Department of Labor, Bonneville County has experienced steady growth since 1997 with an average increase in population of over 2300 per year. Most of that growth has impacted District No. 93, the area which Monticello intends to serve. Another charter school should relieve some of the impact of the population growth this area has seen.

For the 2010-2011 school year Monticello will serve students between the ages of 5 and 9. Class size will be capped at 32 students. At the discretion of the Board, Monticello will seek to add older students each successive school year through age 12. For each successive school year, enrollment may increase by 32-96 students depending upon student enrollment figures.

ii. Marketing Plan:

Monticello's marketing plan will be a grassroots effort. A Facebook group has been created to begin generating discussion and interest in the preparations toward opening its doors to students in the fall of 2010. Public information sessions will be advertised via radio, the Internet, and posters to be held in the summer of 2009 and throughout the fall of 2009. An official web domain for the school will be purchased and a website established to answer questions and provide information for the community. The Board will open student enrollments beginning in January 2010 with a cut off of March 31.

iii. Management Plan:

Monticello 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 is comprised of individuals from Bonneville County and other contiguous counties. The Board conducts regular, special and annual meetings in compliance with provisions of the Idaho Code. 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. Monticello'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.

iv. Resumes of the Directors of the Non-profit Corporation:

Resumes and references of the Directors are provided in Appendix C of the Charter Petition.

Below are brief bios of the Charter Directors:

David Meyer, President: The Monticello Montessori Charter was conceived in the belief that every child deserves the best education possible. One of the charter developers, David Meyer, adopted twins who later manifested developmental delays and sensory integration dysfunction. The Montessori Method was ideal for them. David, a professional educator himself, was fascinated with how the program helped his children catch up academically and gain greater independence and confidence. He was thrilled with their progress, and fully committed to the methodology, however the financial sacrifice to send them to a private Montessori program was tremendous. The approval of this charter proposal makes a free Montessori education available to all children in the Idaho Falls area. David holds a Masters Degree in Education, a current Idaho Principal's Certificate, and current Idaho Elementary / Secondary Teaching Certificates. He is interested in continuing to lead the charter school in the capacity of administrator.

Liz Killpack, Vice-President, graduated from Utah State University in 1996 with a degree in Parks and Recreation Management. After graduation she and her husband moved to Eastern Idaho where she received her second bachelor's degree from Idaho State University in Secondary Education, with a major in English and a minor in History. She taught in Idaho Falls District #91, Firth District #59, and Shelley District #60. After starting a family and taking some time off from teaching, Liz was appointed and then re-elected to the Firth School Board of Trustees. There she served as the Vice Chair, as well as on the Curriculum Committee, Negotiations Committee, and the Para-Professionals Task Force. During her service she was elected to represent the entire region as the Vice Chair on the ISBA Executive Board. Due to the effects of West Nile Virus Liz resigned from both the Firth Board and the ISBA board to regain her

health. Liz is currently employed by the Idaho School Board Association as their Board Development Coordinator and Trainer. Her employment entails traveling the state of Idaho training boards to be effective, to implement strategic plans, to set goals, to govern and conduct superintendent evaluations, to oversee the budget, and to improve student achievement. She and her husband, Todd, have 5 children and reside in Firth, Idaho.

Dr. Andrew Meyer, Treasurer, is an Assistant Professor at Idaho State University. He retired from administration after a long and distinguished career as a school principal and superintendent. Dr. Meyer is certified to teach K-12 and as an Administrator K-14 in both California and Idaho. He is noted for his leadership in creating National Blue Ribbon Schools and California Distinguished Schools. In 1998 and again in 2003 he was recognized by the Association of California School Administrators (ACSA) Region 10 as Superintendent of the Year. He has conducted training in collective bargaining with a specialty in Interest Based Bargaining which he instituted in his own district. Dr. Meyer has been recognized and honored by the California State Assembly, the California State Senate, the United States Congress, as well as by every school district and city in which he has served. He was a pioneer in the development of the largest charter school network in California, providing unparalleled academic alternatives for parents and their children. His interest in the Monticello Charter is to serve in an advisory capacity and work to create a partnership between Monticello and Idaho State University.

Lori Gentillon, Secretary, is a native Idahoan and received her Bachelor's Degree in Psychology from Idaho State University. She has been employed at a community rehabilitation service provider for the past thirty years and is currently responsible for oversight of all rehabilitation services offered by the organization. This includes four locations covering southeastern Idaho. In addition to her paid employment experience, she has served 12 years on School District #59 Board of Trustees; several as Board Chair as well as Treasurer. She is currently serving on the Board of Directors for Committed Hearts which supports the Cardiac Rehabilitation Unit at Eastern Idaho Regional Medical Center. She is also Treasurer for ACCSES Idaho, a State Association for Not for Profit Community Rehabilitation Providers. She co-owns a farm with her husband and has three children who have all graduated from public high school and attended State Universities.

v. Financial Plan:

Basic funding for the school is provided as available under the Idaho Code as well as through federal funding programs. Monticello also seeks funding to support educational programs from private entities, individuals and governmental programs.

The Monticello Board approves a balanced budget prior to the beginning of each fiscal year. Budgetary and financial documentation is provided on an annual basis.

vi. Start Up Budget with Assumptions

See Appendix E

vii. Three (3)-Year Operating Budget Form

See Appendix F

viii. First Year Month-by-Month Cash Flow Form

See Appendix G

B. IFARMS (Idaho Financial Accounting Reporting Management System)

Monticello's budget will be in the Idaho Financial Accounting Reporting Management System (IFARMS) format.

C. Transportation Services

The board may contract with a transportation provider to transport any pupil when in its judgment the age or health or safety of the pupil warrants. The board may also contract with a transportation provider to fulfill any transportation requirement necessitated by a student's IEP. Transportation is generally not provided to students who live outside of the attendance area (Bonneville, Jefferson and Bingham Counties), nor to students who reside outside of the reimbursable limitation established by I.C. 33-5208(4). Any transportation the board chooses to provide for ineligible students, as defined by I.C. 33-5208(4), shall be on a "space available" basis and neither time, mileage, nor other appreciable cost, shall be added as a result of this service. The board reserves the right to expand or contract transportation services pursuant to any changes made to I.C. 33-5208(4). The board also reserves the right to eliminate transportation services altogether if ridership falls below numbers sufficient to support the service, or if the Idaho Legislature or the Congress fails, neglects, or refuses to appropriate adequate funds for transportation services.

D. Food Services

Monticello offers a school lunch program. Healthy, whole food sack lunch menu items are made available to students at a reduced cost who qualify for free and reduced food services. One full-time classified staff position has as part of his or her responsibilities the organizing of the lunch menu and coordinating of the daily lunch routine. He or she is assisted on a rotating basis by classroom aides and student volunteers. As the school grows and the demands for lunch increase, personnel will be hired accordingly.

Kitchen facilities sufficient to support the school's food services plan have been contemplated as part of the school's building plan. Free and reduced lunch forms are provided to all students by Monticello. A nominal fee applies for students and others who wish to purchase food. Microwaves are made available for students who need to reheat food items. Hot lunches will generally not be provided. Monticello uses verification, reporting, and record keeping procedures as outlined in the National School Lunch Program through the State Department of Education.

11. Tab 9 Not a Virtual Charter School

Monticello Montessori is not a virtual charter school as defined by Section 33-5202A(6), Idaho Code.

12. Tab 10 Partnerships, Additional Information, and Dissolution Plan

A. Partnerships

At the discretion of the Board, Monticello contracts with public and private entities for food services, transportation services, curriculum and materials, technology services, and other services deemed necessary. Agreements are amended from time to time, as needed. Copies of contracts and/or lease agreements are included in Appendix I.

B. Additional Information

Any statistical reports that are filed by Monticello 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.

C. Dissolution Plan

Monticello will fully cooperate with the Commission in the event of dissolution of the charter. In such cases, the Governing Board of Monticello is responsible for the dissolution of the business affairs of the school. Upon dissolution of Monticello remaining assets will be distributed to creditors pursuant to Sections 30-3-114 and 30-3-115 of the Idaho Code. All remaining assets will be distributed to the Idaho Public Charter School Commission. All records of students residing in District No. 93 will be immediately transferred to the District. All parents of students will receive written notice of how to request a transfer of student records to a specific school. Monticello will accommodate student record requests from schools outside of Bonneville School District for up to one year after dissolution.

Appendix D: IPCSC Closure Protocol

DRAFT



Closure Protocol

Idaho Public Charter School Commission

514 West Jefferson Street, Ste. 303

Boise, Idaho 83702

208-332-1561

pcsc@osbe.idaho.gov

Alan Reed, Chairman

Jenn Thompson, Director

Purpose

This document provides guidance on the public charter school closure process.

Authority

Title 33, Chapter 52 of Idaho Code, known as the Charter School Act provides for public charter school operations based on a contractual agreement between a charter school board of directors and a state authorized chartering entity, such as the Idaho Public Charter School Commission (IPCSC).

Operating contracts, known as Performance Certificates are granted by state authorized chartering entities to the governing board of a non-profit corporation that serves as the charter holder. Performance certificates are limited to five-year terms.

Closure protocol is enacted when:

- an authorized chartering entity chooses to non-renew a school's charter pursuant to I.C. § 33-5209B;
- an authorized chartering entity chooses to exercise its right to revoke a charter pursuant to I.C. § 33-5209C; or
- a charter holder chooses to relinquish its charter by approval of a resolution.

Each authorized chartering entity is required to maintain a closure protocol and is tasked with oversight of the closure process.

If closure is due to an IPCSC nonrenewal or revocation decision, written notice will be issued to the school within 14 days of the decision and this closure protocol must begin within 5 days.

Roles

Authorizer: the authorized chartering entity is responsible to maintain closure protocol and to oversee the closure process.

Charter Holder: the charter holder is responsible to ensure that all closure tasks are complete and all deadlines are met. The school is responsible for any and all costs associated with closure.

Note

Please note that every closure situation is different. This guidance document may need to be expanded or adjusted to accommodate the specifics of a particular closure.

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I. Closure Protocol Team

A. Initial Meeting

within 5 business days of the date on which written notice of closure is issued, a meeting of the closure protocol team will be held.

B. Team Members

The Closure Protocol Team shall meet at least once a month between the date of the decision to non-renew, revoke, or relinquish the charter and the final dissolution of the board. Meetings shall be organized and chaired by the “team lead”. The team lead is also responsible for compiling meeting minutes and all documentation for the final closure report.

Required members of this team shall include:

1. The school’s Board Chair;
2. The school’s Lead Administrator;
3. The school’s Business Manager;
4. The IPCSC Director
5. A Team Lead (appointed by the IPCSC Director); and
6. The State Department of Education’s School Choice Coordinator.
7. Additional members may be added to the closure protocol team by mutual agreement of the required members.

C. Subcommittees

1. Subcommittees shall be established for the purpose of managing closure tasks in the following areas:
 - i. Communication – student, teacher, family
 - ii. Financial – vendors and assets
 - iii. Business – employer and corporation
 - iv. Records – student and employee records

D. Meeting Agenda

The meeting agenda for the initial meeting of the closure protocol team shall include the following:

1. Review of the closure protocol guidance document;
2. Review of the final closure report template;
3. Review the roles and responsibilities of each party and subcommittee throughout the process;
4. Assign liaisons from both the school and the IPCSC to the Closure Protocol Team and any subcommittees;
5. Establish due dates for all tasks listed in Section I.E of these procedures; and
6. Review notification letter drafted by IPCSC Staff.

E. Important Dates

Due dates to be established at the initial meeting of the Closure Protocol Team shall include the following:

1. The date of the school's last allowable draw on public funds;
2. The date on which the school shall cease to provide services to students;
3. The date by which records to be retained beyond the closure date are to be transferred the authorizer;
4. The date by which all assets purchased with federal dollars must be transferred to the authorizer for redistribution to other charter schools;
5. the date on which all employee contracts are to be ended and all communication on behalf of the school must cease;
6. The date on which benefits will end;
7. The date by which the final audit must be completed;
8. The date by which all financial activity must be ended, including cutting the final checks and closing all bank accounts;

9. The date by which all W2s will be issued for the school's final operating year; and
10. The date by which the non-profit corporation must be dissolved.

Communication

A. Initial Stakeholder Notification

1. Within 7 business days of the date written notice of closure is issued, the school is responsible to issue a letter (drafted by the IPCSC) notifying stakeholders of closure. This letter shall minimally include:
 - a. Where and when the final order will be posted online for transparency of the reasons for closure;
 - b. The last date of student services;
 - c. Transfer procedures;
 - d. Explanation of the appeal process and when a decision regarding an appeal would be published; and
 - e. Contact information for the school's administrator and the IPCSC.
2. The school may choose to include a supplemental letter drafted by the school's board, and if so, such draft must be provided to the IPCSC prior to distribution to stakeholders.
3. The school is responsible to distribute the IPCSC's letter (and the school board issued supplemental letter, if applicable) to the following recipients:
 - a. All Parents of current students and all parents currently on a waitlist;
 - b. All Teachers, Staff, and Volunteers;
 - c. All Vendors with whom the school has an active contract or has engaged with in the past 12 months;
 - d. All Lease and Loan/bond holders; and
 - e. Any Educational Services Providers with whom the school contracts.
4. The authorizer is responsible to issue a letter informing stakeholders of the closure situation to the following recipients:

- a. All potentially impacted school districts and charter schools;
 - b. The State Department of Education;
 - c. The State Board of Education;
 - d. The Office of the Governor;
 - e. The Public Employment Retirement Service of Idaho;
 - f. The chairpersons of the House and Senate Education committees; and
 - g. The Senators and Representatives serving the state legislature on behalf of the district in which the school maintains student occupied facilities or business offices.
5. Within 7 days of the date written notice of closure is issued, the IPCSC's letter informing stakeholders of the closure situation shall be posted in a prominent location on the school's website and the IPCSC's website.

B. Staff Meeting

1. Within 7 days of the date written notice of closure is issued, the school's administrator, board chair, and business manager shall hold a meeting with all staff to discuss the following:
 - a. Media contact protocol
The Director of the IPCSC is the authorized media contact for the IPCSC. The school is encouraged to establish a single point of contact to manage public relations on behalf of the school.
 - b. Maintenance of normalcy (to the best possible level) for students through the last day of student services
All instructional and student services are required to be provided in full through the last day the school is allowed to provide such services. The student experience should remain as normal as possible through this process. It is recommended that the school provide guidance for teachers and staff early-on to ensure common language and tone is used when discussing this situation with students and families.
 - c. End of Employment Impact
This date is established by the Closure Protocol Team. When determining the end of contract dates, please consider the impact of this date on health

insurance and PERSI. When at all possible, August 31st is recommended as this will allow teachers who re-employ at another school the best opportunity for uninterrupted health insurance coverage. However, this decision must be balanced with the urgency of the closure and the school's obligation to spend as little as necessary during the closure period.

2. The meeting agenda for this staff meeting should include the following:

- a. Notification of closure timeline and timeline of parallel appeal if the school has chosen to or is considering appealing the closure decision.
- b. Review of media protocol and how to discuss the issue with parents and students.
- c. Date of last paychecks and whether/who will remain on staff after end of student services and end of contract dates.
- d. Timeline for more information regarding sick leave, vacation time, and health insurance; Cobra may not be available when the charter school providing the original health insurance ceases to exist.
- e. Timeline for more information regarding any impacts to PERSI; Employees whose last place of work prior to retirement was the school being closed may lose the ability to transfer accrued sick leave into funds used for medical coverage.
- f. Timeline for winding-down and transition of duties, including, but not limited to facility access and security, access to email and software, hardware returns, and asset management of furniture, fixtures, equipment, and curriculum.
- g. Social emotional services for staff and students if the school has chosen to make such available; We acknowledge that closure can be traumatic for staff and students. Schools are encouraged to consider making additional counseling services available.
- h. Assistance with employment transition for staff (such as access to hiring fairs or letters of recommendation) if the school has chosen to make such available.

C. Ongoing Communication

1. Additional communication with stakeholders will be necessary throughout the closure process.
2. The Communication subcommittee is responsible for ensuring that any necessary communication is timely and accurate.

F. Financial Dissolution

A. Expenses

1. Within 15 business days of the date on which written notification of closure was issued a meeting shall be held between the school's business manager, the IPCSC's Finance Manager, and the Team Lead.
2. Additional attendees (such as the school's auditor) may be invited to the meeting by mutual agreement of both required attendees. Any related costs are the responsibility of the school.
3. No later than the start of the scheduled meeting, the school's business manager shall make the following available to the IPCSC:
 - a. A list of every vendor the school has paid in the last 12 months;
 - b. A copy of all arrangements with vendors including: contracts, service agreements, grants, and/or MOUs with all services providers that are currently active or that have been active in the past 12 months;
 - c. A copy of all lease agreements and all long-term loans;
 - d. A list of all insurance policies held by the school (including liability, directors and officers, worker's comp, etc.), including company, policy number, and coverage specifics; and
 - e. All bank statements for the previous 12 months.
4. The meeting agenda for this meeting shall include the following:
 - a. A review of statute, rule, policy, and regulations related to closure as presented by the Closure Team Lead.
This part of the discussion should consider requirements of the IRS, the Department

of Labor, the Government Accounting Standards Board, as well as the Idaho Charter School Act and rules and policy established by the State Board of Education and the State Department of Education.

- b. A review of projected cash flow through end of operations as presented by the school's Business Manager.

There will be time to revise this initial projection as closure progresses, and the numbers are expected to shift throughout the process, but this exercise establishes a starting place. Please consider the last allowable draw of funds, payroll through end of contracts, and note that there may be additional closing costs, such as a PERSI buy out, storage costs, or penalties on early lease termination.

- c. Development of a plan for immediately reducing spending to necessities only, which may require board action to suspend or change policies to allow for changes in who has spending authority and at what amounts.
- d. Prioritization of payment of anticipated expenditures, pursuant to Idaho Code.
- e. Documentation of a list of items requiring follow-up and who is responsible for the workload or costs.
- f. Establishment of approximate deadlines for when each account is to be closed.

- 5. Following the initial meeting, the school's Business Manager shall be responsible to provide the following documentation:

- a. Verification that the school's account has been paid in full with each vendor as accounts are closed;
- b. Verification that the school has met with PERSI and has established a final transmission date;
- c. Documentation that any outstanding PERSI fees are paid;
- d. Verification that the school has met with the board approved auditor and has established a final audit timeline. Note that the timing of this audit may be later than usual; and
- e. Verification of end dates for leases and liability coverage (including property and directors/officers).

B. Accounting of Assets

- i. The IPCSC shall provide to the school a written guidance document with regard to the sale and dissolution of assets.
 - ii. The school shall be responsible to provide the IPCSC and the SDE with a full inventory of all physical assets owned by the corporation within 30 days of the date on which the notice of closure was issued.
 - iii. The inventory shall include:
 - a. A description of the item;
 - b. The fund with which each item was purchased; and
 - c. An estimate of the current value of the item.
- D. The Team Lead, the IPCSC's Finance Manager, a representative from the SDE, and the school's Business Manager shall meet to review this inventory within 15 days of receipt of the inventory, and may verify accuracy via thorough on-site review.

C. Dissolution of Assets

1. All viable special education testing materials shall be distributed to the SDE for redistribution to charter schools based on the agency's determination of need.
2. Property owned by the ESP will be claimed by the ESP. The lease by which this equipment was provided to the school must include an itemized inventory and shall be provided to the IPCSC.
3. Any items purchased with federal funds (excluding special education testing materials) shall be returned to the IPCSC for redistribution to other charter schools. The IPCSC shall retain record of what was received and to whom it was redistributed.
4. The school is responsible to arrange for delivery of assets in an organized and well-labeled manner.
5. All assets purchased with state funds shall be liquidated to the greatest degree possible. Please see the IPCSC's guidance on the sale and dissolution of assets for procedural expectations.
6. When all assets have been redistributed and liquidated, and all creditors have been paid, any remaining funds shall be returned to the Public School Income Fund via the State Department of Education.

D. Reporting

1. The school shall ensure that an audit completed by an independent auditor is conducted, the audit report is approved by the school's board, and submitted to both the State Department of Education and the authorizer.
2. The school shall ensure that all documentation required to dissolve the school as a business is filed with the IRS, including dissolution of the 501c3.
3. After the sale of assets, and the all checks are cut, any remaining funds shall be returned to the State Department of Education for distribution to operational schools.
4. File final tax reports.
5. Issue W2s for previous tax year.

IV – Records Management

i. Records Retention Procedures

1. The school's Lead Administrator is responsible to ensure the proper retention and destruction of records in accordance with the State of Idaho's records retention schedule.
2. The public charter school shall make every effort to transfer all active student records (including the cumulative file and the special education file) to the student's next school of choice prior to the date on which records are scheduled to transfer to the authorizer.
3. The public charter school shall ensure that every student file (active or inactive) includes an official transcript (signed, embossed, etc.) or final report card and a record of where and when the student's records were transferred out of the public charter school's care. This information shall be compiled in a single spreadsheet.
4. The public charter school shall ensure that all records to be transferred to the authorizer (cumulative and special education) are scanned into an electronic format. Costs incurred are the responsibility of the school.

5. The public charter school shall ensure that all records are transferred to the authorizer via a secure file transfer protocol.
6. No employee or former employee of the school shall retain copies or have access to student, employee, or financial records after the employee's end of contract date.

ii. Records to be Retained

1. Student Records:

- a. Student cumulative files shall be retained for five years beyond the student's exit date.
- b. Student special education files shall be retained for five years beyond the student's exit date.
- c. Official transcripts or final report cards for all students who attended the school shall be retained permanently and shall include the name and address of the student, the name of the student's parent(s)/guardian(s), the student's date of birth, the courses attempted by the student and grades earned by the student.
- d. Record of student records transfer shall be retained permanently;

2. Personnel Records:

- a. Personnel files shall be retained for five years beyond the employee's termination date.
- b. Personnel files shall include the name, address, and contact information of the employee; employment agreements or contracts signed by the employee, verification of certification (if applicable), and all employee evaluations. No other documentation shall be retained.

3. Financial Records:

- a. Monthly expenditure reports for the five years preceding the school's closure date shall be retained. Records shall be destroyed after five years.
- b. Monthly deposit records for the five years preceding the school's closure date. Records shall be destroyed after five years.
- c. All bids received and contracts awarded in the five years preceding the school's closure date. Records shall be destroyed after five years.

- d. Medicaid reimbursement records for seven years prior to the school's closure date. Records shall be destroyed after seven years.
- e. Bank statements for all accounts for five years preceding the school's closure date. Records shall be destroyed after five years.
- f. Tax documents shall be retained for the seven years prior to the school's closure date. These documents include but are not limited to IRS forms 941 and 1099. Records shall be destroyed after seven years.
- g. Annual financial audit reports and annual board approved budgets shall be retained permanently for all operational years. These documents are submitted to the IPCSC annually, and may not need to be re-submitted.

4. Governance Records:

- a. All meeting agendas shall be retained permanently.
- b. All meeting minutes shall be retained permanently.
- c. A complete copy of the most recent set of board policy shall be retained permanently.
- d. A copy of the board bylaws and articles of incorporation shall be retained permanently.

5. School Culture Records

- a. The school's lead administrator shall be responsible to make arrangements for the permanent retention of all school newspapers, yearbooks, and student handbooks through the Idaho Historical Society. The school is responsible for all costs incurred.

6. Records Requests After Closure

- a. The IPCSC shall manage records requests for student transcripts and for personnel files after the school has closed.
- b. The school shall ensure that the school's URL redirects to the IPCSC's records request page for a minimum of 3 years after the school's closure, at the school's expense.

V. Governing Board

iii. Final dissolution

1. Final Board Meeting

- a. In accordance with OML notice a final meeting of the governing board and pursuant to I.C. § 30-30-1001, a vote to dissolve a nonprofit corporation shall be properly noticed and accompanied by the dissolution plan. In this case, the dissolution plan is the closure protocol, which should be near completion by the time this motion is made. This section of Idaho Code also requires that the agenda state that the purpose, or one of the purposes, of the meeting is to consider a resolution to dissolve of the non-profit corporation.
- b. I.C. § 33-5212 addresses the order in which payments shall be made, and state that any remaining assets after all creditors have been paid shall be distributed to the Public School Income Fund. This information should be incorporated into the dissolution motion as it is required to be noticed by the Non-Profit Corporation Act.
- c. A vote in favor of dissolution passes with a majority vote of the board directors.
- d. A copy of the resolution must be provided to the IPCSC with 24 hours of the vote.

2. Meeting Agenda

- a. Approval of the financial audit report (if not already complete).
- b. Approval of any final contracts to be paid (i.e. for the Business Manager to return at the end of the calendar year to prepare final tax documents and distribute to employees).
- c. Appointment of a designee to file dissolution of the school's 501c3 with the IRS and articles of dissolution with the Idaho Secretary of State.
- d. Appointment of a designee to complete any and all final activities that may be necessary.
- e. Signature of any final checks.

3. Articles of Dissolution

- a. Pursuant to I.C. § 30-30-1003, after the dissolution has been authorized, a designee (identified in the dissolution plan) shall files articles of dissolution with the Idaho

Secretary of State. These articles shall minimally include:

- i. The name of the corporation;
 - ii. The date dissolution was authorized;
 - iii. A statement that dissolution was approved by a sufficient vote of the board.
- b. A corporation is effectively dissolved as of the date of its articles of dissolution.
- c. The school shall provide a copy of the filed articles of dissolution to the IPCSC.
4. A dissolved corporation may continue its corporate existence but may not carry on any activities except those appropriate to wind up and liquidate its affairs.

B. Claims against a dissolved Corporation

- iv. After the date on which the articles of dissolution are filed, the corporation may dispose of the known claims against it by sending written notice, pursuant to I.C. § 30-30-1005. Written notice must include:
 - a. A description of the information that must be included in a claim;
 - b. A mailing address where a claim may be sent;
 - c. The deadline, by which the dissolved corporation must receive the claim; and
 - d. State that the claim will be barred if not received by the deadline, which may not be fewer than one hundred twenty (120) days from the effective date of the written notice.
- v. The corporation must address any unknown claims against it by publishing a notice Pursuant to I.C. 30-30-1006. The notice must:
 1. Be published one (1) time in a newspaper of general circulation in the county where the dissolved corporation's principal office is or was located, or, if none in this state, in Ada county;
 2. Describe the information that must be included in a claim and provide a mailing address where the claim may be sent; and
 3. State that a claim against the corporation will be barred unless a proceeding to enforce the claim is commenced within five (5) years after publication of the notice.

- vi. Claims will be enforced if the corporation's assets have be distributed in liquidation to any party other than a creditor. A claim may be made by a creditor against the recipient, not to exceed the amount received by the recipient.

C. Reporting

1. The school shall ensure that all state and federal reporting is complete prior to dissolution. Verification of completed reports shall be made by the IPCSC. Required reports include, but are not limited to the following:
 - a. ISEE final data upload including, but not limited to student, course, teachers, and financial data sets;
 - b. Federal programs final reporting;
 - c. Grant final reporting; and
 - d. The school shall ensure that dissolution of the charter holder's non-profit organization is filed with the secretary of state and shall provide the IPCSC with a copy of this filing;
2. The school shall ensure that the dissolution of the school's 501c3 is on file with the IRS and shall provide the IPCSC with a copy of this filing.

VI. Final Closure Report Outline

Throughout the closure protocol process, the Closure Team Lead will collect the required documentation and build a final report. The final report will be permanently retained by IPCSC and posted on the IPCSC's website.

i. Cover Sheet

1. A final closure report must include a cover sheet with the following information:
 - a. The legal name of the school;
 - b. The legal name of the charter holder;
 - c. The address(s) that the school occupied at time of closure;
 - d. Contact information for future questions;

- e. The following links and a statement that more information can be found at these locations,
 - i. [PCSC webpage for this school],
 - ii. [webpage for the meeting at which the charter was approved],
 - iii. [webpage for the meeting at which the charter was nonrenewed or revoked, if applicable], and
 - iv. [webpage for any related hearings]; and
- f. A description of where requests for student transcripts can be made after closure.
- g. A list of the complete closure protocol team.
- h. A list of the following key dates:
 - i. The date on which the charter was approved;
 - ii. The first and final dates on which the school was authorized to serve students;
 - iii. The date on which the school received its final distribution of state funding;
 - iv. The date on which teacher contracts ended; and
 - v. The date on which the charter holder's corporation was dissolved.

B. Required Attachments, Redacted

1. Final IPCSC Closure Order
2. Final appeal decision (if applicable)
3. IPCSC Notification of Stakeholders Letter
4. List of all vendors, including the name and address of the vendor, a description of the services provided/purchased, and the date on which the IPCSC verified account closure.
5. A list of insurance coverages, including company and the last date of coverage (including health, liability, etc.)
6. A list of all contracts, service agreements, grants, and MOUs to be retained by the IPCSC, including verification of date received.
7. A list of all lease agreements and all long-term debt held by the school at the beginning of the closure protocol, including the company and amount.
8. Documentation of the termination of any leases or loans.
9. Final bank statements indicating account closure.

10. Expense reports for the 12 months preceding dissolution.
11. A copy of the final check cut to the SDE, if applicable.
12. Inventory of assets, including the fund with which each item was purchased, the date of purchase, the estimated value.
13. For assets purchased with federal dollars, also include the final recipient of the asset, and the date of transfer.
14. The charter holder's final dissolution resolution.
15. A copy of the articles of dissolution.
16. A copy of the 501c3 dissolution notification.
17. A copy of the newspaper notice to unknown claimants.
18. Meeting minutes from all meetings of the closure protocol team and all subcommittee meetings attended by the Closure Team Lead.
19. Any other documentation that may provide important details.

CHARTER SCHOOL PERFORMANCE CERTIFICATE

This Performance Certificate (“Certificate”) is executed on **June 8, 2023**, by and between the Idaho Public Charter School Commission (the “Authorizer”) and **North Idaho STEM Charter Academy Inc.** (the “Charter Holder”) for the purpose of operating **North Idaho STEM Charter Academy** (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Act of 1998, Idaho Code section 33-5201 *et seq.*, as amended (the “Charter Schools Act”).

RECITALS

WHEREAS, **North Idaho STEM Charter Academy Inc.** is a non-profit entity incorporated with a board of directors; and

WHEREAS, on **September 24, 2010**, the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year **2012**; and

WHEREAS, the School’s charter was renewed on **March 1, 2018**, for a five-year term of operations,

WHEREAS, on **February 23, 2023**, the Authorizer renewed the School’s charter for a subsequent five-year term of operations to begin July 1, 2023 and end on June 30, 2028.

NOW THEREFORE in consideration of the foregoing recitals and the mutual understandings contained herein, the Authorizer and **North Idaho STEM Charter Academy Inc.** agree as follows:

SECTION 1: TERMS OF AUTHORIZATION

- A. Establishment of School.** The Charter Holder is hereby authorized to implement at the School the program described in the Charter, attached to this Certificate as **Appendix B** and incorporated herein by this reference. Any significant changes to any section of the Charter, including the educational program, facilities plan, financial plan, or the management plan, during the School’s pre-operational period or first operational term shall be treated as an amendment in accordance with the Authorizer’s policy.
- B. Term of Agreement.** The School’s operational term shall be from July 1, **2023** and end on June 30, **2028**. Subsequent terms of operation may be issued by the Authorizer in accordance with Idaho Code and Authorizer policy.

SECTION 2: EDUCATIONAL PROGRAM

- A. School Mission.** The mission of the School is as follows: **To prepare students, through rigorous and relevant content, to be productive and successful citizens by developing a strong work ethic**

and the higher-level critical thinking skills needed to solve problems in the real world.

- B. Grades Served.** The School may serve students in grades Kindergarten through 12.
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- Provide an environment where students are engaged in real-world problem solving through a project-based STEM program. This can be measured via observation.
 - Provide and encourage innovation and creativity as an educated person in the 21st century. This can be measured via observation and lesson plan review.
 - Maintain rigor and high expectations to positively impact student success. This can be measured via observation and policy review.
 - Provide an environment where students use specific 21st century skills including collaboration, time and task management, presentation skills, and the effective use of technology. This can be measured via observation.
- D. Standardized Testing.** Students of the School shall be tested with the same standardized tests as other Idaho public school students.
- E. Accreditation.** The School shall be accredited as provided by rule of the State Board of Education. The School shall be accredited or appropriately credentialed by Cognia. All reports issued to the School from the accrediting agency shall be submitted to the Authorizer within five days of receipt.

SECTION 3: SCHOOL GOVERNANCE

- A. Governing Board.** The School shall be governed by a non-profit board of directors (the “Board”) incorporated by the Charter Holder. The Board shall serve as public agents authorized by the Authorizer, in a manner that is consistent with the terms of this Certificate, so long as such provisions are in accordance with state and federal laws, rules and regulations. The Board shall have final authority with respect to the School’s operation, and shall have the responsibility of overseeing academic achievement, financial stability, and operational management of the School. The Charter Holder shall also be responsible for maintaining and enforcing a compliant Board and providing overall Board stewardship for the School.
- B. Articles of Incorporation and Bylaws.** The articles of incorporation and bylaws of the Charter Holder shall provide for governance of the operation of the School as a nonprofit corporation and a public charter school, and shall at all times be consistent with all applicable laws, rules, regulations, and this Certificate. The Charter Holder shall notify the Authorizer of any modification to the articles of incorporation or bylaws within five business days of approval by the Charter Holder.
- C. Charter Board Composition.** The composition of the Board shall at all times be determined by and consistent with the articles of incorporation and bylaws, and all applicable laws, rules, regulations, and policies. The Charter Holder shall notify the Authorizer of any changes to its composition and provide an amended School Leadership Roster within five business days of it taking effect.

SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

- A. Oversight Allowing Autonomy.** The Authorizer’s role shall be to evaluate the School’s performance outcomes according to this Certificate and the Performance Framework, and shall be to provide compliance oversight. The Authorizer shall comply with the provisions of the Charter Schools Act and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School.
- B. Charter School Performance Framework.** The Charter School Performance Framework (“Performance Framework”) is attached and incorporated into this agreement as Appendix A. The Performance Framework shall be used to annually evaluate the School’s academic achievement, Board stewardship, operational management, and financial stability. The specific terms of the Performance Framework are determined by the Authorizer and shall be binding on the School.
- C. Separate Academic Evaluations.** The academic performance outcomes of the K-12 on-site program operated by the School shall be aggregated across all grades for reportability.
- D. Identified Comparison Group.** For purposes of evaluating the School against the metrics and measures established in the Performance Framework, the School’s comparison group shall be identified as described below and shall be established for the length of the Certificate term. Coeur d’Alene School District (271), Lakeland School District (272), and Post Falls School District (273).
- E. Authorizer to Monitor School Performance.** The Authorizer shall monitor and report on the School’s progress in relation to the indicators, measures, metrics, and targets set out in the Performance Framework. A formal report of the School’s academic, financial, and operational performance (“Performance Report”) shall be provided to the school and the public by the Authorizer annually. Data necessary to conduct this evaluation will be collected throughout the year. Additional reviews may be necessary if compliance concerns arise.
- F. School Performance.** The School shall meet standard on all measures of the Performance Framework. The Authorizer shall renew any charter in which the School met all the terms of its Certificate, including all appendices, at the time of renewal.
- G. Performance Framework as Basis for Renewal of Charter.** The School’s performance in relation to the Performance Framework shall provide the basis upon which the Authorizer shall decide whether to renew the School’s Charter at the end of the Certificate term.
- H. Required Reports.** The School shall prepare and submit reports as required by the Authorizer’s policy.
- I. Authorizer’s Right to Review.** The Authorizer maintains the right to request and review additional documentation if such becomes necessary in the course of regular oversight duties or to investigate the validity of a compliance concern. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.
- J. Site Visits.** The Authorizer may conduct site visits in accordance with the Authorizer’s policy. Reports from any site visit shall be made available to the School and shall be included in the School’s annual Performance Report.

SECTION 5: SCHOOL OPERATIONS

- A. In General.** The School and the Charter Holder shall operate at all times in accordance with all

federal and state laws, rules, regulations, local ordinances, and Authorizer policies applicable to public charter schools.

- B. Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be 724 students.
- C. Equitable Enrollment Procedures.** The School shall make student recruitment, admissions, enrollment, and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or proficiency in the English language. If there are more applications to enroll in the School than there are spaces available, the School shall select students to attend using a random selection process that shall be publicly noticed and open to the public.
- i. **Calendar.** The School shall operate on a traditional nine-month calendar in which the last day of the regular term shall fall on or before June 30
 - ii. The School will offer a summer school session for the purpose of acceleration and/or credit recovery.
- D. School Facilities.** The School shall operate at the following location(s): 15633 N. Meyer Road, Rathdrum, ID 83858. The School shall provide the Authorizer with facilities documentation, including occupancy permits, fire marshal reports, building inspection reports, and health department reports for any facility newly occupied by the School, and any remodeling or construction project for which such documentation is necessary in accordance with Authorizer policy and in accordance with law, rule, regulations, and authorizer policy.
- E. Attendance Area.** The School's primary attendance area shall be used for the purposes of determining applicability of this enrollment preference category.
Starting from Highway 53 and N. Latah St.; southeast to the intersection of Boekel Rd. and Highway 41; east to N. Meyer Rd.; north on N. Meyer Rd. to Diagonal Rd. West to Highway 41 and Diagonal Rd; southwest on Highway 41/53 to N. Latah St.
- F. Staff.** Instructional staff shall be certified as provided by rule of the State Board of Education. All full-time staff members of the School shall be covered by the Public Employee Retirement System of Idaho, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.
- G. Alignment with All Applicable Law.** The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are amended, the School shall be bound by any such amendment upon the effective date of said amendment.

SECTION 6: SCHOOL FINANCE

- A. General.** The School shall comply with all applicable financial and budget laws, rules, regulations, and financial reporting requirements, as well as the requirements contained in the School's Performance Framework.
- B. Financial Controls.** At all times, the Charter Holder shall ensure that the School maintains appropriate governance, managerial procedures, and financial controls, which shall include, but not be limited to: (1) commonly accepted accounting practices and the capacity to implement

them; (2) a checking account; (3) adequate payroll procedures; (4) procedures for the creation and review of monthly and quarterly financial reports, which procedures shall specifically identify the individual who will be responsible for preparing such financial reports in the following fiscal year; (5) internal control procedures for cash receipts, cash disbursements and purchases; and (6) maintenance of asset registers and financial procedures for grants, all in accordance with state and federal laws, rules, regulations, and Authorizer policy.

- C. Financial Audit.** The School shall submit audited financial statements from an independent auditor to the Authorizer no later than November 1 of each year.
- D. Annual Budgets.** The School shall adopt a budget for each fiscal year, prior to the beginning of the fiscal year. The budget shall be in the Idaho Financial Accounting Reporting Management Systems (IFARMS) format or any other format as may be reasonably requested by the Authorizer.

SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION

- A. Relinquishment.** Should the Charter Holder choose to relinquish its Charter before the expiration of this Certificate, it may do so upon written notice to the Authorizer. In such a case, the Authorizer's closure protocol shall begin immediately following written notification.
- B. Nonrenewal.** The Authorizer may non-renew the Charter at the expiration of the Certificate if the School failed to meet one or more of the terms of its Certificate, including the Performance Framework. The Charter Holder may appeal a decision to non-renew directly to the State Board of Education.
- C. Revocation.** The School's Charter may be revoked as provided by Idaho Code section 33-5209C. In such an event, the Authorizer shall consider whether to revoke the School's Charter at its next regularly scheduled meeting. The decision shall be made at that time. The Charter Holder may appeal a decision to revoke directly to the State Board of Education.
- D. Closure.** The Authorizer's closure protocol shall begin immediately after a decision to relinquish is made by the Charter Holder, or a decision to revoke or non-renew or is made by the Authorizer. Closure protocol shall begin regardless of whether the Charter Holder appeals the decision. In the event that closure protocol begins, the School shall cease operations no later than the following June 30. Closure protocol shall only cease if the State Board of Education overturns the Authorizer's decision.

SECTION 8: MISCELLANEOUS

- A. No Employee or Agency Relationship.** None of the provisions of this Certificate will be construed to create a relationship of agency, representation, joint venture, partnership, ownership, or employment between the Authorizer and the School.
- B. Additional Services.** Except as may be expressly provided in this Certificate, as set forth in any subsequent written agreement between the School and the Authorizer, or as may be required by law, neither the School nor the Authorizer shall be entitled to the use of or access to the services, supplies, or facilities of the other.
- C. No Third-Party Beneficiary.** This Certificate shall not create any rights in any third parties, nor shall any third party be entitled to enforce any rights or obligations that may be possessed by

either party to this Certificate.

- D. Amendment.** This Certificate may be amended by agreement between the School and the Authorizer in accordance with Authorizer policy. All amendments must be in writing and signed by the School and the Authorizer.

IN WITNESS WHEREOF, the Authorizer and the Charter Holder have executed this Performance Certificate to be effective **June 8, 2023.**

Chairman
Idaho Public Charter School Commission

Chairman
North Idaho STEM Charter Academy Inc. Governing Board

Appendix A: Performance Framework

Appendix B: Charter

Appendix C: IPCSC Closure Protocol

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Appendix A: Performance Framework

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PERFORMANCE FRAMEWORK GUIDANCE: ACADEMIC MEASURES

Adopted 8/13/2020

Revised 4/14/2022

Idaho Public Charter School Commission

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Phone: (208)332-1561

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Alan Reed, Chairman

Jenn Thompson, Director

ACADEMIC MEASURES

All School Measures

1. Math Proficiency
2. ELA Proficiency
3. Math Growth
4. ELA Growth
5. Literacy Proficiency
6. College and Career Readiness

Comparison Group: Specific to school.

1. MATH PROFICIENCY

Proficiency Rate: The IPCSC will use the proficiency rates as determined by the Idaho Accountability Framework and reported via the Idaho Report Card.

Math and ELA Proficiency Rubric	
Exceeds Standard	The school's proficiency rate is greater than one standard deviation above the mean of the identified comparison group, OR The school's proficiency average is in 90 th percentile of all Idaho schools.
Meets Standard	The school's proficiency rate is equal to the mean or falls between the mean and one standard deviation above the mean of the identified comparison group.
Approaches Standard	The school's proficiency rate falls between the mean and one standard deviation below the mean of the identified comparison group.
Does Not Meet Standard	The school's proficiency rate is more than one standard deviation below the mean of the identified comparison group, OR the school has been identified for comprehensive or targeted support for three consecutive years as per the Idaho Consolidated Plan.

2. ELA PROFICIENCY

Proficiency Rate: The IPCSC will use the proficiency rates as determined by the Idaho Accountability Framework and reported via the Idaho Report Card.

Math and ELA Proficiency Rubric	
Exceeds Standard	The school's proficiency rate is greater than one standard deviation above the mean of the identified comparison group, OR The school's proficiency average is in 90 th percentile of all Idaho schools.
Meets Standard	The school's proficiency rate is equal to the mean OR Falls between the mean and one standard deviation above the mean of the identified comparison group.
Approaches Standard	The school's proficiency rate falls between the mean and one standard deviation below the mean of the identified comparison group.
Does Not Meet Standard	The school's proficiency rate is more than one standard deviation below the mean of the identified comparison group, OR the school has been identified for comprehensive or targeted support for three consecutive years as per the Idaho Consolidated Plan.

3. MATH GROWTH

Growth Rate: The IPCSC will use the proficiency rates as determined by the Idaho Accountability Framework and reported via the Idaho Report Card.

Growth Rubric Math	
Exceeds Standard	The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment but who did make adequate growth toward proficiency is greater than one standard deviation above the mean of the identified comparison group, OR The school's growth rate is in the 90 th percentile of all Idaho public schools.
Meets Standard	The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment but who did make adequate growth toward proficiency is equal to the mean or falls between the mean and one standard deviation above the mean of the identified comparison group, OR The growth rate increased by at least 10% over the previous year.
Approaches Standard	The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment but who did make adequate growth toward proficiency falls between the mean and one standard deviation below the mean of the identified comparison group.
Does Not Meet Standard	The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment made adequate growth toward proficiency is more than one standard deviation below the mean of the identified comparison group.

4. ELA GROWTH

Growth Rate: The IPCSC will use the proficiency rates as determined by the Idaho Accountability Framework and reported via the Idaho Report Card.

Growth Rubric ELA	
Exceeds Standard	The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment but who did make adequate growth toward proficiency is greater than one standard deviation above the mean of the identified comparison group, OR The school's growth rate is in the 90 th percentile of all Idaho public schools.
Meets Standard	The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment but who did make adequate growth toward proficiency is equal to the mean or falls between the mean and one standard deviation above the mean of the identified comparison group, OR The growth rate increased by at least 10% over the previous year.
Approaches Standard	The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment but who did make adequate growth toward proficiency falls between the mean and one standard deviation below the mean of the identified comparison group.
Does Not Meet Standard	The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment made adequate growth toward proficiency is more than one standard deviation below the mean of the identified comparison group.

5. LITERACY PROFICIENCY

Literacy Proficiency Rate: The IPCSC will use the proficiency rates as determined by the Idaho Accountability Framework and reported via the Idaho Report Card.

Literacy Proficiency Rubric	
Exceeds Standard	One of the following is true: <ul style="list-style-type: none">• The school's proficiency rate on the spring administration of the statewide literacy assessment is greater than one standard deviation above the mean of the identified comparison group;• the school's proficiency rate on the spring administration of the statewide literacy assessment is at or above 90%; OR• The fall to spring change in proficiency rate is 20% or greater.
Meets Standard	The school's proficiency on the spring administration of the statewide literacy assessment is equal to the mean or within one standard deviation above the mean of the identified comparison group; OR The school's fall to spring change in proficiency rate is between 10%-19%.
Approaches Standard	The school's proficiency on the spring administration of the statewide literacy assessment falls within one standard deviation below the mean of the identified comparison group.
Does Not Meet Standard	The school's proficiency rate on the spring administration of the statewide literacy assessment is more than one standard deviation below the mean of the identified comparison group.

6. COLLEGE AND CAREER READINESS

Adjusted Cohort Graduation Rate (ACGR): Alternative schools will be evaluated based on their 5-Year ACGR. All other schools will be evaluated based on their 4-Year ACGR.

Graduation Rate: The IPCSC will use either the 4-Year ACGR as determined by the Idaho Accountability Framework and reported via the Idaho Report Card.

C&C Readiness Rubric	
Exceeds Standard	The school's 4-Year ACGR is greater than one standard deviation above the identified comparison group, OR The school's ACGR is 90%.
Meets Standard	The school's 4-Year ACGR is equal to the mean OR Falls between the mean and one standard deviation above the mean of the identified comparison group.
Approaches Standard	The school's 4-Year ACGR falls between the mean and one standard deviation below the mean of the identified comparison group.
Does Not Meet Standard	The school's 4-Year ACGR is more than one standard deviation below the identified comparison group.

OPERATIONAL MEASURES

BOARD STEWARDSHIP

1. Governance Structure
2. Governance Oversight
3. Governance Compliance

OPERATIONAL MANAGEMENT

4. Student Services
5. Data Security and Information Transparency
6. Facility and Services
7. Operational Compliance

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BOARD GOVERNANCE

1. Governance Structure Rubric

Data Sources: Board bylaws, articles of incorporation, and any courtesy letters or notifications issued to the school by entities responsible for oversight or enforcement.

Governance Structure Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• Board Bylaws are compliant with ID law.• Articles of Incorporation are current.• No investigations were conducted into either ethical behavior or conflict of interest regarding any board director.• The board did not experience an Open Meeting Law violation that needed to be cured this year.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

2. Governance Oversight Rubric

Data Sources: Board meeting minutes, school policies, continuous improvement plan (or other strategic planning evidence if submitted by the school), and verification of submission of annual administrator evaluation.

Governance Oversight Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• The board reviews academic data in a timely and thorough manner.• The board reviews financial reports in a timely and thorough manner.• The board maintains compliant policies.• The board engages in strategic planning.• The board conducts a compliant annual evaluation of their school leader and/or management organization.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

3. Governance Compliance Rubric

Data Sources: If applicable, courtesy letters/notifications of concerns, investigation, or findings issued to the school by entities responsible for oversight or enforcement, and any documentation of correction provided by the school.

Governance Compliance Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	The IPCSC did not issue any courtesy letters or notify an external investigative body of compliance concerns this year.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

OPERATIONAL MANAGEMENT

4. Student Services Rubric

Data Sources: If applicable, any notifications or courtesy letters issued by the SDE or SBOE which required corrective action with regard to the school's ELL, SPED, or College and Career Readiness programs, as well as any documentation submitted by the school evidencing correction.

Student Services Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	All of the following are true: <ul style="list-style-type: none">• The school's English Language Learner program is in good standing;• The school's Special Education program is in good standing; The school's college and career readiness program is in good standing; and• The school's federal programs are in good standing.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

5. Data Security and Information Transparency Rubric

Data Sources: periodic desk audit of school website, and any formal notifications regarding data security or public records compliance.

Data Security and Information Transparency Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• The school's website is compliant with I.C. 33-133(7) (data collection, access, and security policy); I.C. 33-320 (continuous improvement plan); and I.C. 33-357 (expenditures updated monthly, contracts, performance reports, and annual budgets).• The school did not experience any issues involving data security this year.• The school did not experience any compliance issue regarding public records requests this year.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

6. Facility and Services Rubric

Data Sources: Verification of meal service program and transportation services via public documents and/or school website, and any notifications of concerns regarding occupancy or safety issued to the school by entities responsible for oversight or enforcement.

Facility and Building Services Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• The school's occupancy certificate is current.• The school maintains current safety inspections and drills.• The school provides daily transportation to students in compliance with Idaho Code. The school provides a compliant lunch program.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

7. Operational Compliance Rubric

Data Sources: Periodic observation of enrollment lottery, and if applicable, any corrective action plans issued by the SDE not related to special education, ELL, or college and career readiness (as these are captured elsewhere), or formal notification of late reports or enrollment violations.

Operational Compliance Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• Required reports are submitted accurately and on time.• The school maintains a compliant enrollment process.• No correct action plans were issued by the SDE this year.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

FINANCIAL MEASURES

NEAR TERM HEALTH

1. Current Ratio
2. Unrestricted Days Cash
3. Default
4. Enrollment Variance

SUSTAINABLE HEALTH

5. Total Margin and 3Yr Aggregated Total Margin
6. Cash Flow and Multi-Year Cash Flow
7. Debt Service Coverage Ratio
8. Debt to Asset Ratio
9. Financial Compliance Rubric

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NEAR-TERM HEALTH

1. Current Ratio

Calculation: Current Assets divided by Current Liabilities

Data Source: Annual Fiscal Audit Report

Current Ratio Rubric	
Exceeds Standard	The school has a current ratio of more than 1.5
Meets Standard	The school has a current ratio of at least 1.1 (or between 1.0 and 1.1 with a 1-year positive trend)
Approaches Standard	The school has a current ratio of between .9 and 1.0 (or between 1.0 and 1.1 with a 1-year negative trend)
Does Not Meet Standard	The school has a current ratio of .9 or less.

2. Unrestricted Days Cash

Calculation: Unrestricted Cash and investments divided by ((Total Expenses minus Depreciation Expense) / 365)

Data Source: Annual Fiscal Audit Report

Unrestricted Days Cash Rubric	
Exceeds Standard	The school has more than 60 days cash on hand
Meets Standard	The school has 60 days cash OR Between 30- and 60-days cash and one-year trend is positive. *Note: Schools in their first or second year of operation must have a minimum of 30 days cash.
Approaches Standard	The school has between 15-30 days cash OR Between 30-60 days cash, but one-year trend is negative.
Does Not Meet Standard	The school has fewer than 15 days cash on hand.

3. Default

Calculation: No calculation.

Data Source: Annual Fiscal Audit Report, Terms of Debt, Other Formal Notifications Received by School.

Default Rubric	
Exceeds Standard	The school has met standard for at least 3 consecutive years, including the most recently completed school year.
Meets Standard	The school is not in default of any financial obligations and did not experience any instances of default during the fiscal year. Financial obligations include, but are not limited to, making payments to vendors and utility services on time, complying with all loan covenants, filing any reports required for maintenance of grants or philanthropic funds, meeting all tax obligations, and operating without financial judgements or property liens.
Approaches Standard	The school experienced one or more instances of minor default during the fiscal year (such as making late payments); however, the school is not currently in default of any financial obligations.
Does Not Meet Standard	School is currently in default of financial obligations.

4. Enrollment Variance

Calculation: Actual enrollment as of the first Friday in November (drawn from ISEE) divided by enrollment projections as submitted directly to the IPCSC in July.

Data Source: ISEE and direct school report

Enrollment Variance Rubric	
Exceeds Standard	The school has met standard for at least 3 consecutive years, including the most recently completed school year.
Meets Standard	Enrollment variance is equal to or greater than 95%.
Approaches Standard	Enrollment variance was between 90% and 95%, OR The enrollment variance was less than 90% and the school provided a mid-year amended budget evidencing at least a break-even budget based on mid-term enrollment and any resulting revenue adjustments.
Does Not Meet Standard	Enrollment variance was less than 90% and the school did not provide evidence of mid-year budget amendments or operational changes evidencing at least a break-even budget based on mid-term enrollment and any resulting revenue adjustments.

SUSTAINABLE HEALTH

5. Total Margin and 3Yr Aggregated Total Margin

Calculation:

Most Recent Year Total Margin: 2019 Net Income divided by 2019 Total Revenue.

3-Year Aggregated Total Margin: (2019 Net Income +2018 Net Income +2017 Net Income) divided by (2019 Total Revenue +2018 Total Revenue +2017 Total Revenue)

Data Source: Annual Fiscal Audit Report

Total Margin and 3-Yr Aggregated Total Margin	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. *Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.
Approaches Standard	Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard".
Does Not Meet Standard	Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR The most recent year Total Margin is less than -10 percent.

6. Cash Flow and Multi-Year Cash Flow

Calculation (example years are included as reference):

Most Recent Year Cash Flow: 2020 Cash and Investments minus 2019 Cash and

Investments Previous Year Cash Flow: 2019 Cash and Investments minus 2018

Cash and Investments Multi-Year Cash Flow: 2020 Cash and Investments minus
2018 Cash and Investments

Data Source: Annual Fiscal Audit Report

Cash Flow and Multi-Year Cash Flow	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	Multi-Year Cumulative Cash Flow is positive, and Cash Flow is positive in the most recent year is positive, OR Multi-Year Cumulative Cash Flow is negative, but documentation identifies this as a result of a one-time, planned purchase (such as a facility remodel). *Note: Schools in their first or second year of operation must have positive cash flow.
Approaches Standard	Multi-Year Cumulative Cash Flow is positive, but Cash Flow is negative in the most recent year.
Does Not Meet Standard	Multi-Year Cumulative Cash Flow is negative, and no documentation identifies this as a result of a one-time, planned purchase.

7. Debt Service Coverage Ratio

Calculation:

If school owns its facility or if the school leases its facility and the lease is capitalized:
(Net Income + Depreciation Expense + Interest Expense) divided by (Principal + Interest + Lease Payments)

If school leases its facility and the lease is not capitalized: (Facility Lease Payments + Net Income + Depreciation Expense + Interest Expense) divided by (Principal + Interest + Lease Payments)

Data Source: Annual Fiscal Audit Report

Debt Service Coverage Ratio Rubric	
Exceeds Standard	The school's debt service coverage ratio is 1.5 or greater OR The school operates debt-free.
Meets Standard	Debt Service Coverage Ratio is between 1.1 and 1.49
Approaches Standard	The school's debt service coverage ratio is between .9 and 1.09
Does Not Meet Standard	Debt Service Coverage Ratio is less than .9

8. Debt to Asset Ratio

Calculation: Total Liabilities divided by Total Assets

Data Source: Annual Fiscal Audit Report

Debt to Asset Ratio	
Exceeds Standard	The school has met standard for 3 consecutive years, including the most recently completed school year., OR The school operates debt-free.
Meets Standard	The school's Debt to Asset Ratio is less than 0.9
Approaches Standard	The school's Debt to Asset Ratio is between 0.9. and 1.0
Does Not Meet Standard	The school's Debt to Asset Ratio is greater than 1.0

9. Financial Compliance Rubric

Calculation: Total Liabilities divided by Total Assets

Data Source: Annual Fiscal Audit Report, Desk Audit of Policies, Other Formal Notifications Received by School

Financial Compliance Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• Accounting Practices: finances are managed in compliance with GAAP.• Financial Transparency: expenditures and contracts are posted on the school's site.• Internal Controls: the school's internal controls are compliant.
Approaches Standard	The school was informed of non-compliance with accounting practices, financial transparency, or internal controls, and prompt action to correct is in evidence.
Does Not Meet Standard	<p>The school is operating under a notification of fiscal concern or a notification of possible or imminent closure</p> <p>OR</p> <p>The school was informed of non-compliance with accounting practices, financial transparency, or internal controls and the issues were not corrected within 30 days.</p>

Appendix B: Charter

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North Idaho STEM Charter Academy

Opening date 2012

**Petition approved by the Idaho Public Charter School Commission on
September 24, 2010**

Current version of the Charter approved on December 12, 2013

**North Idaho STEM Charter Academy will be physically
located within the boundaries of Lakeland School
District. Other nearby districts include Coeur d'Alene
and Post Falls, however, North Idaho STEM Charter
Academy would not be physically located within those
districts.**

Scott Thomson

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TAB 1

Articles of Incorporation & Bylaws

See Appendix A for Articles of Incorporation and Appendix B for Bylaws

Signatures of Qualified Electors

See Appendix C

Vision Statement

To provide a challenging learning environment in Science, Technology, Engineering, and Math, which maximizes individual potential and ensures students are well equipped to meet the challenges in the world around them.

The Mission Statement

The mission of North Idaho STEM Charter Academy is to prepare students to be productive and successful citizens and to develop the higher-level critical thinking skills needed to solve problems in the real world.

We Believe:

- Parents are the first and primary teachers. They are responsible for their children's basic needs and values.
- Schools provide a safe, positive, organized setting with clearly defined behavior expectations.
- Effective character education enhances the academic program.
- Knowledge and application of current technology prepares student for tomorrow's world.
- All students can learn and each is a valued individual.

-

TAB 2

Proposed Operation and potential effects of the public charter including: *I.C. 33-5205(4)*

Facilities: With the increase in the Albertson's grant, we have purchased, and own free and clear, 4 acres in Rathdrum, Idaho. We will be completing infrastructure and purchasing portables as needed. Dr. Lorna Finman will also donate \$50,000 towards facilities.

North Idaho STEM Charter Academy will acquire and maintain facilities in compliance with federal and state regulations to facilitate the instruction of students and operate academic programs.

Target Population and Enrollment Capacity

North Idaho STEM Charter Academy will open in the fall of 2012 serving grades kindergarten through eighth. We plan to add additional sections of grades K through 12th, when appropriate in the future based on enrollment demands and adequate finances. North Idaho STEM Charter Academy would obtain approval from the Public Charter School Commission prior to any expansion.

Primary attendance area is within the Lakeland School District:

The primary attendance boundaries of North Idaho STEM Charter Academy will include: Starting from the Southwest Corner of Interstate 95 and Lancaster road; West along Lancaster Road including all parcels touching Lancaster road to highway 41; North along highway 41 including all parcels touching highway 41 to Scarcello road; East along Scarcello Road including all parcels touching Scarcello Road to Ramsey Road; South along Ramsey Road including all parcels touching Ramsey Road to Chilco road; East along Chilco Road including all parcels touching Chilco Road to Interstate 95; South along Interstate 95 including all parcels touching Interstate 95 to Lancaster Road.

See map in appendix P

Enrollment at North Idaho STEM Charter Academy will follow the table in Appendix R. The Board reserves the right to configure classes to maximize enrollment opportunities.

Caps for each class will be at no more than the following:

- Kindergarten 22 per class (2 sections)
- 1st grade 22 per class
- 2nd grade 24 per class
- 3rd grade 26 per class
- 4th grade 28 per class
- 5th through 12th 30 per class

Please see Appendix R – Expected Enrollment and Growth

TAB 2

North Idaho STEM Charter Academy is conducting a survey of the surrounding attendance areas, which include three local school districts. Survey Monkey results out of 132 responses to date (Sept 9) indicate 87% are interested in this type of school for their children, 95% feel there is a need for this type of school in this area, and a total of 175 interested students in grades 1st through 8th. This is interest in a proposed charter school, and we anticipate greater interest once we are approved.

We are also distributing flyers and brochures and have designed a website with school information. We have visited science camps in the area and were invited to the iSTEM conference in North Idaho to meet with participants and visitor STEM speakers. We are currently advertising the proposed school in the Coeur d'Alene Press, the Spokesman Review, on KXLY Radio, and were the lead story on Tuesday, July 20th. We were contacted by the Press for the article because of public interest in our school. We will also be holding public meetings and initiating additional radio and print advertising upon approval. We have attended Rathdrum Days and had an additional 38 interested parents sign-up to receive notice when we begin accepting applications.

Potential Impact on Lakeland School District

We are aware that opening North Idaho STEM Charter Academy will have a potential impact on the Lakeland School District. North Idaho STEM Charter Academy will have a maximum of 315 students in year one, however, the impact to Lakeland School District will probably be lower as students at North Idaho STEM Charter Academy will also come from other districts, private schools, and those being home schooled. At the final board meeting with Lakeland School District, they estimated a loss of approximately 100 students and the potential financial impact over a 3 year period to be approximately 1.5 million dollars. The actual amount of fiscal impact for Lakeland School District will be less than the per student average daily attendance funding due to them having to service fewer students.

Administrative Services

Administrative services shall be provided by the principal and business manager with support from the Board of Directors. The principal is also responsible for managing the facilities and creating and maintaining a school climate that is disciplined, orderly, and conducive to learning. A full-time secretary will assist in handling paperwork and required reporting for the school. An independent audit will be performed each year by an outside auditor (not affiliated with North Idaho STEM Charter Academy).

The principal shall assume broad responsibilities concerning, but not limited to:

- Curriculum, instruction, and assessment
- Instructional materials and supplies
- Resource allocation
- State charter school requirements

TAB 2

- Special services
- Contracted services
- Disciplinary support
- Public and media relations
- School-wide community building
- Business and community partnerships
- Professional development
- Employment and personnel issues
- Enrollment and attendance
- Staff evaluations
- Facility conditions
- School climate
- District/Board liaison
- Fiduciary responsibilities for the school

Civil Liability

North Idaho STEM Charter Academy is organized and managed under the Idaho Non-Profit Corporation Act. We agree to indemnify and hold harmless the state of Idaho, the Idaho Public Charter School Commission, The Lakeland School District, or any other sending districts, and their officers, directors, agents, or employees from and against all claims, damages, losses and expenses for wrongful acts. We will follow all rules and regulations regarding Idaho code 33-5205 (4)

North Idaho STEM Charter Academy will secure insurance for liability and property loss. Provision for liability and property loss shall be made for general liability, auto liability, professional liability, and directors and officers' liability in the annual budget. Errors and omissions insurance shall be secured as well.

The authorized chartering entity has no liability for the acts or omissions of North Idaho STEM Charter Academy or the corporation.

TAB 3

Educational Program *I.C. 33-1612 & 33-5205(3) (a)*

North Idaho STEM Charter Academy's educational program revolves around science, technology, engineering, and math (STEM). Imagine a day where student motivation is evident, curriculum is integrated and students see the connections between subjects and to the world around them. They are expanding their skills, taking risks, experiencing trial and error, and using their imagination. Throughout the process, students build a portfolio, create a final product and presentation, and begin to solve real-world problems. This is the goal of North Idaho STEM Charter Academy.

North Idaho STEM Charter Academy will utilize The STEM Academy for STEM education curriculum. Recommended by the Department of Education, The STEM Academy's curriculum is aligned with state and federal standards which include student assessments. The STEM Academy meets the requirements to receive ARRA Race to the Top funds and the program must include instructor training on effective utilization of the curriculum. Teachers will have on-site training before the opening of school and on-going training thereafter.

The STEM Academy learning management system collects demographic information about who is engaging in the work and taking the tests to provide future data. Assessments are scored automatically and immediately available to students and instructors. Course outcomes and national standards met through course formative and summative assessments are automatically populated to a student's individual portfolio. This information can suggest areas for remediation or enrichment.

The STEM Academy has a multitude of training opportunities. There is access to on-going training sessions throughout the year that occur at local, regional, and national locations. Online webinars and training sessions are also available. Local consultants and development team experts are available as mentors or to assist on site as needed. Real time and online forums are also available so teachers can collaborate with their colleagues across the United States who are delivering the same content.

Cost for the STEM Academy ranges from \$27, 500 to \$45,500 for the program with updates every 3 to 5 years at a cost of \$3,500. That includes initial and on-going training, a data management system that also creates a student portfolio, scaffolding STEM projects designed for each grade level, formative and summative assessments which are tied to specific content of each of the units in the coursework, and the STEM Academy has partnered with the ACE Mentor Program (Architecture, Construction, and Engineering) which is a program that links architectural and engineering professionals with classroom teachers to assist in delivering and evaluation of learning activities, and PCS Edventures.

TAB 3

The learning of specified subject-matter concepts and standards is the focus of North Idaho STEM Charter Academy. In all program areas and at all levels, North Idaho STEM Charter Academy will assess student progress toward achieving learner goals and program area performance standards including: the content and data; the accomplishment of appropriate skills; the development of critical thinking and reasoning; and attitude.

North Idaho STEM Charter Academy core educational philosophy is that learning occurs when:

- Learners succeed at a high level both socially and academically
- Learners see the connection between what they learn and the real world
- Activities are integrated and meaningful
- Learners work individually and as members of a group
- Character education is modeled and taught
- Learners see themselves as part of the community and find ways to serve the community
- Styles and rates of learning are taken into account, yet expectations for achievement are not compromised

An interdisciplinary, project-based STEM (Science, technology, engineering, and math) curriculum will be the focus of the instructional program. The curriculum will be integrated, so that all subject areas will be connected, rather than artificially separated into discrete disciplines. Authentic project-based, inquiry-based learning will enable students to see the connections between subjects, and the connections between what they are learning and the world around them.

Although a STEM school, we realize that strong reading, writing, and comprehension skills are the gateway to other disciplines, and these skills will be incorporated into all project requirements. The educational philosophy of North Idaho STEM Charter Academy is that of a learning laboratory incorporating inquiry-based and project-based learning experiences, which include all subject areas and place a strong emphasis on the processes of science.

Students at the North Idaho STEM Charter Academy will be engaged in real world problem solving. North Idaho STEM Charter Academy will use project-based learning to engage students and require them to use Bloom's higher order thinking skills to create a response. Teamwork and technology are important elements of project-based learning, with an emphasis on STEM disciplines for science, technology, engineering, and mathematics.

TAB 3

North Idaho STEM Charter Academy will prepare students to become productive and successful citizens. Popular culture, misconceptions, and peer pressure begin to exert their strong influence early in a child's cognitive and social development. It is critical to provide engaging hands-on education to students in order to open their minds to future career choices, including those in STEM (Science, technology, engineering, and math) areas.

Research supports the effectiveness of project-based learning and STEM (Science, technology, engineering, and math) education. Standards-focused project-based learning has been defined as *a systematic teaching method that engages students in learning knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed products and tasks* (Buck Institute for Education, 2003). A number of research studies are posted on the website of the George Lucas Educational Foundation (www.gleef.org) which notes, "A growing body of academic research supports the use of project-based learning in schools as a way to engage students, cut absenteeism, boost cooperative learning skills, and improve test scores. Those benefits are enhanced when technology is used in a meaningful way in the projects" (GLEF, 2004).

Project-based learning is not only a potentially effective instructional approach, but it is also an essential component of several current school reform models. A series of studies showed substantial school-wide gains for schools adopting project-based learning methods (Expeditionary Learning Outward Bound, 1999).

The first piece of major legislation dealing directly with STEM education just passed the House of Representatives, H.R. 1709, the STEM Education Coordination Act of 2009, passed overwhelmingly by a vote of 353 to 39. The legislation will coordinate the STEM education programs of such federal agencies as NASA, the Department of Energy, the National Science Foundation, the National Oceanic and Atmospheric Administration, the National Institutes of Standards and Technology, the Department of Defense, and the Department of Education.

According to the Results of the Trends in International Mathematics and Science Study (TIMSS) (2009), U. S. Students finished 11th in the world in Science. Students in Singapore, Taiwan, Japan, England, Russia, South Korea, Hong Kong, even countries like Slovenia, Czech Republic, and Hungary all outperformed U.S. eighth-graders in science. Most of the same countries also outperformed U.S. students in math. How can we be a technological innovative leader in the world when we can't even finish in the top ten in math and science?

Project-based learning is an inquiry based process for teaching and learning. Students focus on a complex question or problem, then answer or solve the problem through a

TAB 3

collaborative process of investigation over an extended period of time. Integrated projects will include the Idaho Content Standards for science, social studies, and language arts. Math will be a separate course to ensure proper skill development and will be integrated into specific projects.

At North Idaho STEM Charter Academy, exploring experiences will have intrinsic academic value since they allow students to practice what they have learned in theory and thus to use their verbal, mathematic and reasoning skills in an applied context. All exploratory programs will clearly reflect the relationship between the exploratory offering and general curricular goals as expressed in the Idaho Content Standards to ensure that academic rigor is ever present.

Project-based cross curricular approach to learning.

Project-based learning incorporates all traditional teaching tools and methods, including lecture, text-books, and conventional assessments. However, the nature of project-based learning requires students to spend the bulk of the project actively working in groups or individually to research the question and come to conclusions. Project-based learning requires students to use specific skills such as collaboration, teamwork, time and task management, and presentation skills to conclude a project successfully. These same skills prepare them to become productive, capable citizens in a technology-dependent society through comprehensive student assessments including traditional tests, project-based learning presentations and portfolios, and to apply their STEM education with hands-on activities.

Exploration is an opportunity to investigate a variety of approaches to a given topic. Approaching a subject or a topic from different points of view and in different ways is essential for students at the middle level. At North Idaho STEM Charter Academy, our educational approach will require students to stretch their interests into previously unidentified areas.

High School:

In keeping with our Vision and Mission for students to develop higher-level critical thinking skills through a challenging, project-based learning environment in Science, Technology, Engineering, and Math, North Idaho STEM Charter Academy is excited to offer a high school program for grades 9 through 12. We believe that creativity and innovation positively impact student success. We currently begin with children in kindergarten and connect students across grade levels in a project-based cross curricular environment. The addition of high school is a natural progression and will allow students to continue their STEM education and prepare them to be successful in both the work force and higher education.

TAB 3

An educated person in the 21st century will need to innovate continuously as new technologies and ideas will impact all aspects of the content of our society and world.

Project-based learning integrates curriculum so students understand the connections between subjects and their application in the world.

Our program changes the role of student and teacher. Students become problem-solvers and teachers create a culture of inquiry and provide support so students can find their talents and build concrete foundations. We move from standardizing all children and provide opportunities to create many ways to answer a question, to think differently, and exceed expectations. It challenges traditional education through interdisciplinary projects that allow students to see subjects as a bridge to others. They become meaningful to use in life. Students of varying age groups collaborate and realize that great learning happens when learning with others of different ages, abilities, ideas, and skills. This type of learning allows students to discover their natural talents while personalizing education.

As with our K-8 program, high school students will be required to use specific 21st century skills such as collaboration, time and task management, and presentation skills. They will understand that failure is just a step in the process toward success. This gives students the opportunity to demonstrate complex tasks, and become problem-solvers and innovators in life.

STEM education, in a project-based, problem-solving environment for students within a community, leads to prosperity for that community as the students evolve and grow into the entrepreneurs, innovators, manufacturers, business leaders and community leaders of tomorrow. Creative learning requires innovative teaching. Innovative teaching is both the practice of teaching for creativity and of applying innovation to teaching. Both aspects call for an educational culture which values creativity and sees it as an asset in the classroom and also in the larger community. Students development real-world understanding and applications. It is clear that most jobs of the future will require a basic understanding of math and science, and the U.S. Department of Labor show that of the 20 fastest growing occupations projected for 2014, 15 of them require significant mathematics or science preparation.

We feel it is critical for North Idaho STEM Charter Academy to provide a high school program for both our students as well as those from other programs that are interested in STEM education and have not had that opportunity. By forming a partnership among North Idaho STEM Charter Academy, IDEA and IDLA, students will be able to meet their high school requirements through a combination of course offerings and multiple resources.

In addition to Idaho state graduation requirements, North Idaho STEM's Graduation requirements will also reflect the focus of our program with 2 additional credits in mathematics (STEM Elective), and 2 additional credits in science (STEM Elective

TAB 3

including 6 lab credits) which may include basic engineering, and robotics. Students will complete a Capstone STEM Senior Project. Students will also have the opportunity to earn speech credits through project presentations.

Please see Appendix S- “Sample” 4 Year Plan High School to help better define our expectations.

Idaho Core and National Common Core

North Idaho STEM Charter Academy adopted the Common Core Standards prior to opening in 2012 and are currently being taught in the classroom. Our 3 year professional development plan approved by the State Department of Education includes on-going professional development focusing on both Idaho Core and Common Core Standards.

Methods of Instruction

All courses of instruction will comply with state statutes and the rules of the Idaho State Board of Education.

North Idaho STEM Charter Academy’s curriculum will encourage children to delve deeply into an idea. This belief of deep exploratory opportunities will be fully developed in interdisciplinary projects. For nearly thirty year, leaders in the middle school movement have acknowledged that learners in the middle grades develop the important ability to organize knowledge and concepts into problem solving strategies. What better way to do this than to give students an actual problem to solve. Considerable emphasis and to expose students to varied career fields.

North Idaho STEM Charter Academy curriculum subject areas will be integrated into multidisciplinary projects to make learning more meaningful for our students. All exploratory programs will clearly reflect the relationship between the exploratory offering and general curricular goals as expressed in the Idaho Content Standards to ensure that academic rigor is ever present. North Idaho STEM Charter Academy will design projects around rigorous and relevant standards-focused projects that engage students in authentic learning activities that teach 21st century skills and demand demonstration of mastery.

By using multiple methods of instruction with a project-based program, students will be capable of fulfilling their individual potential. Several of the instructional methods will include:

- The Inquiry and Problem-Solving Method suggests that learning occurs when individuals think critically and solve problems. The predominant premise of this method is that it is important to know how to retrieve and use the information, not just to have instant recall and possession of the information.

TAB 3

- The Individualized Learning Method attempts to personalize the learning process to the interests of the individual by allowing students to develop goals for their self-study. The reasons for learning thus become intrinsic
- The Discussion Method encourages learning through sharing of information and concepts within a group, with the thinking process playing an important role.

Curriculum Overview

All students will participate in a common core of learning that will fulfill the goals and curriculum of the Idaho State Standards for reading, language, mathematics, health, social studies, and science.

Students will learn to:

- Explore inquiry based learning to develop skills, think logically, and solve problems
- Develop oral , written, and presentation skills
- Have a working understanding of the scientific method to promote responsible use of scientific information
- Use mathematics as a tool for reasoning and problem solving in relevant ways

By using hands-on activities, The STEM Academy curriculum prepares students for real-world application or their education. The curriculum meets the standards of the International Technology Education Association (ITEA); Accreditation Board for Engineering and Technology (ABET); National Science Teachers Association (NSTA); and National Council of Teachers of Mathematics (NCTM).

Character Education:

North Idaho STEM Charter Academy believes strongly in a character education program that works in conjunction with the academic program. Quality character education is critical in order to create a safe, caring, and successful learning environment that supports academic development. Character education is everything you do that influences the character of the students you teach. Character education helps students act upon core ethical values.

Every adult in the school shapes the character of the students they come into contact with by the way they talk, the behaviors they model, and the expectations they transmit. Effective character education transforms the culture and life of the school.

North Idaho STEM Charter Academy will utilize the Self-Manager Program that focuses on the following character traits:

- Respectful
- Caring
- Fair
- Industrious

TAB 3

- Responsible
- Trustworthy/Honest
- Citizenship

Students self-evaluate and conference with their teacher to successfully model these character traits. Students, along with their teacher, set goals for success socially and academically.

North Idaho STEM Charter Academy will also use the Ambassador Program. Students in the 8th grade will serve as school ambassadors. In 7th grade, they will go through an application process, much like they will for a job in the future. The process includes an application, reference letters (from community members they have worked for, pastors, coaches, Scout Leaders, etc.) and a letter stating why they feel they should be considered as a school ambassador.

School Ambassadors will act as positive role models in the school, help with various duties throughout the school, and greet and escort visitors to the school. Ambassadors will also organize community service projects throughout the year.

Textbooks

North Idaho STEM Charter Academy will follow the Idaho State Standards. All curriculum materials will meet or exceed the state standards. Subject area curriculum committees will be in place to evaluate materials on a regular basis and will use supporting data (State IRI, ISAT Assessments, Smarter Balanced Assessments, school benchmark assessments, Adequate Yearly Progress, success of students, etc.) when adopting or recommending curriculum. Curriculum committees will also align curriculum as needed to meet changing requirements of the state. Textbooks will enrich, not drive instruction.

Curriculum Development and Approval

Curriculum development will be an ongoing process directed by the principal with the approval of the Board of Directors. The curriculum will be implemented and evaluated through observations and data from statewide testing results.

Educational Thoroughness Standards *I.C. 33-1612*

North Idaho STEM Charter Academy will fulfill the thoroughness standards identified in Idaho Code 33-1612. It has been established that a thorough system of public schools in Idaho is one in which the following standards are met:

Standard A

A safe environment conducive to learning is provided.

TAB 3

Goal: Maintain a positive and safe teaching and learning climate. Every student has the right to attend a school that encourages positive and productive learning, provides a safe and orderly environment, and promotes student respect for themselves and others.

Objectives. North Idaho STEM Charter Academy will:

1. Develop guidelines for physical safety. These guidelines will include, but are not limited to, the procedures for fire drills, reporting unsafe equipment, methods for checking students in and out of school, notification of parents' rights, and staff monitoring responsibilities.
2. Provide a facility and adopt policies that meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools.
3. Establish, publish, and enforce policies that define acceptable and unacceptable behavior, including zero tolerance for weapons, violence, gangs, and use or sale of alcohol and drugs.
4. Create an environment that strongly encourages parents and other adults to visit the school and participate in the school's activities.

Standard B

Educators are empowered to maintain classroom discipline.

Goal: Create a positive teaching and learning environment with an emphasis on high expectations of behavior and academic performance.

Objectives. North Idaho STEM Charter Academy will:

1. Adapt the policies into a student handbook providing a code of conduct including clear expectations and consequences for unacceptable behavior.
2. There will be school-wide process for teachers to handle minor and major infractions in the classroom setting.
3. Teach appropriate behaviors and foster responsible decision-making skills.
4. Establish and maintain consistent rules aligned throughout the school.

Standard C

The basic values of honesty, self-discipline, unselfishness, respect for authority, and the central importance of work are emphasized.

Goal: Offer opportunities for students to develop and express exemplary character traits in concert with the overall educational program.

Objectives. North Idaho STEM Charter Academy will:

1. Utilize the general philosophy of the character education program throughout all decisions to instill appropriate values.
2. Emphasize the importance of adults modeling important values at school.
3. Help students build personal bonds and carry out responsibilities to one another and to the faculty and staff.

TAB 3

4. Develop a sense of community and service within the school, and between the school and the larger community. Community service instills a sense of individual, social, and civic responsibility and enables the student to use newly found knowledge to solve community problems.

Standard D

The skills necessary to communicate effectively are taught.

Goal: Teach students a range of effective communication skills appropriate for the 21st century.

Objective. North Idaho STEM Charter Academy will:

1. Emphasize meaningful language experiences in the language arts, enhanced by writing, and memorization.
2. Provide access to computers to teach students basic computer skills and appropriate communication through technology.
3. Provide instruction in a foreign language as budget permits. Knowledge of a second language is essential in many occupations. In addition, knowledge of a second language will boost English proficiency, improve memory and self-discipline, and enhance verbal and problem-solving skills.

Standard E

A basic curriculum necessary to enable students to enter academic or professional-technical post secondary educational programs is provided.

Goal: Develop an educated citizenry for the 21st century through a dynamic, interactive academic program where student capabilities rather than textbooks drive pacing. Students must be well grounded in the basics such as reading, writing, mathematics, science, and social studies.

Objective. North Idaho STEM Charter Academy will:

1. Use the Idaho State Standards as a starting point to be enhanced by unifying themes and other creative methods.
2. Use a variety of methods to ensure student learning, including but not limited to reading, compositions, mathematics, inquiry-based science, history, and literature
3. Parents and educators will consider the student's strengths and weaknesses when presenting new challenges.
4. Emphasize math and science.
5. Offer a solid health curriculum as required by the state. Health knowledge and physical activity are very important for students.

Standard F

The skills necessary for the student to enter the workforce are taught.

TAB 3

Goal: Provide students with basic skills that prepare them for future employment and with the intellectual foundation and strong moral compass that provide the character traits of leadership which lead them to becoming productive citizens.

Objective. North Idaho STEM Charter Academy will:

1. Provide a strong foundation in reading, writing, problem-solving, math concepts, science, history, and literature.
2. Provide a technology-rich environment, encouraging the effective use of technology as a tool in the workplace of the 21st century.
3. Enable student to develop the following intellectual habits important in society: adapting to new situations and responding effectively to new information; solving problems; locating and evaluating information from a variety of sources; making flexible connections among various disciplines of thought; thinking logically and making informed judgments.
4. Enable students to develop the following personal habits important in society: accepting responsibility for personal decisions and actions; honesty, courtesy, and integrity; a healthy lifestyle; empathy, courtesy and respect for differences among people; self-confidence; concentration and perseverance; responsible time management; and assuming a fair share of the work load.

Standard G

The students are introduced to current technology.

Goal: Provide students with a technology environment using tools such as computers, scientific equipment, and networks linked to local and nationwide resources.

Objective. North Idaho STEM Charter Academy will:

1. Use technology as tools in an integrated educational program rather than as primary instructional delivery systems.
2. All students leaving North Idaho STEM Charter Academy will be proficient in using both a word processing and spreadsheet programs.
3. Use computers as tools for such activities as accessing research information, authoring, computation, record keeping, data storage, and communication.

Standard H

The importance of students acquiring the skills to enable them to be responsible citizens of their homes, schools, and communities is emphasized.

Goal: Provide students with the skills and the intellectual foundation to become responsible citizens in our society.

Objective. North Idaho STEM Charter Academy will:

TAB 3

1. Provide a comprehensive program of community service by the fourth year of operation that reflects responsible citizenship in a democratic society and an interdependent world.
2. Enable students to develop the following habits of responsible citizens: accepting responsibility for personal decisions and actions; honesty, courage and integrity; empathy, courtesy and respect for differences among people; assuming a fair share of the workload; and working cooperatively with others to reach group consensus.
3. Enable students to understand and apply concepts and principles embedded in each of the social sciences.

An Educated Person

Our society continues to evolve and transform, and an educated person in the 21st century will need to innovate continuously as new technologies and ideas will impact all aspects of the content of our society and world. Students at North Idaho STEM Charter Academy will design projects around rigorous and relevant standards-focused projects that engage students in authentic learning activities that teach 21st century skills, and demand demonstration of mastery.

North Idaho STEM Charter Academy's educational program will provide students the opportunity to develop his or her maximum potential academically and socially and to prepare them to be productive and successful citizens. The charter will determine the success of these goals by the continuing success of our students and by student scores on statewide evaluation tools.

Special Needs Students *I.C. 33-5205(3) (q)* Special Education Eligibility Evaluations

North Idaho STEM Charter Academy will serve children with disabilities by adopting the mandates of the Individuals with Disabilities Education Act (IDEA), provide students equitable enrollment procedures under section 504, and use the Idaho Special Education Manual for identifying, evaluating, programming, developing individualized education plans, planning services, developing our discipline policy, budgeting, and providing transportation for special needs students, as necessary. The School Board of North Idaho STEM Charter Academy will adopt the Idaho Special Education Manual 2007 and all subsequent revisions.

Nondiscriminatory enrollment procedures

North Idaho STEM Charter Academy will not deny enrollment to a student with a disability solely because of that student's need for special education or related services. Section 504 specifically prohibits discrimination on the basis of disability to public and

TAB 3

private programs and activities that receive federal financial assistance. Students with disabilities have the same opportunity to enroll in the school as all other students.

LRE requirements

North Idaho STEM Charter Academy will provide special education and related services to eligible students in the Least Restrictive Environment as identified on each student's IEP.

Providing special education students services in the Least Restrictive Environment provides certain challenges. The project-based curriculum of North Idaho STEM Charter Academy is especially compatible for special education students. Project-based learning provides special needs students the ability to use and be appreciated for the strengths of his/her other intelligences besides the traditional linguistic and logical/mathematical intelligences that are traditionally valued in a typical classroom. Special needs students are able to demonstrate and be assessed for mastery of content and standards in a hands-on manner instead of the more traditional pencil and paper assessment, which is often the most challenging assessment format for special education. These students are rewarded based on the strengths of his/her skill sets. These are some of the reasons that project-based learning is one of the most effective pedagogies to use with special education students.

Student and parent rights

IDEA includes a set of procedural safeguards designed to protect the rights of children with disabilities and their families. North Idaho STEM Charter Academy will protect student and parent rights as described in the Idaho Special Education Manual. A locked file will store special education records and staff will be trained in confidentiality requirements.

Discipline of students with disabilities

Students receiving special education services or Section 504 accommodations will be held to the same academic and discipline standards as other students within the scope of applicable federal and state laws. Teachers and administrators will also follow the Idaho Special Education Manual to address these issues. North Idaho STEM Charter Academy will also consider whether the student's disability was a factor in a particular disciplinary infraction.

Services for Limited English Proficient Students

A limited English proficient student is defined as an individual who has a native language other than English and comes from an environment where a language other than English is dominant; or is a Native American and comes from an environment where a language

TAB 3

other than English has had a significant impact on such individual's level of English language proficiency; and who has difficulty speaking, reading, writing or understanding the English language and whose difficulties may deny such individual the opportunity to learn successfully in classrooms where the language instruction is English.

The No Child Left Behind Act of 2001, Title III: Language Instruction for Limited English Proficient and Immigrant Students details the requirements for LEP programs and the way in which LEP students are to be instructed. Nothing under NCLB supersedes the Office of Civil Rights (OCR) regulations for instructing English language learners. The Idaho Consent Decree also details protocol for serving LEP student within Idaho.

North Idaho STEM Charter Academy will provide English language development services for eligible LEP students who enroll, and LEP designation may not be a factor in the enrollment lottery procedures.

When North Idaho STEM Charter Academy enrolls LEP students, they will assess the students for their level of language proficiency using the Idaho ELL Placement Test and place them in a program if services are needed. All requirements of NCLB, including but not limited to the following will be met:

- Identification of limited English proficiency through a Home Language Survey (HLS) given to all new students upon registration
- Development of a LEP plan for meeting needs of LEP students
- Submission of an annual LEP plan update to the state LEP program
- Provision of notifications to parents, translated to the extent practicable
- Provision of parental outreach opportunities
- Provision of continuous program monitoring
- Provisions of comprehensive professional development to all teachers and paraprofessionals that is applicable for serving LEP students
- Provision of annual reports to the LEP program at the State Department of Education

Essential Educational Components of an LEP Program

North Idaho STEM Charter Academy's second language instruction will be integrated into the overall curriculum, be responsive to cultural differences, and maintain high learning and achievement standards.

LEP students will be instructed in all content areas in a manner that will be comprehensible. Finally, all LEP students should receive specific English language development appropriate for linguistic abilities. This added instruction will help each student benefit from instruction in the classroom and simultaneously achieve appropriate academic levels.

TAB 3

Reporting Requirements

North Idaho STEM Charter Academy will collect LEP data annually for submission to the State LEP Program. This data emphasizes the requirements outlined in Title III of NCLB and includes, but is not limited to, the following:

- Total number of students assessed as LEP with a language placement test
- Total number of LEP students served
- Progress in English language made by students enrolled in the program
- Progress in the academic content area made by students enrolled in the program
- Types of language instruction educational programs implemented within the school
- Total number of certified or licensed teachers working with language instruction educational programs
- Number of paraprofessionals serving LEP students in a language development program
- Number of students exited from the program each year
- Proposed changes, if any, for the subsequent year

Accountability for Serving LEP Students

The State Board of Education uses a variety of methods to verify that districts are making every effort to develop and implement programs that will ensure access to an equitable education for all LEP students and meet consent decree requirements. North Idaho STEM Charter Academy will participate in the following types of data collection and monitoring devices:

- LEP plan and annual updates
- Educational Learning Plan for Limited English Proficient Students
- On-site visits
- LEP Program reviews
- Grades, attendance, participation in extra-curricular activities, teacher feedback, state assessments, and classroom assessments will also be included in the monitoring process of LEP students.

Language Proficiency Assessments

North Idaho STEM Charter Academy will administer the Idaho English Language Assessment (IELA) to evaluate LEP students' oral, reading, and writing proficiency. The assessment provides information for student evaluation regarding growth and proficiency in the English language. The State Board of Education will provide the IELA annually every spring for LEA's to administer in order to measure the progress of the LEP students they are serving. An IELA placement assessment is a separate assessment provided by the State Department of Education and is used to determine placement into

TAB 3

an LEP Program. Annual statewide assessment is federally mandated by the No Child Left Behind Act of 2001.

School and State Coordination

The administrator of North Idaho STEM Charter Academy will be the designated LEP director to coordinate the LEP Program with the State Department of Education.

Gifted and Talented

Gifted and talented children mean those students who are identified as possessing demonstrated or potential abilities that give evidence of high performing capabilities in intellectual, creative, specific academic or leadership areas, or ability in the performing of visual arts and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities

We will follow all rules and regulations addressing Gifted and Talented in Idaho code, 33-2001, 33-2003, and IDAPA 08.02.03.999.

Identification of Gifted Students

The identification of gifted students will be as follows:

1. Student is nominated by a teacher or adult knowledgeable of the student's abilities. The nomination should specify the need for GT services.
2. Student scores in the 98th percentile or higher in any academic area on a standardized test of achievement.
3. Student scores in the 90th percentile or higher on standardized test of creativity.
4. Student scores in the 98th percentile or higher on a standardized test of intelligence.

If a student qualifies on three of the four methods of qualification, that student will be designated for the gifted program. Any student that has previously received Gifted and Talented services in another school will need to meet this school's criteria before admission into the program.

Once a student has been identified as gifted, the school shall develop an Individual Education Plan (IEP) for the student. The IEP may be developed by a committee consisting of educators, administrators, counselors, parents and the student. The IEP will outline how the school will address specific educational needs of the student.

The school shall provide appropriate documentation in the student's file regarding identification, IEP, services, and evaluation of student achievement within the gifted program.

TAB 3

Dual Enrollment *I.C. 33-203(7) & 33-5205(3(R))*

Students enrolled in North Idaho STEM Charter Academy will be allowed to participate in dual enrollment with traditional public schools as required by Idaho Code 33-203. Dual enrollment options will be subject to district procedures as allowed in Idaho Code 33-203(1)

North Idaho STEM Charter Academy will have an Memorandum of Understanding (MOU) in place with IDEA in order to allow students from both schools to take courses from the other. Both schools will claim full enrollment for their students and pay the other entity for courses taken by those students. This will provide a variety of instructional opportunities, course offerings, and allow flexibility in scheduling for students in a rural setting. Students from other programs will also benefit from participating in a project-based STEM setting.

Parents will be provided information concerning dual enrollment options and requirements. State funding of a dually enrolled student will be only to the extent of the student's participation in the public school programs.

Included is Appendix T – “Sample” 4 Year Plan High School Dual Enrollment to help better define our expectations and student opportunities

TAB 4

Measurable Student Educational Standards I.C. 33-5202 (3) (b)

Value- Added Assessment:

Value-added assessment is a way to measure teaching and learning by identifying the progress made by individual students and the extent to which individual teachers and schools have contributed to that progress. Based on reviewing student test score gains from previous grades, predictions are made on the amount of growth those students are likely to make in a given year.

Student performance on assessments can be measured in two important ways.

Achievement describes the absolute levels attained by a student in their end-of-year tests, and growth describes the progress in test scores made over the school year. Value-added assessment measures growth and answers the question: how much value did the school staff add to the students who live in its community.

Because individual students rather than cohorts are traced over time, each student serves as his or her own “baseline” or control, which removes virtually all of the influence of the unvarying characteristics of the student, such as race or socioeconomic factors. This approach does recognize student-related factors and other extenuating circumstances such as evidence of an external effect related to the student’s home environment or some other variable lying outside the range of a teacher’s influence.

Goals:

We will meet the goals identified in this Charter petition when:

1. 80% of second grade students who have a 90% attendance record and have attended the school for 2 consecutive years will achieve a score of 3 on the spring IRI and by the end of third grade, 85% of students will receive a score of 3.
2. 85% of third through eighth grade students who have a 90% attendance record and have attended the school for 2 consecutive years will score proficient, advanced, or have made more than a year’s growth on their ISAT scores for reading.
3. 85% of third through eighth grade students who have a 90% attendance record and have attended the school for 2 consecutive years will score proficient, advanced, or have made more than a year’s growth on their ISAT scores for math.
4. 85% of fifth and seventh grade students who have a 90% attendance record and have attended the school for 2 consecutive years will score proficient, advanced, or have made more than a year’s growth on their ISAT scores for science.
5. 85% of third through eighth grade students who have a 90% attendance record and have attended the school for 2 consecutive years will score proficient, advanced, or have made more than a year’s growth on their ISAT scores for language.
6. By the end of year one, 90% of students will have raised their science course post-test scores by 10% from the pre-test scores

TAB 4

7. By the end of year two, 90% of students will have raised their science course post-test scores by 15% from the pre-test scores from year one.
8. By the end of year three, 90% of students will have raised their science course post-test scores by 20% from the pre-test scores from year one.
9. By the end of year two, students will show a 10% decrease in student discipline referrals from year one.

Administrative and teacher methods to measure student progress:

1. Use value added information to identify and improve the focus and impact of instruction for each student.
2. Improve data driven decision making by using value added information.
3. Measure the success of the school through growth, not simply achievement.
4. Create student growth trajectories to targets and develop intervention strategies.

Standards and standardization are the basis of assessment. Performance will be assessed on various levels:

1. Student progress relative to previous performance will be assessed following state requirements.
2. Attitudes and personal/academic habits will be assessed through teacher evaluations
3. Performance will be assessed relative to school and state developed standards
4. Content and instructional objectives for each STEM (Science, Technology, Engineering, and Math) area will specify the exact skill that is to be measured and demonstrated by the student
5. Formative and summative assessments tied to the specific content of each STEM area.
6. Multiple formats of assessments will make certain that the student has the ability to express their knowledge of the content being tested
7. Student portfolios

We will follow the timeline established by the Idaho State Department of Education in administrating student assessments. A student baseline will be established during the first year of testing and will be evaluated each year thereafter. The baseline will include, but not be limited to the following: ISAT and Smarter Balanced Assessments. Tracking of individual student progress is critical to evaluating the success of the curriculum, the instruction, and the climate of the school. This information will be used in on-going strategic and long-term school planning.

TAB 4

Measuring student progress

The Idaho State Achievement Standards clearly define the essential knowledge and skills for learning. The State Standards represent the minimum standards all students at North Idaho STEM Charter Academy will strive to achieve. Students will be encouraged to view assessments as learning experiences and challenges. Student growth and development will reflect understanding, application, and synthesis of the educational standards of the State of Idaho and North Idaho STEM Charter Academy. Students will meet or exceed the statewide performance standards developed by the Idaho Department of Education.

Student progress in meeting the state achievement standards will be measured by the following assessments:

- Smarter Balanced Assessment for grades 3 through 8 and 11th grade
- ISAT in the areas of science for grades 5 and 7.
- IRI for kindergarten, first, second, and third grades.
- ACT, SAT, or Compass exam by the end of 11th grade
- Completion of a Capstone STEM Senior Project by the end of 12th grade

The federal No Child Left Behind (NCLB) act has given added impetus for schools to close the achievement gap between high and low performing students. Students with low achievement are often minority, special education, or Limited English Proficiency students. North Idaho STEM Charter Academy will use data from standardized state assessments, which are aligned to the state standards, to show result for various groups of students including specific student subgroups.

Student achievement will be clearly documented on school records. All results of statewide testing will be reported to school patrons as well as the State Department of Education. Test data will be used when placing students. Strategies will be developed and implemented to remedy any accreditation deficiencies focusing primarily on student achievement. Test data will be used to improve student performance and instructional programs. Student achievement will also be monitored by using multiple testing measures as teacher-made tests, skill check lists, norm referenced tests, criterion referenced tests, and assigned student work.

Other methods of self-assessment include, but are not limited to the following:

- Analyzing weekly/unit assessments in all subject areas
- Results from performance tasks and rubrics in writing
- Parent surveys to determine student/school successes and needs
- Evaluation of presentations skills by students on projects
- Students' abilities to use given data to make predictions
- Student's ability to use available technology to assist in solving problems
- A positive school environment

TAB 4

- Character Education is valued by Board, administration, staff, students, and patrons
- Strategic Planning and Long-term planning are on-going

An annual report of student progress will be made to the Idaho Public Charter School Commission.

Standardized Testing *I.C. 33-5205 (3) (d)*

Statewide Assessments

The students at North Idaho STEM Charter Academy will be evaluated using the same standardized tests as other Idaho public school students. North Idaho STEM Charter Academy will give the state-mandated assessments during the testing windows outlined by the State Department of Education.

Additional Assessment

Additional yearly assessment tools may be required as determined by the North Idaho STEM Charter Academy Board.

Student assessment evaluation, reported annually, will consist of:

- A student baseline developed during the first year using testing results which will be used to track the individual student
- A comparison of annual results with baseline score to assess progress
- Grade-level and school composite scores
- A graph of annual results showing year to year change
- Comparative results between North Idaho STEM Charter Academy, state, and national averages

Annual Reports to Idaho State Board of Education and Authorized Chartering Entity
Annual reports will be made to the Idaho State Board of Education and Authorized Chartering Entity, providing formative and summative data to demonstrate that the school is meeting all the performance standards prescribed by the state and other standards still under construction. This data can include emerging Idaho State Department of Education standards, benchmarks and/or North Idaho STEM Charter Academy developed criteria.

Accreditation *I.C. 33-5205(3)(e), 5210(4)(b)* & (IDAPA) 08.02.02.140

North Idaho STEM Charter Academy will be accredited through Northwest Accreditation Commission (NWAC)/AdvancED in order to ensure North Idaho STEM Charter Academy's K-8 and high school program is properly accredited. The Board will comply with all accreditation standards established by the NAAS. These standards include:

TAB 4

Teaching and Learning Standards

- Mission, beliefs, and expectations for student learning
- Curriculum
- Instruction
- Assessment

Support Standards

- Leadership and organization
- School Services
 - Student Support Services
 - Guidance Services
 - Health Services
 - Library Information Services
 - Special Education Services
 - Family and Community Services
- Facilities and Finance

School Improvement Standard

- Culture of continual improvement

North Idaho STEM Charter Academy will also follow the Idaho State Board of Education Rules Governing Uniformity. This would include developing the following:

- A School/District Strategic Plan
- A Continuous School Improvement Plan
- An aligned and focused plan for the improvement of school and staff capacity (including structure, resource allocation, and teacher skill sets) to increase student achievement
- A plan to meet state approved accreditation standards
- Submitting reports as requested
- Meeting the elements of Thoroughness

No Child Left Behind (NCLB)

Student learning is the primary focus for North Idaho STEM Charter Academy. A Strategic Plan will be in place as part of our accreditation process with the State of Idaho. The Strategic Plan will be developed by the Board of Directors, Principal, and staff representatives. The plan will outline, by year, educational steps including needed remediation for all educational goals identified. Explicit curriculum and procedures will be included in the Strategic Plan.

Written administrative policies will be developed, interpreted, and communicated to staff, students, and patrons regarding student achievement. A plan for evaluating student achievement will be in place. Test data will be used for both student improvement, and to determine how well the faculty is implementing the instructional program. Grading policies will be in place.

TAB 4

The data will be used to make accurate judgments about student and school performance and to make better decisions about how to deploy resources to improve the school. The school will maintain careful records on actual instructional practices and strategies to determine if the practices and strategies in place are positively impacting student achievement. This data will guide curriculum/staff development and both Strategic and Long-term planning of the school and its programs while measuring the effectiveness of the governing board, administration, staff, and faculty implementing the educational program.

If North Idaho STEM Charter Academy should ever be identified as “In need of improvement,” we would meet the federal requirements as follows:

- Promptly providing information to the parents of each child enrolled in the school explaining what the identification means, the reasons for the school being identified, what the school is doing to improve, what help the school is getting, and how parents can become involved in addressing the academic issues that led to the identification [*Section 1116(b)(6)*].
- Ensuring that the school receives technical assistance, both during the development or revision of its improvement plan and throughout the plan’s implementation [*Section 1116(b)(4)*].
- Reviewing, through a peer-review process, the school’s improvement plan, working with the school to make necessary revisions in the plan, and approving the plan once it meets the requirements of the statute [*Section 1116(b)(3)(E)*].

In implementing these requirements, States, charter school authorizers, and charter schools should attempt to align them, as much as possible, with State law requirements related to charter school accountability.

TAB 5

Governance Structure *I.C. 33-5205(3) (f)*

North Idaho STEM Charter Academy, Inc. is a non-profit organization organized and managed under the Idaho Nonprofit Corporation Act. The School's Bylaws and Articles of Incorporation are provided in Tab 1. The Board of Directors will be the public agents who control and govern the charter school. In addition, The Board of Directors shall be responsible and ensure that the school is in compliance with all applicable federal and state education standards, all applicable federal and state laws, rules, regulations, and policies, as well as the terms and conditions of the charter.

The Board of Directors meetings will follow the open meeting laws, keep accurate minutes, and make the minutes available to the public, according to the By-laws of the charter school.

North Idaho STEM Charter Academy will comply with all regulations to ensure that the charter school meets the terms of its charter and complies with applicable laws. The regulations address performance monitoring through annual school accreditation reports and annual reporting on educational goal attainment.

Idaho law requires charter schools to submit to their authorizer an annual report that contains a fiscal and programmatic audit, a report on student progress based on the school's identified educational standards, and a copy of the school's accreditation report. It also requires charter schools to comply with the same financial reporting requirements as school districts.

Parental Participation

The Board will establish policies to ensure parental involvement. The process to ensure parental involvement may include, but not be limited to:

- Parents will receive written materials at the beginning of each school year.
- Parents will be encouraged to attend two parent teacher conferences per year
- Parents will be asked to complete a survey during the school year addressing the following issues: safety to students, classroom discipline, school-wide discipline, child's response to classroom atmosphere, and parent's perception of learning environment, curriculum, and achievement
- Parents will be encouraged to be involved in the Parent-Faculty Association (PFA) and to volunteer for school projects, programs, and committees, and to work with students
- Parents will be highly encouraged to attend and participate in the Board of Directors monthly board meetings.
- Parents will be encouraged to provide an appropriate learning environment at home for study
-

TAB 5

- Parents will be encouraged and welcomed to volunteer in their child's(ren's) classroom(s)

Parents will be encouraged to communicate regularly with the school. In turn, the school and the PFA will regularly communicate with the parents.

Organizing Group

The organizing group of founders has written the Charter petition and selected the initial Board of Directors. The Board of Directors and the school principal will work together to establish a preliminary operating budget.

Board of Directors

The Board of Directors of North Idaho STEM Charter Academy should consist of no less than five (3) and no more than seven (7) members.

Elections for members of the Board of Directors will be staggered with varying lengths of terms according to the Bylaws.

Audit of Programmatic Operations *I.C. 33-5205 (3) (j)*

An annual educational program and financial audit will be conducted after the completion of each charter school year. North Idaho STEM Charter Academy will conduct a programmatic audit through information obtained via its own instruments, timeline, and processes as well as contract a programmatic audit through the Idaho Charter School Network. An independent auditing firm will conduct a financial audit. A copy of the fiscal audit will be submitted the SDE, as well as their authorizing body, which is required by the IC33-701 (6) (as required by Idaho Code 33-5210 (3)). The Public Charter School Commission may choose to do an independent audit at the Commission's expense. An independent audit may be performed as specified (annually) or at such time as revocation of the charter may be initiated.

TAB 6

Employee qualifications

Employment practices shall be governed by the relevant laws of the State of Idaho. These laws include, but are not limited to Idaho Code Sections 33-513 through 33-518, and sections 33-130, and 33-5205 (3) (g).

These practices include but are not limited to hiring, dismissal, contracts, grievance procedures, certification, criminal history check, and personnel records. Educational experience of certified teachers will accrue for service in a charter school as defined by Department of Education IBEDS rules.

North Idaho STEM Charter Academy full-time staff will meet or exceed qualifications required by state law. Staff will be required to possess personal characteristics, knowledge, and experience consistent with the philosophy, mission, and expectations of this petition.

North Idaho STEM Charter Academy will hire teachers who have met the highly qualified standards as set by the State of Idaho for both new teachers and teachers who are not new to the profession. To be compliant with NCLB, all Idaho teachers of core academic subjects, including special education teachers, must additionally demonstrate subject matter competence in each core academic subjects taught.

The administration will make recommendations to the Board of Directors for approval of instructional staff. Each professional staff member (teacher and administrators) will be on a written contract approved by the Superintendent of Public Instruction according to 33-5206(4).

North Idaho STEM Charter Academy will not discriminate on the basis of any criteria prohibited in federal and state mandates.

Background Checks

The criminal history check shall be based on a completed ten (10) finger fingerprint card or scan and shall include, at a minimum, the following state and national databases:

1. Idaho bureau of criminal identification
2. Federal bureau of investigation (FBI) criminal history check
3. Statewide sex offender register

The State Department of Education shall charge all such individuals a fee of forty dollars (40.00) for undergoing a criminal history check. The fee will be sufficient to cover costs charged by the Federal Bureau of Investigation, the state police and the State Department of Education. A record of all background checks shall be maintained at the State

TAB 6

Department of Education and North Idaho STEM Charter Academy in a data bank for all employees with a copy going to the applicant upon request.

All substitute teachers must submit for a criminal history check before substituting at North Idaho STEM Charter Academy. Regarding a partnership with other educational entities for grade 9 through 12, North Idaho STEM will additionally require and complete background checks on all teachers with multiple teaching assignments. North Idaho STEM Charter Academy will submit the required forms.

Targeted Staff Size

North Idaho STEM Community Charter will employ one teacher per class, with additional staff for music, gifted and talented and physical education as the budget permits. The goal is to have 1 teacher per ~~27~~ stated students per grade level class.

Estimated staff: 17 FTE in year 1

Principal/Business Manager - 1 FTE

Curriculum Coordinator – 1 FTE

Kindergarten (maximum class size =22 /2 half day classes) 1 FTE

First grade (maximum class size = 22) 1 FTE

Second grade (maximum class size = 24) 1 FTE

Third grade (maximum class size= 26) 1 FTE

Fourth grade (maximum class size = 28) 1FTE

Fifth grade (maximum class size = 30) – 1 FTE

Sixth grade (maximum class size = 30) – 1 FTE

Seventh grade (maximum class size = 30) – 1 FTE

Eighth grade (maximum class size = 30) – 1 FTE

Special Education Teacher -.5 FTE

Music Teachers – .5 FTE

Math Specialist –1 FTE

Science Specialist –1 FTE

Administrative Assistant – 1 FTE

Gifted and Talented – 1 FTE

Physical Education – .5 FTE

Custodian -.5 FTE

Professional Opportunities

Faculty at North Idaho STEM Charter Academy will work in an environment where they have opportunities to work with other faculty to align subject areas. The Principal and administrative team will determine in-service training days in order to provide teachers with training in the teaching methods described in this petition.

North Idaho STEM Charter Academy will provide training for the project-based STEM curriculum before the opening of school and on-going training thereafter.

TAB 6

Health and Safety I.C. 33-5205 (3) (h)

North Idaho STEM Charter Academy's Principal will ensure that the school's employees understand and are able to implement the school's vision upon hiring and through in-service training. All employees will undergo an annual performance review.

Health and Safety

To ensure the safety of our employees and students, North Idaho STEM Charter Academy will comply with the following health and safety procedures.

1. Conduct criminal history checks for all employees in compliance with Idaho Code 33-130. This requirement is a condition of employment.
2. Require that all students have proof of immunization or have a written parental waiver and have a birth certificate or other identification before being enrolled at the North Idaho STEM Charter Academy.
3. Require that all visitors sign in at the office and receive and wear a visitor's pass when visiting the school buildings.
4. Provide for inspection of the facility in compliance with Section 39-4130 of Idaho Code. Adopt policies to meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools. Fire and safety officials using the same guidelines for all public schools will inspect the facility.
5. Adopt and implement, where appropriate, policies regarding health, safety and risk management policies, unless otherwise written and adopted by the Board of Directors. These policies will at a minimum address the above and the following items:
 - a. Policies and procedures for response to natural disasters and emergencies, including fires and bomb threats.
 - b. Policies to implement lock-down procedures in the event of intruders or local emergencies requiring children to remain safely at facility and/or indoors.
 - c. Policies relating to preventing contact with blood-borne pathogens.
 - d. Policies requiring all staff receive training in emergency response, including appropriate "first responder" training.
 - e. Policies relating to the administration of prescription drugs and other medicine.
 - f. Policies establishing that the school functions as a gun-free, drug-free, alcohol-free and tobacco-free workplace.
 - g. Policies establishing school closures due to inclement weather, or facility emergencies.

Policies will be incorporated as appropriate into the school's student and staff handbooks and will be reviewed on an ongoing basis in the schools' staff development efforts.

TAB 6

North Idaho STEM Charter Academy will also follow all the Idaho Content Standards for health and physical education.

Public Employees Retirement system

All qualified North Idaho STEM Charter Academy personnel will be covered by and subject to the Public Employee Retirement System of Idaho, health insurance, Federal Social Security and Medicare, federal and state employment taxes, unemployment insurance and worker's compensation insurance in accordance with applicable Idaho Codes.

Transfer Rights *I.C. 33-5205 (3)(0)*

Employees of North Idaho STEM Charter Academy are not employees of the Lakeland School District. They may apply to teach in any School District. Teachers at North Idaho STEM Charter Academy will not be eligible for an in-district transfer to another school within the Lakeland School District.

Collective Bargaining *I.C. 33-5205 (3) (p)*

North Idaho STEM Charter Academy's staff and employees will be a separate unit for purposes of collective bargaining.

Written Contract *I.C. 33-5206 (4)*

All teachers and administrators will be on a written contract with North Idaho STEM Charter Academy as approved by the state superintendent of public instruction. All employees will undergo semi-annual performance reviews.

TAB 7

Admission Procedures

North Idaho STEM Charter Academy will follow the model admission procedure identified by the Idaho State Board of Education in the initial year and for every year thereafter.

North Idaho STEM Charter Academy admission procedures, including provision for over enrollment: Such admission procedures shall provide that the initial admission procedures including provision for over enrollment, will be determined by lottery or other random method, except as otherwise provided herein. If initial capacity is insufficient to enroll all pupils who submit that preference shall be given in the following order:

1. North Idaho STEM Charter Academy founders' children as well as children of full-time employees will have first preference for admission to the school, with a maximum of 10% of the student population consisting of founders' and full-time employees children.
2. Siblings of current students will be given admission preference to enroll in the school.
3. Students residing in the primary attendance area will be given admission preference to enroll in the school.
4. An equitable selection process will be in place for remaining students wishing to attend the school.

Public School Attendance Alternative

Because North Idaho STEM Charter Academy is a new entity and not a conversion of an existing school, the attendance alternative would be the same as for those presently residing within the Lakeland School District. Students located within the attendance area of the Charter School would have the option to enroll in existing public schools presently serving the area. No student will be required to attend North Idaho STEM Charter Academy

Enrollment Growth

Enrollment for North Idaho STEM Charter Academy was 264 students in 2012/13 and is at 312 in 2013/14 school year in grades K-8. We expect to methodically add classes each year in a "Natural" growth pattern to both our K-8 and high school levels (9-12) in order to build our enrollment to a maximum of 724 students by the fall of 2022.

Please see the table in Appendix R for Expected Enrollment and Growth

Over-Enrollment Procedures

North Idaho STEM Charter Academy has identified the following over-enrollment procedures:

TAB 7

1. North Idaho STEM Charter Academy full time employees and founders' children will have first preference for admission to the school, with a maximum of 10% of the student population consisting of founders' children. Any founders' children in excess of the 10% will go to the highest preference category for which they qualify.
2. Four lottery preferences and/or waiting lists will be established for and prioritized as follows for year one:
 1. Children of founders and full-time employees
 2. Siblings of pupils already enrolled
 3. Students who reside within the primary attendance area and all other students by equitable selection process.
3. Five lottery preferences and/or waiting lists will be established for and prioritized as follows for subsequent years:
 1. Returning students
 2. Children of founders and full-time employees
 3. Siblings of pupils already enrolled
 4. Students who reside within the primary attendance area, and
 5. All other students by equitable selection process.

Applications will be drawn for placement using the Equitable Selection Process outlined in Subsection 203 of the Administrative Rules Governing Charter Schools. The process will begin with a randomly drawn grade and continue with randomly selected grades. Those on the waiting list may be placed in the school any time during the year when an opening occurs. Available positions will be filled from the waiting list established from the initial lottery.

4. Once on a waiting list, students will remain eligible for placement within the school without repeating the application process. Each year, North Idaho STEM Charter Academy will contact all waiting list students and request written verification of the continued desire to be on the waiting list. The order of these waiting lists will be revised annually based on the lottery results. Students wishing to be removed from the waiting list must make their request directly to North Idaho STEM Charter Academy, preferably in writing. Returning students who submit their written verification on time will automatically be admitted.
5. Once the enrollment period is complete and waiting lists have been established through lottery as described above, subsequent applications will be added to the waiting lists on a first come-first served basis.
6. A lottery will be held by April 30 to establish the waiting list order of entrance for the upcoming school year in the initial year and each year thereafter. All openings during the school year will be filled according to the order established by that lottery. The lottery will be held in a public forum and an uninterested party will conduct the lottery selection.

TAB 7

Non-Discrimination

Prospective students will be given the opportunity to enroll regardless of race, color, national or ethnic origin, religion, sex, social or economic status, or special needs as required by federal, state, and local laws.

Denial of School Attendance *I.C. 33-205*

See Suspension and Expulsion section under the Discipline Policy.

Discipline Procedures *I.C. 33-5205(3)(f) & 33-210 & 33-5205(3)(f)*

North Idaho STEM Charter Academy is committed to a safe learning environment. Student expectations for appropriate behavior are high and will be communicated to both students and parents through the student handbook and upon enrollment. Students may be denied attendance to the charter school for any of the following reasons:

- Being a habitual truant
- Being deemed incorrigible by the school Principal
- Being deemed by the Board of Directors to be disruptive to the school for disciplinary reasons
- Being detrimental to the health and/or safety of other students
- Being expelled from another district

Upon approval of a charter, the Board will appoint a committee to further develop the student handbook to ensure it reflects the vision and purpose of North Idaho STEM Charter Academy, and will continue to be in compliance with Idaho School Board Policies and the laws of the State of Idaho. All students and parents will receive a copy of the student handbook upon enrollment. A copy of the student handbook can be found in the appendix.

Disciplinary Consequences

Discipline actions and consequences for violations of school rules, regulations, and procedures include, but are not limited to, the following:

1. Student conference with principal.
 - a. Loss of privileges
 - b. Detention
 - c. Phone call to parent
 - d. Letter sent to parent
 - e. Student and parent conference with Principal
 - f. Suspension from extracurricular activities

TAB 7

- g. In-school suspension
- h. Out-of-school suspension
- i. Referral to Counselor or Student Specialist
- j. Recommendation to Board for Expulsion

The Principal determines appropriate consequences for infractions

Suspension Policy

Students will be suspended for one to three days as deemed appropriate by the school administrative team for offenses that interfere with the learning of other students. Offenses may include but are not limited to:

- Student harassment, intimidation, or bullying
- Fighting
- Cyber bullying
- Chronically tardy either to school or class
- Cheating or plagiarism
- Other conduct disruptive of good order or of the instructional effectiveness of the school

Students will be re-admitted to class once a parental conference with the Principal has been conducted. The Principal, with the administrative team, will design a program for the student to follow upon re-admittance. With each discipline referral thereafter, days of suspension will be increased by one day, until a maximum of five days has been reached. At that time, the student will be referred to the Board for consideration of permanent expulsion since the student is demonstrating a lack of commitment to the values of the established learning community and/or is habitually disrupting the learning of others.

Expulsion Policy

The Principal or Board may deny attendance at North Idaho STEM Charter Academy by expulsion of any student who is a habitual truant, or who is incorrigible, or whose conduct, in the judgment of the Principal or Board, is such as to be continuously a discipline problem, or who may be harmful to the other students. Expulsion will be until the next calendar break, semester, or for the rest of the year. The Governing Board shall have the right to permanently expel students for disciplinary or attendance reasons.

Procedures for students using alcohol/controlled substances 33-210

North Idaho STEM Charter Academy will comply with I.C. 33-210. FMSCC recognizes that substance abuse, the harmful use of drugs, tobacco and alcohol, and the problems associated with it are becoming increasingly commonplace in our society.

TAB 7

The primary focus of our program shall be educational in nature, with instruction geared to discourage student experimentation of any mood altering substance. A companion focus of this program shall be aimed to assist students who have made unacceptable choices regarding any controlled substance and track all related incidents. A necessary part of the latter focus is an attitude among teachers and other staff members that one of our responsibilities are to assist those students who need help in overcoming their potentially addictive behaviors. If a student cannot, or will not, commit to responsible behavior, several sanctions may be imposed as a disciplinary measure. They include, but are not limited to, the following:

- Parent or guardian contacted
- Referral to assistance, such as counselors and/or health professionals
- Referral to an outside agency for chemical dependency assessment and/or treatment
- Suspension from school
- Expulsion from school

North Idaho STEM Charter Academy will also develop a Suicide Crisis Response Plan.

Student Handbook

North Idaho STEM Charter Academy will produce a complete student and parent handbook that describes rules and procedures before parents begin the admission procedure. For a current draft, see appendix E. A final handbook will be approved by the Board.

TAB 8

Business Plan

Business Description

North Idaho STEM Charter Academy, Incorporated, is organized exclusively for educational purposes within the meaning of IRC Section 501(c) (3) of the Internal Revenue Code. Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal Income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 (or corresponding provision of any future United States Internal Revenue Law), or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law). North Idaho STEM Charter Academy was established in October of 2009.

Marketing Plan

Prospective students will be given the opportunity to enroll regardless of race, color, national or ethnic origin, religion, sex, social or economic status, or special needs. The primary attendance area for North Idaho STEM Charter Academy shall be Lakeland, Coeur d'Alene, and Post Falls School District areas. We also anticipate interest from the southern Bonner County area. This area has the potential of meeting or exceeding our initial target student body of 200 students. North Idaho STEM Charter Academy will actively recruit students for enrollment using, but not limited to, the following methods:

- Develop a website with school information
- Hold town meetings in the 3 local districts and the district to the north
- On-going articles in local publications
- Produce flyers and pamphlets
- Advertise on local radio stations
- Direct mailings to primary attendance area households
- News releases
- Advertise with elementary and middles schools located within the target area upon administrative approval

The cost for the advertising budget is approximately \$8500

Facility Description

We plan to construct a permanent school building prior to the start of school in September 2012 and the facilities will be inspected to ensure compliance with applicable state and federal guidelines as provided in Section 39-4130, Idaho Code and the *Americans with Disabilities Act*.

TAB 8

Instructional Arrangements

North Idaho STEM Charter Academy plans to open in September of 2012. Grade organization will generally consist of traditional single-grade classrooms. The administration will determine the school calendar, schedule, and hours of operation based upon a modified schedule. Within that general format, the administration, in consultation with the Board of Directors, will establish the school year calendar in compliance with the requirement of providing 900 hours of instruction. This schedule will be reviewed on an annual basis and may be changed, as necessary, by the administration in consultation with the Board of Directors. State and District-required hours of attendance will be met. Administrative services will be provided by the North Idaho STEM Charter Academy Principal supplemented by other contracted services as needed. Annual programmatic and financial reports will be presented to the Board of Directors. The Principal will also serve as the liaison between the Governing Board, the Public Charter School Commission, and parents. Financial operations will be contracted out to licensed and bonded entities. Funding sources will include state allocation per pupil, federal start-up grants, private grants, business partnerships, and donations.

Day-to-Day Operations

The principal of North Idaho STEM Charter Academy will determine the day-to-day operations of the school. The Governing Board will have oversight authority.

Budget

The budget for North Idaho STEM Charter Academy, 1) will be prepared in compliance with section 33-801, Idaho Statutes and policy of the State Board of Education, 2) will be presented at a public hearing in June of the year the school will open, and 3) will be delivered to the State Department of Education as required on or before July 15 prior to the start of the school year. Copies of the budget will be provided to the authorizing body. The budget will be prepared, approved and filed using the Idaho Financial Accounting Reporting Management System (IFARMS) format.

Fiscal responsibility will be maintained through good fiscal management. This will be helped by the purchase of 2M software which will be used to keep track of all revenues and expenditures necessary to generate state reports. We will purchase the services of a certified public accountant to train our office staff, generate monthly reports, set-up and process payroll. The monthly reporting will ensure that we stay on track throughout the year. North Idaho STEM Charter Academy will purchase an annual audit to ensure fiscal responsibility.

TAB 8

For complete budget see appendix D.

Start-Up and Long Term Budget: A start-up budget with forms, three-year operating budget, and first year month-by-month cash flow form are attached.

Income Sources: Funding sources will include state allocation per pupil, federal start-up grants, private grants, business partnerships, and donations.

Working Capital and Assets: North Idaho STEM Charter Academy does not expect to have working capital and assets until after the Charter is approved.

Fundraising: A committee has been established to conduct fundraising efforts to generate capital or to supplement the per-pupil allocations. We have not included any fundraising monies in our budget.

Expenditures

Expenditures will be handled as described in the following sections.

Purchasing Process: North Idaho STEM Charter Academy's Principal will determine procedures for procuring goods and services, with approval of the Board of Directors.

Payroll Processing: North Idaho STEM Charter Academy intends to outsource its payroll processing as determined by the Principal, with approval of the Board of Directors.

Financial Management: The accounting records will be kept in accordance with generally accepted accounting principles. North Idaho STEM Charter Academy will follow the requirements set forth by the Idaho State Department of Education, including formats for account numbering. The Principal of North Idaho STEM Charter Academy will be responsible for financial management.

Bonding: Documentation of bonding of all personnel involved in the school's financial operations will be provided prior to the opening of the school.

Transportation

North Idaho STEM Charter Academy will not offer transportation services for students for the 2012-2013 school year because it has been deemed not practicable due to financial constraints. It is also not practicable to contract with other districts that may not share our identical school calendar. North Idaho STEM Charter Academy will investigate transportation options in subsequent years.

TAB 8

Transportation for students with special needs will be provided in accordance with requirements of state and federal law. Transportation for fieldtrips, excursions, and extracurricular activities will be provided by the school through one or more of the allowable methods provided for by the state.

Food Service

North Idaho STEM Charter Academy will not provide any food service initially but will consider programs for a possible future date.

Free and reduced lunch data will be collected during enrollment.

Resumes of directors for nonprofit corporation – See appendix H

TAB 10

Business Arrangements & Partnerships

Except the item listed below, North Idaho STEM Charter Academy does not have any business arrangements or partnerships with other schools, educational programs, businesses, or nonprofit organizations.

1. Land Lease Agreement with Lorna Finman.
2. Contracted legal service with attorney Mark Jackson.
3. Contracted accounting service with Brian Tenney CPA

Additional Information

School Status

North Idaho STEM Charter Academy will be a public charter school. It will not be a religious school, a conversion of a private, or a school operated for profit.

Student Fees

No fees from students are planned at this time. Fees may be identified in the future by the principal, as appropriate, and as allowed by state law. Accommodations for low-income students will be made through fundraising efforts or fee waiver provisions. North Idaho STEM Charter Academy is a public charter school and will not charge tuition.

Public Access

North Idaho STEM Charter Academy 's policies regarding the ways in which the public may have access to the school's students, staff, and facilities will comply with all aspects of the Idaho Public Records Law (Idaho Code 9-337 - 9-350). North Idaho STEM Charter Academy will comply with Idaho statutes relating to public records and public meetings, as indicated in the By-laws. We will comply with the Idaho Open Meeting Law (I.C. 67-2340-67-2347).

School Records

North Idaho STEM Charter Academy's Principal will determine how the school will maintain school records and required information, consistent with state and Federal guidelines.

IRS Regulations

North Idaho STEM Charter Academy will comply with all Internal Revenue Service regulations and reporting requirements.

TAB 10

Use of District Facilities

At this time we have no arrangements to utilize any Lakeland School District facilities.

Inspection Reports

North Idaho STEM Charter Academy will provide certification that the facilities meet all requirements for health, safety, fire, and accessibility for the handicapped required of all public schools prior to the opening of the school and by the date specified in the contract. North Idaho STEM Charter Academy will provide initial and ongoing certifications of the facilities for health, safety, and fire compliance to the authorizing body and other entities as required.

Amending the Charter

Any revision of the terms of the Charter, consisting of Tabs 1 - 10, requires the approval of the North Idaho STEM Charter Academy Board of Directors and the PCSC.

Proof of Attendance at the Petitioner's Workshop

Two founding members attended the Petitioner's Charterstart! 101 Workshop held on October 5th, 2009.

Policies and Procedures

See the attached policies and procedures for North Idaho STEM Charter Academy. In the event a policy does not exist when needed, the Lakeland School District Board policy will become the default policy.

C. Termination I. C. 33-5205(3) (u)

Dissolution

In cases of termination, the Governing Board of North Idaho STEM Charter Academy is responsible for the dissolution of the business and affairs of the school. North Idaho STEM Charter Academy will fully cooperate with the authorizing body for the dissolution process. All records of students residing in the District will be immediately transferred to the District. All students will receive written notice of how to request a transfer of student records to a specific school. North Idaho STEM Charter Academy will accommodate student record requests from schools outside of Lakeland School District for up to one year after dissolution. Upon the dissolution of North Idaho STEM Charter Academy, remaining assets will be distributed to creditors pursuant to Sections 30-3-114 and 30-3-115 of the Idaho Code. All remaining assets will be distributed to the Public Charter School Commission.

Appendix C: IPCSC Closure Protocol

DRAFT



Closure Protocol

Idaho Public Charter School Commission

514 West Jefferson Street, Ste. 303

Boise, Idaho 83702

208-332-1561

pcsc@osbe.idaho.gov

Alan Reed, Chairman

Jenn Thompson, Director

Purpose

This document provides guidance on the public charter school closure process.

Authority

Title 33, Chapter 52 of Idaho Code, known as the Charter School Act provides for public charter school operations based on a contractual agreement between a charter school board of directors and a state authorized chartering entity, such as the Idaho Public Charter School Commission (IPCSC).

Operating contracts, known as Performance Certificates are granted by state authorized chartering entities to the governing board of a non-profit corporation that serves as the charter holder. Performance certificates are limited to five-year terms.

Closure protocol is enacted when:

- an authorized chartering entity chooses to non-renew a school's charter pursuant to I.C. § 33-5209B;
- an authorized chartering entity chooses to exercise its right to revoke a charter pursuant to I.C. § 33-5209C; or
- a charter holder chooses to relinquish its charter by approval of a resolution.

Each authorized chartering entity is required to maintain a closure protocol and is tasked with oversight of the closure process.

If closure is due to an IPCSC nonrenewal or revocation decision, written notice will be issued to the school within 14 days of the decision and this closure protocol must begin within 5 days.

Roles

Authorizer: the authorized chartering entity is responsible to maintain closure protocol and to oversee the closure process.

Charter Holder: the charter holder is responsible to ensure that all closure tasks are complete and all deadlines are met. The school is responsible for any and all costs associated with closure.

Note

Please note that every closure situation is different. This guidance document may need to be expanded or adjusted to accommodate the specifics of a particular closure.

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I. Closure Protocol Team

A. Initial Meeting

within 5 business days of the date on which written notice of closure is issued, a meeting of the closure protocol team will be held.

B. Team Members

The Closure Protocol Team shall meet at least once a month between the date of the decision to non-renew, revoke, or relinquish the charter and the final dissolution of the board. Meetings shall be organized and chaired by the “team lead”. The team lead is also responsible for compiling meeting minutes and all documentation for the final closure report.

Required members of this team shall include:

1. The school’s Board Chair;
2. The school’s Lead Administrator;
3. The school’s Business Manager;
4. The IPCSC Director
5. A Team Lead (appointed by the IPCSC Director); and
6. The State Department of Education’s School Choice Coordinator.
7. Additional members may be added to the closure protocol team by mutual agreement of the required members.

C. Subcommittees

1. Subcommittees shall be established for the purpose of managing closure tasks in the following areas:
 - i. Communication – student, teacher, family
 - ii. Financial – vendors and assets
 - iii. Business – employer and corporation
 - iv. Records – student and employee records

D. Meeting Agenda

The meeting agenda for the initial meeting of the closure protocol team shall include the following:

1. Review of the closure protocol guidance document;
2. Review of the final closure report template;
3. Review the roles and responsibilities of each party and subcommittee throughout the process;
4. Assign liaisons from both the school and the IPCSC to the Closure Protocol Team and any subcommittees;
5. Establish due dates for all tasks listed in Section I.E of these procedures; and
6. Review notification letter drafted by IPCSC Staff.

E. Important Dates

Due dates to be established at the initial meeting of the Closure Protocol Team shall include the following:

1. The date of the school's last allowable draw on public funds;
2. The date on which the school shall cease to provide services to students;
3. The date by which records to be retained beyond the closure date are to be transferred the authorizer;
4. The date by which all assets purchased with federal dollars must be transferred to the authorizer for redistribution to other charter schools;
5. the date on which all employee contracts are to be ended and all communication on behalf of the school must cease;
6. The date on which benefits will end;
7. The date by which the final audit must be completed;
8. The date by which all financial activity must be ended, including cutting the final checks and closing all bank accounts;

9. The date by which all W2s will be issued for the school's final operating year; and
10. The date by which the non-profit corporation must be dissolved.

Communication

A. Initial Stakeholder Notification

1. Within 7 business days of the date written notice of closure is issued, the school is responsible to issue a letter (drafted by the IPCSC) notifying stakeholders of closure. This letter shall minimally include:
 - a. Where and when the final order will be posted online for transparency of the reasons for closure;
 - b. The last date of student services;
 - c. Transfer procedures;
 - d. Explanation of the appeal process and when a decision regarding an appeal would be published; and
 - e. Contact information for the school's administrator and the IPCSC.
2. The school may choose to include a supplemental letter drafted by the school's board, and if so, such draft must be provided to the IPCSC prior to distribution to stakeholders.
3. The school is responsible to distribute the IPCSC's letter (and the school board issued supplemental letter, if applicable) to the following recipients:
 - a. All Parents of current students and all parents currently on a waitlist;
 - b. All Teachers, Staff, and Volunteers;
 - c. All Vendors with whom the school has an active contract or has engaged with in the past 12 months;
 - d. All Lease and Loan/bond holders; and
 - e. Any Educational Services Providers with whom the school contracts.
4. The authorizer is responsible to issue a letter informing stakeholders of the closure situation to the following recipients:

- a. All potentially impacted school districts and charter schools;
 - b. The State Department of Education;
 - c. The State Board of Education;
 - d. The Office of the Governor;
 - e. The Public Employment Retirement Service of Idaho;
 - f. The chairpersons of the House and Senate Education committees; and
 - g. The Senators and Representatives serving the state legislature on behalf of the district in which the school maintains student occupied facilities or business offices.
5. Within 7 days of the date written notice of closure is issued, the IPCSC's letter informing stakeholders of the closure situation shall be posted in a prominent location on the school's website and the IPCSC's website.

B. Staff Meeting

1. Within 7 days of the date written notice of closure is issued, the school's administrator, board chair, and business manager shall hold a meeting with all staff to discuss the following:
 - a. Media contact protocol
The Director of the IPCSC is the authorized media contact for the IPCSC. The school is encouraged to establish a single point of contact to manage public relations on behalf of the school.
 - b. Maintenance of normalcy (to the best possible level) for students through the last day of student services
All instructional and student services are required to be provided in full through the last day the school is allowed to provide such services. The student experience should remain as normal as possible through this process. It is recommended that the school provide guidance for teachers and staff early-on to ensure common language and tone is used when discussing this situation with students and families.
 - c. End of Employment Impact
This date is established by the Closure Protocol Team. When determining the end of contract dates, please consider the impact of this date on health

insurance and PERSI. When at all possible, August 31st is recommended as this will allow teachers who re-employ at another school the best opportunity for uninterrupted health insurance coverage. However, this decision must be balanced with the urgency of the closure and the school's obligation to spend as little as necessary during the closure period.

2. The meeting agenda for this staff meeting should include the following:

- a. Notification of closure timeline and timeline of parallel appeal if the school has chosen to or is considering appealing the closure decision.
- b. Review of media protocol and how to discuss the issue with parents and students.
- c. Date of last paychecks and whether/who will remain on staff after end of student services and end of contract dates.
- d. Timeline for more information regarding sick leave, vacation time, and health insurance; Cobra may not be available when the charter school providing the original health insurance ceases to exist.
- e. Timeline for more information regarding any impacts to PERSI; Employees whose last place of work prior to retirement was the school being closed may lose the ability to transfer accrued sick leave into funds used for medical coverage.
- f. Timeline for winding-down and transition of duties, including, but not limited to facility access and security, access to email and software, hardware returns, and asset management of furniture, fixtures, equipment, and curriculum.
- g. Social emotional services for staff and students if the school has chosen to make such available; We acknowledge that closure can be traumatic for staff and students. Schools are encouraged to consider making additional counseling services available.
- h. Assistance with employment transition for staff (such as access to hiring fairs or letters of recommendation) if the school has chosen to make such available.

C. Ongoing Communication

1. Additional communication with stakeholders will be necessary throughout the closure process.
2. The Communication subcommittee is responsible for ensuring that any necessary communication is timely and accurate.

F. Financial Dissolution

A. Expenses

1. Within 15 business days of the date on which written notification of closure was issued a meeting shall be held between the school's business manager, the IPCSC's Finance Manager, and the Team Lead.
2. Additional attendees (such as the school's auditor) may be invited to the meeting by mutual agreement of both required attendees. Any related costs are the responsibility of the school.
3. No later than the start of the scheduled meeting, the school's business manager shall make the following available to the IPCSC:
 - a. A list of every vendor the school has paid in the last 12 months;
 - b. A copy of all arrangements with vendors including: contracts, service agreements, grants, and/or MOUs with all services providers that are currently active or that have been active in the past 12 months;
 - c. A copy of all lease agreements and all long-term loans;
 - d. A list of all insurance policies held by the school (including liability, directors and officers, worker's comp, etc.), including company, policy number, and coverage specifics; and
 - e. All bank statements for the previous 12 months.
4. The meeting agenda for this meeting shall include the following:
 - a. A review of statute, rule, policy, and regulations related to closure as presented by the Closure Team Lead.

This part of the discussion should consider requirements of the IRS, the Department

of Labor, the Government Accounting Standards Board, as well as the Idaho Charter School Act and rules and policy established by the State Board of Education and the State Department of Education.

- b. A review of projected cash flow through end of operations as presented by the school's Business Manager.

There will be time to revise this initial projection as closure progresses, and the numbers are expected to shift throughout the process, but this exercise establishes a starting place. Please consider the last allowable draw of funds, payroll through end of contracts, and note that there may be additional closing costs, such as a PERSI buy out, storage costs, or penalties on early lease termination.

- c. Development of a plan for immediately reducing spending to necessities only, which may require board action to suspend or change policies to allow for changes in who has spending authority and at what amounts.
- d. Prioritization of payment of anticipated expenditures, pursuant to Idaho Code.
- e. Documentation of a list of items requiring follow-up and who is responsible for the workload or costs.
- f. Establishment of approximate deadlines for when each account is to be closed.

- 5. Following the initial meeting, the school's Business Manager shall be responsible to provide the following documentation:

- a. Verification that the school's account has been paid in full with each vendor as accounts are closed;
- b. Verification that the school has met with PERSI and has established a final transmission date;
- c. Documentation that any outstanding PERSI fees are paid;
- d. Verification that the school has met with the board approved auditor and has established a final audit timeline. Note that the timing of this audit may be later than usual; and
- e. Verification of end dates for leases and liability coverage (including property and directors/officers).

B. Accounting of Assets

- i. The IPCSC shall provide to the school a written guidance document with regard to the sale and dissolution of assets.
- ii. The school shall be responsible to provide the IPCSC and the SDE with a full inventory of all physical assets owned by the corporation within 30 days of the date on which the notice of closure was issued.
- iii. The inventory shall include:
 - a. A description of the item;
 - b. The fund with which each item was purchased; and
 - c. An estimate of the current value of the item.
- D. The Team Lead, the IPCSC's Finance Manager, a representative from the SDE, and the school's Business Manager shall meet to review this inventory within 15 days of receipt of the inventory, and may verify accuracy via thorough on-site review.

C. Dissolution of Assets

1. All viable special education testing materials shall be distributed to the SDE for redistribution to charter schools based on the agency's determination of need.
2. Property owned by the ESP will be claimed by the ESP. The lease by which this equipment was provided to the school must include an itemized inventory and shall be provided to the IPCSC.
3. Any items purchased with federal funds (excluding special education testing materials) shall be returned to the IPCSC for redistribution to other charter schools. The IPCSC shall retain record of what was received and to whom it was redistributed.
4. The school is responsible to arrange for delivery of assets in an organized and well-labeled manner.
5. All assets purchased with state funds shall be liquidated to the greatest degree possible. Please see the IPCSC's guidance on the sale and dissolution of assets for procedural expectations.
6. When all assets have been redistributed and liquidated, and all creditors have been paid, any remaining funds shall be returned to the Public School Income Fund via the State Department of Education.

D. Reporting

1. The school shall ensure that an audit completed by an independent auditor is conducted, the audit report is approved by the school's board, and submitted to both the State Department of Education and the authorizer.
2. The school shall ensure that all documentation required to dissolve the school as a business is filed with the IRS, including dissolution of the 501c3.
3. After the sale of assets, and the all checks are cut, any remaining funds shall be returned to the State Department of Education for distribution to operational schools.
4. File final tax reports.
5. Issue W2s for previous tax year.

IV – Records Management

i. Records Retention Procedures

1. The school's Lead Administrator is responsible to ensure the proper retention and destruction of records in accordance with the State of Idaho's records retention schedule.
2. The public charter school shall make every effort to transfer all active student records (including the cumulative file and the special education file) to the student's next school of choice prior to the date on which records are scheduled to transfer to the authorizer.
3. The public charter school shall ensure that every student file (active or inactive) includes an official transcript (signed, embossed, etc.) or final report card and a record of where and when the student's records were transferred out of the public charter school's care. This information shall be compiled in a single spreadsheet.
4. The public charter school shall ensure that all records to be transferred to the authorizer (cumulative and special education) are scanned into an electronic format. Costs incurred are the responsibility of the school.

5. The public charter school shall ensure that all records are transferred to the authorizer via a secure file transfer protocol.
6. No employee or former employee of the school shall retain copies or have access to student, employee, or financial records after the employee's end of contract date.

ii. Records to be Retained

1. Student Records:

- a. Student cumulative files shall be retained for five years beyond the student's exit date.
- b. Student special education files shall be retained for five years beyond the student's exit date.
- c. Official transcripts or final report cards for all students who attended the school shall be retained permanently and shall include the name and address of the student, the name of the student's parent(s)/guardian(s), the student's date of birth, the courses attempted by the student and grades earned by the student.
- d. Record of student records transfer shall be retained permanently;

2. Personnel Records:

- a. Personnel files shall be retained for five years beyond the employee's termination date.
- b. Personnel files shall include the name, address, and contact information of the employee; employment agreements or contracts signed by the employee, verification of certification (if applicable), and all employee evaluations. No other documentation shall be retained.

3. Financial Records:

- a. Monthly expenditure reports for the five years preceding the school's closure date shall be retained. Records shall be destroyed after five years.
- b. Monthly deposit records for the five years preceding the school's closure date. Records shall be destroyed after five years.
- c. All bids received and contracts awarded in the five years preceding the school's closure date. Records shall be destroyed after five years.

- d. Medicaid reimbursement records for seven years prior to the school's closure date. Records shall be destroyed after seven years.
- e. Bank statements for all accounts for five years preceding the school's closure date. Records shall be destroyed after five years.
- f. Tax documents shall be retained for the seven years prior to the school's closure date. These documents include but are not limited to IRS forms 941 and 1099. Records shall be destroyed after seven years.
- g. Annual financial audit reports and annual board approved budgets shall be retained permanently for all operational years. These documents are submitted to the IPCSC annually, and may not need to be re-submitted.

4. Governance Records:

- a. All meeting agendas shall be retained permanently.
- b. All meeting minutes shall be retained permanently.
- c. A complete copy of the most recent set of board policy shall be retained permanently.
- d. A copy of the board bylaws and articles of incorporation shall be retained permanently.

5. School Culture Records

- a. The school's lead administrator shall be responsible to make arrangements for the permanent retention of all school newspapers, yearbooks, and student handbooks through the Idaho Historical Society. The school is responsible for all costs incurred.

6. Records Requests After Closure

- a. The IPCSC shall manage records requests for student transcripts and for personnel files after the school has closed.
- b. The school shall ensure that the school's URL redirects to the IPCSC's records request page for a minimum of 3 years after the school's closure, at the school's expense.

V. Governing Board

iii. Final dissolution

1. Final Board Meeting

- a. In accordance with OML notice a final meeting of the governing board and pursuant to I.C. § 30-30-1001, a vote to dissolve a nonprofit corporation shall be properly noticed and accompanied by the dissolution plan. In this case, the dissolution plan is the closure protocol, which should be near completion by the time this motion is made. This section of Idaho Code also requires that the agenda state that the purpose, or one of the purposes, of the meeting is to consider a resolution to dissolve of the non-profit corporation.
- b. I.C. § 33-5212 addresses the order in which payments shall be made, and state that any remaining assets after all creditors have been paid shall be distributed to the Public School Income Fund. This information should be incorporated into the dissolution motion as it is required to be noticed by the Non-Profit Corporation Act.
- c. A vote in favor of dissolution passes with a majority vote of the board directors.
- d. A copy of the resolution must be provided to the IPCSC with 24 hours of the vote.

2. Meeting Agenda

- a. Approval of the financial audit report (if not already complete).
- b. Approval of any final contracts to be paid (i.e. for the Business Manager to return at the end of the calendar year to prepare final tax documents and distribute to employees).
- c. Appointment of a designee to file dissolution of the school's 501c3 with the IRS and articles of dissolution with the Idaho Secretary of State.
- d. Appointment of a designee to complete any and all final activities that may be necessary.
- e. Signature of any final checks.

3. Articles of Dissolution

- a. Pursuant to I.C. § 30-30-1003, after the dissolution has been authorized, a designee (identified in the dissolution plan) shall files articles of dissolution with the Idaho

Secretary of State. These articles shall minimally include:

- i. The name of the corporation;
 - ii. The date dissolution was authorized;
 - iii. A statement that dissolution was approved by a sufficient vote of the board.
- b. A corporation is effectively dissolved as of the date of its articles of dissolution.
- c. The school shall provide a copy of the filed articles of dissolution to the IPCSC.
4. A dissolved corporation may continue its corporate existence but may not carry on any activities except those appropriate to wind up and liquidate its affairs.

B. Claims against a dissolved Corporation

- iv. After the date on which the articles of dissolution are filed, the corporation may dispose of the known claims against it by sending written notice, pursuant to I.C. § 30-30-1005. Written notice must include:
 - a. A description of the information that must be included in a claim;
 - b. A mailing address where a claim may be sent;
 - c. The deadline, by which the dissolved corporation must receive the claim; and
 - d. State that the claim will be barred if not received by the deadline, which may not be fewer than one hundred twenty (120) days from the effective date of the written notice.
- v. The corporation must address any unknown claims against it by publishing a notice Pursuant to I.C. 30-30-1006. The notice must:
 1. Be published one (1) time in a newspaper of general circulation in the county where the dissolved corporation's principal office is or was located, or, if none in this state, in Ada county;
 2. Describe the information that must be included in a claim and provide a mailing address where the claim may be sent; and
 3. State that a claim against the corporation will be barred unless a proceeding to enforce the claim is commenced within five (5) years after publication of the notice.

- vi. Claims will be enforced if the corporation's assets have be distributed in liquidation to any party other than a creditor. A claim may be made by a creditor against the recipient, not to exceed the amount received by the recipient.

C. Reporting

1. The school shall ensure that all state and federal reporting is complete prior to dissolution. Verification of completed reports shall be made by the IPCSC. Required reports include, but are not limited to the following:
 - a. ISEE final data upload including, but not limited to student, course, teachers, and financial data sets;
 - b. Federal programs final reporting;
 - c. Grant final reporting; and
 - d. The school shall ensure that dissolution of the charter holder's non-profit organization is filed with the secretary of state and shall provide the IPCSC with a copy of this filing;
2. The school shall ensure that the dissolution of the school's 501c3 is on file with the IRS and shall provide the IPCSC with a copy of this filing.

VI. Final Closure Report Outline

Throughout the closure protocol process, the Closure Team Lead will collect the required documentation and build a final report. The final report will be permanently retained by IPCSC and posted on the IPCSC's website.

i. Cover Sheet

1. A final closure report must include a cover sheet with the following information:
 - a. The legal name of the school;
 - b. The legal name of the charter holder;
 - c. The address(s) that the school occupied at time of closure;
 - d. Contact information for future questions;

- e. The following links and a statement that more information can be found at these locations,
 - i. [PCSC webpage for this school],
 - ii. [webpage for the meeting at which the charter was approved],
 - iii. [webpage for the meeting at which the charter was nonrenewed or revoked, if applicable], and
 - iv. [webpage for any related hearings]; and
- f. A description of where requests for student transcripts can be made after closure.
- g. A list of the complete closure protocol team.
- h. A list of the following key dates:
 - i. The date on which the charter was approved;
 - ii. The first and final dates on which the school was authorized to serve students;
 - iii. The date on which the school received its final distribution of state funding;
 - iv. The date on which teacher contracts ended; and
 - v. The date on which the charter holder's corporation was dissolved.

B. Required Attachments, Redacted

1. Final IPCSC Closure Order
2. Final appeal decision (if applicable)
3. IPCSC Notification of Stakeholders Letter
4. List of all vendors, including the name and address of the vendor, a description of the services provided/purchased, and the date on which the IPCSC verified account closure.
5. A list of insurance coverages, including company and the last date of coverage (including health, liability, etc.)
6. A list of all contracts, service agreements, grants, and MOUs to be retained by the IPCSC, including verification of date received.
7. A list of all lease agreements and all long-term debt held by the school at the beginning of the closure protocol, including the company and amount.
8. Documentation of the termination of any leases or loans.
9. Final bank statements indicating account closure.

10. Expense reports for the 12 months preceding dissolution.
11. A copy of the final check cut to the SDE, if applicable.
12. Inventory of assets, including the fund with which each item was purchased, the date of purchase, the estimated value.
13. For assets purchased with federal dollars, also include the final recipient of the asset, and the date of transfer.
14. The charter holder's final dissolution resolution.
15. A copy of the articles of dissolution.
16. A copy of the 501c3 dissolution notification.
17. A copy of the newspaper notice to unknown claimants.
18. Meeting minutes from all meetings of the closure protocol team and all subcommittee meetings attended by the Closure Team Lead.
19. Any other documentation that may provide important details.

CHARTER SCHOOL PERFORMANCE CERTIFICATE

This Performance Certificate (“Certificate”) is executed on **June 8, 2023**, by and between the Idaho Public Charter School Commission (the “Authorizer”) and **North Star Charter School, Inc.** (the “Charter Holder”) for the purpose of operating **North Star Charter School** (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Act of 1998, Idaho Code section 33-5201 *et seq.*, as amended (the “Charter Schools Act”).

RECITALS

WHEREAS, **North Star Charter School, Inc.** is a non-profit entity incorporated with a board of directors; and

WHEREAS, on **April 22, 2002**, **Joint School District No. 2**, the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year **2003**; and

WHEREAS, the Charter Schools Law was amended effective as of July 1, 2013 to require all public charter schools approved prior to July 1, 2013 to execute performance certificates with their authorizers no later than July 1, 2014;

WHEREAS, on October 9, 2014, the Authorizer, Joint School District No. 2, and the School agreed to a transfer of the School’s performance certificate and charter to the Authorizer;

WHEREAS, the School’s charter was renewed on **March 1, 2018**, for a five-year term of operations,

WHEREAS, on **February 23, 2023**, the Authorizer renewed the School’s charter for a subsequent five-year term of operations to begin July 1, 2023 and end on June 30, 2028.

NOW THEREFORE in consideration of the foregoing recitals and the mutual understandings contained herein, the Authorizer and **North Star Charter School, Inc.** agree as follows:

SECTION 1: TERMS OF AUTHORIZATION

- A. Establishment of School.** The Charter Holder is hereby authorized to implement at the School the program described in the Charter, attached to this Certificate as **Appendix C** and incorporated herein by this reference. Any significant changes to any section of the Charter, including the educational program, facilities plan, financial plan, or the management plan, during the School’s pre-operational period or first operational term shall be treated as an amendment in accordance with the Authorizer’s policy.
- B. Term of Agreement.** The School’s operational term shall be from July 1, **2023** and end on June 30, **2028**. Subsequent terms of operation may be issued by the Authorizer in accordance with

Idaho Code and Authorizer policy.

SECTION 2: EDUCATIONAL PROGRAM

- A. School Mission.** The mission of the School is as follows: North Star Charter School provides students a world-class education characterized by a safe, supportive and structured learning climate that encourages high academic achievement, intellectual confidence, leadership and virtuous citizenship.
- B. Grades Served.** The School may serve students in grades Kindergarten through 12.
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- The School will provide each student a rigorous world-class educational program, encouraging collaborative learning, academic achievement, intellectual confidence and virtuous leadership. This can be measured via observation and lesson plans.
 - Through the Character Leadership Program, the School will strive to remove fear, threat and intimidation from the classroom, creating the environment in which learning can best take place. This can be measured via observation and policy review.
 - The School will advocate for all students' social, emotional, and physical wellbeing. This can be measured via observation.
 - A Business/Economics emphasis will be woven throughout the curriculum to teach the influences of business and economic decisions in our lives, communities and world. This can be measured via observation and curriculum.
 - The School will implement the International Baccalaureate (IB) Diploma Program for grades 11-12, providing students with a curriculum that is intellectually challenging and utilizes rigorous assessments to prepare students for the demands of college and employment. This can be measured via observation, data analysis and policy review.
 - In addition to core subject matter, the school will support the development of the whole child by providing opportunities in music, art, inventiveness, and cultural awareness. This can be measured via observation and curriculum.
- D. Standardized Testing.** Students of the School shall be tested with the same standardized tests as other Idaho public school students.
- E. Accreditation.** The School shall be accredited as provided by rule of the State Board of Education. The School shall be accredited or appropriately credentialed by Cognia. All reports issued to the School from the accrediting agency shall be submitted to the Authorizer within five days of receipt.

SECTION 3: SCHOOL GOVERNANCE

- A. Governing Board.** The School shall be governed by a non-profit board of directors (the "Board") incorporated by the Charter Holder. The Board shall serve as public agents authorized by the Authorizer, in a manner that is consistent with the terms of this Certificate, so long as such provisions are in accordance with state and federal laws, rules and regulations. The Board shall have final authority with respect to the School's operation, and shall have the responsibility of

overseeing academic achievement, financial stability, and operational management of the School. The Charter Holder shall also be responsible for maintaining and enforcing a compliant Board and providing overall Board stewardship for the School.

- B. Articles of Incorporation and Bylaws.** The articles of incorporation and bylaws of the Charter Holder shall provide for governance of the operation of the School as a nonprofit corporation and a public charter school, and shall at all times be consistent with all applicable laws, rules, regulations, and this Certificate. The Charter Holder shall notify the Authorizer of any modification to the articles of incorporation or bylaws within five business days of approval by the Charter Holder.
- C. Charter Board Composition.** The composition of the Board shall at all times be determined by and consistent with the articles of incorporation and bylaws, and all applicable laws, rules, regulations, and policies. The Charter Holder shall notify the Authorizer of any changes to its composition and provide an amended School Leadership Roster within five business days of it taking effect.

SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

- A. Oversight Allowing Autonomy.** The Authorizer's role shall be to evaluate the School's performance outcomes according to this Certificate and the Performance Framework, and shall be to provide compliance oversight. The Authorizer shall comply with the provisions of the Charter Schools Act and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School.
- B. Charter School Performance Framework.** The Charter School Performance Framework ("Performance Framework") is attached and incorporated into this agreement as Appendix A. The Performance Framework shall be used to annually evaluate the School's academic achievement, Board stewardship, operational management, and financial stability. The specific terms of the Performance Framework are determined by the Authorizer and shall be binding on the School.
- C. Separate Academic Evaluations.** The academic performance outcomes of the K-12 on-site program operated by the School shall be aggregated across all grades for reportability.
- D. Identified Comparison Group.** For purposes of evaluating the School against the metrics and measures established in the Performance Framework, the School's comparison group shall be identified as described below and shall be established for the length of the Certificate term.
Joint School District No. 2 (002).
- E. Authorizer to Monitor School Performance.** The Authorizer shall monitor and report on the School's progress in relation to the indicators, measures, metrics, and targets set out in the Performance Framework. A formal report of the School's academic, financial, and operational performance ("Performance Report") shall be provided to the school and the public by the Authorizer annually. Data necessary to conduct this evaluation will be collected throughout the year. Additional reviews may be necessary if compliance concerns arise.
- F. School Performance.** The School shall meet standard on all measures of the Performance Framework. The Authorizer shall renew any charter in which the School met all the terms of its Certificate, including all appendices, at the time of renewal.

- G. Performance Framework as Basis for Renewal of Charter.** The School's performance in relation to the Performance Framework shall provide the basis upon which the Authorizer shall decide whether to renew the School's Charter at the end of the Certificate term.
- H. Required Reports.** The School shall prepare and submit reports as required by the Authorizer's policy.
- I. Authorizer's Right to Review.** The Authorizer maintains the right to request and review additional documentation if such becomes necessary in the course of regular oversight duties or to investigate the validity of a compliance concern. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.
- J. Site Visits.** The Authorizer may conduct site visits in accordance with the Authorizer's policy. Reports from any site visit shall be made available to the School and shall be included in the School's annual Performance Report.

SECTION 5: SCHOOL OPERATIONS

- A. In General.** The School and the Charter Holder shall operate at all times in accordance with all federal and state laws, rules, regulations, local ordinances, and Authorizer policies applicable to public charter schools.
- B. Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be 1020 students.
- C. Equitable Enrollment Procedures.** The School shall make student recruitment, admissions, enrollment, and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or proficiency in the English language. If there are more applications to enroll in the School than there are spaces available, the School shall select students to attend using a random selection process that shall be publicly noticed and open to the public.
- Calendar.** The School shall operate on a traditional nine-month calendar in which the last day of the regular term shall fall on or before June 30
 - The School will not offer a summer school session for the purpose of acceleration and/or credit recovery.
- D. School Facilities.** The School shall operate at the following location(s): 839 N Linder Road, Eagle, Idaho, 83616. The School shall provide the Authorizer with facilities documentation, including occupancy permits, fire marshal reports, building inspection reports, and health department reports for any facility newly occupied by the School, and any remodeling or construction project for which such documentation is necessary in accordance with Authorizer policy and in accordance with law, rule, regulations, and authorizer policy.
- E. Attendance Area.** The School's primary attendance area shall be used for the purposes of determining applicability of this enrollment preference category.
- The School's primary attendance area is as follows: East of Can-Ada Rd, South of Beacon Light to include Lanktree Gulch to High Country to Deep Canyon, West of Highway 55 to Eagle Rd, North of Cherry Lane.

- F. Staff.** Instructional staff shall be certified as provided by rule of the State Board of Education. All full-time staff members of the School shall be covered by the Public Employee Retirement System of Idaho, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.
- G. Alignment with All Applicable Law.** The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are amended, the School shall be bound by any such amendment upon the effective date of said amendment.

SECTION 6: SCHOOL FINANCE

- A. General.** The School shall comply with all applicable financial and budget laws, rules, regulations, and financial reporting requirements, as well as the requirements contained in the School's Performance Framework.
- B. Financial Controls.** At all times, the Charter Holder shall ensure that the School maintains appropriate governance, managerial procedures, and financial controls, which shall include, but not be limited to: (1) commonly accepted accounting practices and the capacity to implement them; (2) a checking account; (3) adequate payroll procedures; (4) procedures for the creation and review of monthly and quarterly financial reports, which procedures shall specifically identify the individual who will be responsible for preparing such financial reports in the following fiscal year; (5) internal control procedures for cash receipts, cash disbursements and purchases; and (6) maintenance of asset registers and financial procedures for grants, all in accordance with state and federal laws, rules, regulations, and Authorizer policy.
- C. Financial Audit.** The School shall submit audited financial statements from an independent auditor to the Authorizer no later than November 1 of each year.
- D. Annual Budgets.** The School shall adopt a budget for each fiscal year, prior to the beginning of the fiscal year. The budget shall be in the Idaho Financial Accounting Reporting Management Systems (IFARMS) format or any other format as may be reasonably requested by the Authorizer.

SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION

- A. Relinquishment.** Should the Charter Holder choose to relinquish its Charter before the expiration of this Certificate, it may do so upon written notice to the Authorizer. In such a case, the Authorizer's closure protocol shall begin immediately following written notification.
- B. Nonrenewal.** The Authorizer may non-renew the Charter at the expiration of the Certificate if the School failed to meet one or more of the terms of its Certificate, including the Performance Framework. The Charter Holder may appeal a decision to non-renew directly to the State Board of Education.
- C. Revocation.** The School's Charter may be revoked as provided by Idaho Code section 33-5209C. In such an event, the Authorizer shall consider whether to revoke the School's Charter at its next regularly scheduled meeting. The decision shall be made at that time. The Charter Holder may appeal a decision to revoke directly to the State Board of Education.
- D. Closure.** The Authorizer's closure protocol shall begin immediately after a decision to relinquish is made by the Charter Holder, or a decision to revoke or non-renew or is made by the Authorizer.

Closure protocol shall begin regardless of whether the Charter Holder appeals the decision. In the event that closure protocol begins, the School shall cease operations no later than the following June 30. Closure protocol shall only cease if the State Board of Education overturns the Authorizer's decision.

SECTION 8: MISCELLANEOUS

- A. No Employee or Agency Relationship.** None of the provisions of this Certificate will be construed to create a relationship of agency, representation, joint venture, partnership, ownership, or employment between the Authorizer and the School.
- B. Additional Services.** Except as may be expressly provided in this Certificate, as set forth in any subsequent written agreement between the School and the Authorizer, or as may be required by law, neither the School nor the Authorizer shall be entitled to the use of or access to the services, supplies, or facilities of the other.
- C. No Third-Party Beneficiary.** This Certificate shall not create any rights in any third parties, nor shall any third party be entitled to enforce any rights or obligations that may be possessed by either party to this Certificate.
- D. Amendment.** This Certificate may be amended by agreement between the School and the Authorizer in accordance with Authorizer policy. All amendments must be in writing and signed by the School and the Authorizer.

IN WITNESS WHEREOF, the Authorizer and the Charter Holder have executed this Performance Certificate to be effective June 8, 2023.

Chairman
Idaho Public Charter School Commission

Chairman
North Star Charter School, Inc. Governing Board

Amendment

WITNESS WHEREOF, the Authorizer and North Star Charter School, Inc. have executed this amendment to the Performance Certificate, effective 12/16/2021:

1. To remove the following language from both Section 5E of this Performance Certificate and Tab 2 of the school's charter petition narrative incorporated into this certificate as Appendix C:

within the boundaries for the Joint School District No 2, north of Ustick Road with eastern, western and northern boundaries as shown on map in Appendix J.

2. To add the following language to both Section 5E of this Performance Certificate and Tab 2 of the school's charter petition narrative incorporated into this certificate as Appendix C:

East of Can-Ada Rd., South of Beacon Light to include Lanktree Gulch to High Country to Deep Canyon, West of Highway 55 to Eagle Rd., North of Cherry Lane.


JEB

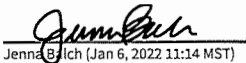
Jan 6, 2022



Alan L. Reed (Jan 6, 2022 11:32 MST)

Jan 6, 2022

Chairman, Idaho Public Charter School Commission



Jenna Balich (Jan 6, 2022 11:14 MST)

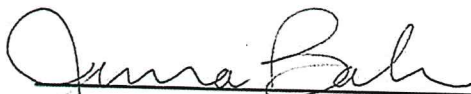
Jan 6, 2022

Chairperson, North Star Charter School, Inc.

Amendment

WITNESS WHEREOF, the Authorizer and North Star Charter School, Inc., have executed this amendment to the Performance Certificate, effective 5/10/2021, to include language in the charter narrative related to the addition of a Head of Schools position, including job responsibilities and details.


Chairman, Idaho Public Charter School Commission


Chairperson, North Star Charter School, Inc.

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Appendix A: Performance Framework

Appendix B: Charter

Appendix C: IPCSC Closure Protocol

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Appendix A: Performance Framework

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PERFORMANCE FRAMEWORK GUIDANCE: ACADEMIC MEASURES

Adopted 8/13/2020

Revised 4/14/2022

Idaho Public Charter School Commission

514 W Jefferson, Suite 303

Boise, Idaho 83720

Phone: (208)332-1561

pcsc@osbe.idaho.gov

Alan Reed, Chairman

Jenn Thompson, Director

ACADEMIC MEASURES

All School Measures

1. Math Proficiency
2. ELA Proficiency
3. Math Growth
4. ELA Growth
5. Literacy Proficiency
6. College and Career Readiness

Comparison Group: Specific to school.

1. MATH PROFICIENCY

Proficiency Rate: The IPCSC will use the proficiency rates as determined by the Idaho Accountability Framework and reported via the Idaho Report Card.

Math and ELA Proficiency Rubric	
Exceeds Standard	The school's proficiency rate is greater than one standard deviation above the mean of the identified comparison group, OR The school's proficiency average is in 90 th percentile of all Idaho schools.
Meets Standard	The school's proficiency rate is equal to the mean or falls between the mean and one standard deviation above the mean of the identified comparison group.
Approaches Standard	The school's proficiency rate falls between the mean and one standard deviation below the mean of the identified comparison group.
Does Not Meet Standard	The school's proficiency rate is more than one standard deviation below the mean of the identified comparison group, OR the school has been identified for comprehensive or targeted support for three consecutive years as per the Idaho Consolidated Plan.

2. ELA PROFICIENCY

Proficiency Rate: The IPCSC will use the proficiency rates as determined by the Idaho Accountability Framework and reported via the Idaho Report Card.

Math and ELA Proficiency Rubric	
Exceeds Standard	The school's proficiency rate is greater than one standard deviation above the mean of the identified comparison group, OR The school's proficiency average is in 90 th percentile of all Idaho schools.
Meets Standard	The school's proficiency rate is equal to the mean OR Falls between the mean and one standard deviation above the mean of the identified comparison group.
Approaches Standard	The school's proficiency rate falls between the mean and one standard deviation below the mean of the identified comparison group.
Does Not Meet Standard	The school's proficiency rate is more than one standard deviation below the mean of the identified comparison group, OR the school has been identified for comprehensive or targeted support for three consecutive years as per the Idaho Consolidated Plan.

3. MATH GROWTH

Growth Rate: The IPCSC will use the proficiency rates as determined by the Idaho Accountability Framework and reported via the Idaho Report Card.

Growth Rubric Math	
Exceeds Standard	The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment but who did make adequate growth toward proficiency is greater than one standard deviation above the mean of the identified comparison group, OR The school's growth rate is in the 90 th percentile of all Idaho public schools.
Meets Standard	The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment but who did make adequate growth toward proficiency is equal to the mean or falls between the mean and one standard deviation above the mean of the identified comparison group, OR The growth rate increased by at least 10% over the previous year.
Approaches Standard	The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment but who did make adequate growth toward proficiency falls between the mean and one standard deviation below the mean of the identified comparison group.
Does Not Meet Standard	The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment made adequate growth toward proficiency is more than one standard deviation below the mean of the identified comparison group.

4. ELA GROWTH

Growth Rate: The IPCSC will use the proficiency rates as determined by the Idaho Accountability Framework and reported via the Idaho Report Card.

Growth Rubric ELA	
Exceeds Standard	The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment but who did make adequate growth toward proficiency is greater than one standard deviation above the mean of the identified comparison group, OR The school's growth rate is in the 90 th percentile of all Idaho public schools.
Meets Standard	The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment but who did make adequate growth toward proficiency is equal to the mean or falls between the mean and one standard deviation above the mean of the identified comparison group, OR The growth rate increased by at least 10% over the previous year.
Approaches Standard	The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment but who did make adequate growth toward proficiency falls between the mean and one standard deviation below the mean of the identified comparison group.
Does Not Meet Standard	The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment made adequate growth toward proficiency is more than one standard deviation below the mean of the identified comparison group.

5. LITERACY PROFICIENCY

Literacy Proficiency Rate: The IPCSC will use the proficiency rates as determined by the Idaho Accountability Framework and reported via the Idaho Report Card.

Literacy Proficiency Rubric	
Exceeds Standard	One of the following is true: <ul style="list-style-type: none">• The school's proficiency rate on the spring administration of the statewide literacy assessment is greater than one standard deviation above the mean of the identified comparison group;• the school's proficiency rate on the spring administration of the statewide literacy assessment is at or above 90%; OR• The fall to spring change in proficiency rate is 20% or greater.
Meets Standard	The school's proficiency on the spring administration of the statewide literacy assessment is equal to the mean or within one standard deviation above the mean of the identified comparison group; OR The school's fall to spring change in proficiency rate is between 10%-19%.
Approaches Standard	The school's proficiency on the spring administration of the statewide literacy assessment falls within one standard deviation below the mean of the identified comparison group.
Does Not Meet Standard	The school's proficiency rate on the spring administration of the statewide literacy assessment is more than one standard deviation below the mean of the identified comparison group.

6. COLLEGE AND CAREER READINESS

Adjusted Cohort Graduation Rate (ACGR): Alternative schools will be evaluated based on their 5-Year ACGR. All other schools will be evaluated based on their 4-Year ACGR.

Graduation Rate: The IPCSC will use either the 4-Year ACGR as determined by the Idaho Accountability Framework and reported via the Idaho Report Card.

C&C Readiness Rubric	
Exceeds Standard	The school's 4-Year ACGR is greater than one standard deviation above the identified comparison group, OR The school's ACGR is 90%.
Meets Standard	The school's 4-Year ACGR is equal to the mean OR Falls between the mean and one standard deviation above the mean of the identified comparison group.
Approaches Standard	The school's 4-Year ACGR falls between the mean and one standard deviation below the mean of the identified comparison group.
Does Not Meet Standard	The school's 4-Year ACGR is more than one standard deviation below the identified comparison group.

OPERATIONAL MEASURES

BOARD STEWARDSHIP

1. Governance Structure
2. Governance Oversight
3. Governance Compliance

OPERATIONAL MANAGEMENT

4. Student Services
5. Data Security and Information Transparency
6. Facility and Services
7. Operational Compliance

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BOARD GOVERNANCE

1. Governance Structure Rubric

Data Sources: Board bylaws, articles of incorporation, and any courtesy letters or notifications issued to the school by entities responsible for oversight or enforcement.

Governance Structure Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• Board Bylaws are compliant with ID law.• Articles of Incorporation are current.• No investigations were conducted into either ethical behavior or conflict of interest regarding any board director.• The board did not experience an Open Meeting Law violation that needed to be cured this year.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

2. Governance Oversight Rubric

Data Sources: Board meeting minutes, school policies, continuous improvement plan (or other strategic planning evidence if submitted by the school), and verification of submission of annual administrator evaluation.

Governance Oversight Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• The board reviews academic data in a timely and thorough manner.• The board reviews financial reports in a timely and thorough manner.• The board maintains compliant policies.• The board engages in strategic planning.• The board conducts a compliant annual evaluation of their school leader and/or management organization.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

3. Governance Compliance Rubric

Data Sources: If applicable, courtesy letters/notifications of concerns, investigation, or findings issued to the school by entities responsible for oversight or enforcement, and any documentation of correction provided by the school.

Governance Compliance Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	The IPCSC did not issue any courtesy letters or notify an external investigative body of compliance concerns this year.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

OPERATIONAL MANAGEMENT

4. Student Services Rubric

Data Sources: If applicable, any notifications or courtesy letters issued by the SDE or SBOE which required corrective action with regard to the school's ELL, SPED, or College and Career Readiness programs, as well as any documentation submitted by the school evidencing correction.

Student Services Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	All of the following are true: <ul style="list-style-type: none">• The school's English Language Learner program is in good standing;• The school's Special Education program is in good standing; The school's college and career readiness program is in good standing; and• The school's federal programs are in good standing.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

5. Data Security and Information Transparency Rubric

Data Sources: periodic desk audit of school website, and any formal notifications regarding data security or public records compliance.

Data Security and Information Transparency Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• The school's website is compliant with I.C. 33-133(7) (data collection, access, and security policy); I.C. 33-320 (continuous improvement plan); and I.C. 33-357 (expenditures updated monthly, contracts, performance reports, and annual budgets).• The school did not experience any issues involving data security this year.• The school did not experience any compliance issue regarding public records requests this year.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

6. Facility and Services Rubric

Data Sources: Verification of meal service program and transportation services via public documents and/or school website, and any notifications of concerns regarding occupancy or safety issued to the school by entities responsible for oversight or enforcement.

Facility and Building Services Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• The school's occupancy certificate is current.• The school maintains current safety inspections and drills.• The school provides daily transportation to students in compliance with Idaho Code. The school provides a compliant lunch program.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

7. Operational Compliance Rubric

Data Sources: Periodic observation of enrollment lottery, and if applicable, any corrective action plans issued by the SDE not related to special education, ELL, or college and career readiness (as these are captured elsewhere), or formal notification of late reports or enrollment violations.

Operational Compliance Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• Required reports are submitted accurately and on time.• The school maintains a compliant enrollment process.• No correct action plans were issued by the SDE this year.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

FINANCIAL MEASURES

NEAR TERM HEALTH

1. Current Ratio
2. Unrestricted Days Cash
3. Default
4. Enrollment Variance

SUSTAINABLE HEALTH

5. Total Margin and 3Yr Aggregated Total Margin
6. Cash Flow and Multi-Year Cash Flow
7. Debt Service Coverage Ratio
8. Debt to Asset Ratio
9. Financial Compliance Rubric

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NEAR-TERM HEALTH

1. Current Ratio

Calculation: Current Assets divided by Current Liabilities

Data Source: Annual Fiscal Audit Report

Current Ratio Rubric	
Exceeds Standard	The school has a current ratio of more than 1.5
Meets Standard	The school has a current ratio of at least 1.1 (or between 1.0 and 1.1 with a 1-year positive trend)
Approaches Standard	The school has a current ratio of between .9 and 1.0 (or between 1.0 and 1.1 with a 1-year negative trend)
Does Not Meet Standard	The school has a current ratio of .9 or less.

2. Unrestricted Days Cash

Calculation: Unrestricted Cash and investments divided by ((Total Expenses minus Depreciation Expense) / 365)

Data Source: Annual Fiscal Audit Report

Unrestricted Days Cash Rubric	
Exceeds Standard	The school has more than 60 days cash on hand
Meets Standard	The school has 60 days cash OR Between 30- and 60-days cash and one-year trend is positive. *Note: Schools in their first or second year of operation must have a minimum of 30 days cash.
Approaches Standard	The school has between 15-30 days cash OR Between 30-60 days cash, but one-year trend is negative.
Does Not Meet Standard	The school has fewer than 15 days cash on hand.

3. Default

Calculation: No calculation.

Data Source: Annual Fiscal Audit Report, Terms of Debt, Other Formal Notifications Received by School.

Default Rubric	
Exceeds Standard	The school has met standard for at least 3 consecutive years, including the most recently completed school year.
Meets Standard	The school is not in default of any financial obligations and did not experience any instances of default during the fiscal year. Financial obligations include, but are not limited to, making payments to vendors and utility services on time, complying with all loan covenants, filing any reports required for maintenance of grants or philanthropic funds, meeting all tax obligations, and operating without financial judgements or property liens.
Approaches Standard	The school experienced one or more instances of minor default during the fiscal year (such as making late payments); however, the school is not currently in default of any financial obligations.
Does Not Meet Standard	School is currently in default of financial obligations.

4. Enrollment Variance

Calculation: Actual enrollment as of the first Friday in November (drawn from ISEE) divided by enrollment projections as submitted directly to the IPCSC in July.

Data Source: ISEE and direct school report

Enrollment Variance Rubric	
Exceeds Standard	The school has met standard for at least 3 consecutive years, including the most recently completed school year.
Meets Standard	Enrollment variance is equal to or greater than 95%.
Approaches Standard	Enrollment variance was between 90% and 95%, OR The enrollment variance was less than 90% and the school provided a mid-year amended budget evidencing at least a break-even budget based on mid-term enrollment and any resulting revenue adjustments.
Does Not Meet Standard	Enrollment variance was less than 90% and the school did not provide evidence of mid-year budget amendments or operational changes evidencing at least a break-even budget based on mid-term enrollment and any resulting revenue adjustments.

SUSTAINABLE HEALTH

5. Total Margin and 3Yr Aggregated Total Margin

Calculation:

Most Recent Year Total Margin: 2019 Net Income divided by 2019 Total Revenue.

3-Year Aggregated Total Margin: (2019 Net Income +2018 Net Income +2017 Net Income) divided by (2019 Total Revenue +2018 Total Revenue +2017 Total Revenue)

Data Source: Annual Fiscal Audit Report

Total Margin and 3-Yr Aggregated Total Margin	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. *Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.
Approaches Standard	Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard".
Does Not Meet Standard	Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR The most recent year Total Margin is less than -10 percent.

6. Cash Flow and Multi-Year Cash Flow

Calculation (example years are included as reference):

Most Recent Year Cash Flow: 2020 Cash and Investments minus 2019 Cash and

Investments Previous Year Cash Flow: 2019 Cash and Investments minus 2018

Cash and Investments Multi-Year Cash Flow: 2020 Cash and Investments minus
2018 Cash and Investments

Data Source: Annual Fiscal Audit Report

Cash Flow and Multi-Year Cash Flow	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	Multi-Year Cumulative Cash Flow is positive, and Cash Flow is positive in the most recent year is positive, OR Multi-Year Cumulative Cash Flow is negative, but documentation identifies this as a result of a one-time, planned purchase (such as a facility remodel). *Note: Schools in their first or second year of operation must have positive cash flow.
Approaches Standard	Multi-Year Cumulative Cash Flow is positive, but Cash Flow is negative in the most recent year.
Does Not Meet Standard	Multi-Year Cumulative Cash Flow is negative, and no documentation identifies this as a result of a one-time, planned purchase.

7. Debt Service Coverage Ratio

Calculation:

If school owns its facility or if the school leases its facility and the lease is capitalized:
(Net Income + Depreciation Expense + Interest Expense) divided by (Principal + Interest + Lease Payments)

If school leases its facility and the lease is not capitalized: (Facility Lease Payments + Net Income + Depreciation Expense + Interest Expense) divided by (Principal + Interest + Lease Payments)

Data Source: Annual Fiscal Audit Report

Debt Service Coverage Ratio Rubric	
Exceeds Standard	The school's debt service coverage ratio is 1.5 or greater OR The school operates debt-free.
Meets Standard	Debt Service Coverage Ratio is between 1.1 and 1.49
Approaches Standard	The school's debt service coverage ratio is between .9 and 1.09
Does Not Meet Standard	Debt Service Coverage Ratio is less than .9

8. Debt to Asset Ratio

Calculation: Total Liabilities divided by Total Assets

Data Source: Annual Fiscal Audit Report

Debt to Asset Ratio	
Exceeds Standard	The school has met standard for 3 consecutive years, including the most recently completed school year., OR The school operates debt-free.
Meets Standard	The school's Debt to Asset Ratio is less than 0.9
Approaches Standard	The school's Debt to Asset Ratio is between 0.9. and 1.0
Does Not Meet Standard	The school's Debt to Asset Ratio is greater than 1.0

9. Financial Compliance Rubric

Calculation: Total Liabilities divided by Total Assets

Data Source: Annual Fiscal Audit Report, Desk Audit of Policies, Other Formal Notifications Received by School

Financial Compliance Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• Accounting Practices: finances are managed in compliance with GAAP.• Financial Transparency: expenditures and contracts are posted on the school's site.• Internal Controls: the school's internal controls are compliant.
Approaches Standard	The school was informed of non-compliance with accounting practices, financial transparency, or internal controls, and prompt action to correct is in evidence.
Does Not Meet Standard	<p>The school is operating under a notification of fiscal concern or a notification of possible or imminent closure</p> <p>OR</p> <p>The school was informed of non-compliance with accounting practices, financial transparency, or internal controls and the issues were not corrected within 30 days.</p>

Appendix B: Charter

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North Star Charter School

839 N. Linder Road
Eagle, Idaho 83616
Office: (208) 939-9600

Established 2003

Primary Attendance Area is within the Meridian School District #2

Approved for Authorization Transfer by the
Public Charter School Commission on October 9, 2014

Charter submitted by:
James C. Miller, Chairman of the Board
(208)863-6801
millerjc@cableone.net
839 N. Linder Road
Eagle, Idaho 83616

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Tab 1:

Executive Summary, Articles of Incorporation, By-Laws, Mission Statement, Vision Statement

EXECUTIVE SUMMARY

North Star Charter School Inc. (NSCS) was established in 2003 as a K-6 program (later becoming a K-8) based on the Harbor School Method of instruction and discipline, a model that incorporates high expectations for intellectual achievement as well as behavior. We have evolved from our Harbor “roots” to a school that uses newer methods and technological tools, but still adhere to some of the philosophical concepts from Harbor. However, we can no longer be considered a pure Harbor School. With that said, NSCS’s educational philosophy, from kindergarten through senior graduation, promotes high expectations and a school culture that supports achievement.

The school expanded in 2007, with the addition of the High School grades. The hallmark of this addition was the clear articulation that a goal of “college readiness” will be achieved by our students regardless of their career aspirations. In order to achieve this goal, NSCS became the first public school in Idaho to offer the prestigious International Baccalaureate (IB) Diploma Program which is administered by the International Baccalaureate Organization. The program helps develop the student’s intellectual, personal, emotional and social skills to live, learn and work in a rapidly globalizing world. In addition, the IB learner profile and CAS program tie right into NSCS’s Character Program.

Along with the IB program, NSCS provides a unique learning opportunity throughout our curriculum with an emphasis on the use of technology and an economics/business thread that is interwoven at all grade levels.

VISION STATEMENT

North Star students will mature as confident architects of their future and thrive at every level of their education and careers.

This vision guides North Star Charter School to:

- Forge “high performance” principles into a stellar public education.
- Ignite in our students a passion for critical and creative thinking balanced with a deep ability for self-reflection.
- Fuel a vision of perseverance, compassion and depth of character that empowers our students to flourish in their community, nation and world.

By “high performance” we mean having a universal and pointed focus on accelerated educational expectations for all students. In aligning curriculum from K through 12th grades, high standards for teaching and learning can be achieved. We promote and train effective

teachers and leaders that use the powerful tools of collaboration and communication to unite the whole NSCS community.

MISSION STATEMENT

North Star Charter School provides students a world-class education characterized by a safe, supportive and structured learning climate that encourages high academic achievement, intellectual confidence, leadership and virtuous citizenship.

This mission represents our belief that all of our students will receive an education that prepares them to handle the issues of the 21st century world by equipping them to think critically and creatively and gain confidence in their skills and knowledge, resulting in citizen leaders with virtue. They will achieve this through the “North Star Way”:

- **Students:** We believe all of our students deserve and can benefit from the educational programs we offer. We are a public, K-12, tuition free charter school.
- **World-Class:** We are an International Baccalaureate (IB) school. We engage students in exploration and discovery of their 21st century world through the IB Diploma program, learning a second language, surveying music or art, and investigating global entrepreneurship.
- **Safe, Supportive and Structured:** We help our students become virtuous citizens. Our elementary program prepares students both morally and in conduct, for the leadership, service and hard work of our secondary and IB diploma programs. We provide a safe learning environment allowing students to focus on a challenging curriculum and accelerated learning
- **High Academic Achievement:** We believe that all students can meet high expectations and overcome obstacles that seem insurmountable. We equip students to think critically and creatively and gain confidence in their skills and knowledge. All students in all grades strive to be “college-ready”.
- **Community:** We are students, teachers, staff, parents, and directors of the North Star Charter School community. We focus on a shared vision of educational excellence and character development. We strive to understand our unique roles in that common vision. We all have a responsibility to educate NSCS students.

LEGISLATIVE INTENT

NSCS’s vision and mission further enforces our focus on the legislative intent for public charter schools (Idaho Code 33-5202) as we seek the following objectives:

1. NSCS’s K-10 and International Baccalaureate curricula will increase the learning opportunities for all students by offering these specialized programs through Idaho’s public school system. Both programs focus on enriching student learning through high-level

questioning, in-depth real-world discussions and teaching students how to apply what they learn.

2. NSCS provides parents and students with expanded choices in the types of educational opportunities available within the public school system. NSCS offers its community a school of choice where character building, business, economics and college preparation are at the heart of its philosophy and teaching.

ARTICLES OF INCORPORATION

Included in Appendix A

BY-LAWS

Included in Appendix B

Tab 2:

Operation and Potential Effects of the Public Charter School

LEGAL STATUS

NSCS operates a public charter school, exclusively for educational purposes, located in Eagle, Idaho, which provides public education in grades K through 12 pursuant to a charter agreement with the Authorizing entity. NSCS was created as a nonprofit corporation under the provisions of the Idaho Nonprofit Corporation Act on May 14, 2002, and operates the charter school pursuant to the Idaho Public Charter Schools Act, Title 33, Chapter 52, as amended (the "Public Charter Schools Act"). NSCS is an organization described and recognized by the I.R.S. under Section 501(c) (3) of the Internal Revenue Code of 1986, as amended. NSCS is a separate Local Educational Entity (LEA) and will be responsible for all of the requirements related to Special Education and other Federal programs.

FACILITIES

NSCS operates from an existing facility located at 839 North Linder Road, Eagle, ID, 83616. The facility is approximately 75,000 square feet. The grade K-6 program operates in approximately 22 classrooms. The grade 7-12 program operates in approximately 15 classrooms. The property sits on 14.9 acres which provides more than adequate space for expansion, as needed, and for playground and sports usage. The facility includes common spaces such as administrative office space, cafeteria, gymnasium, locker rooms, music rooms, library and computer space, special education space and specialized classrooms. The facility is owned by the school and constructed and financed with a combination of proceeds from the sale of a previously owned facility and Nonprofit Facility Revenue Bonds.

NSCS intends to remain in compliance with applicable state and federal guidelines as provided in Section 39-4130, Idaho Code and the Americans with Disabilities Act. NSCS will provide certification that the facilities meet all requirements for health, safety, fire and accessibility for the handicap. NSCS will provide regular inspections of the facilities for health, safety and fire compliance and provide copies of these reports upon request.

ENROLLMENT

Please see Tab 7-Enrollment, for details on enrollment.

POTENTIAL IMPACT ON LOCAL SCHOOL DISTRICTS

NSCS lies within the Meridian School District #2. Since its inception in 2003, NSCS offers an alternative public school of choice for parents and students in the area. NSCS's enrollment is

near capacity and there are currently no plans for growth beyond that capacity, thus there is no anticipated impact on the local district.

PRIMARY ATTENDANCE AREA

The School's primary attendance area is as follows: **East** of Can-Ada Rd, **South** of Beacon Light to include Lanktree Gulch to High Country to Deep Canyon, **West** of Highway 55 to Eagle Rd, **West** of Cherry Lane as shown on the boundaries map.

ADMINISTRATIVE SERVICES

Administrative services and day-to-day operations will be provided by North Star's Head of School, Elementary, and Secondary Administrators (state certification required) with support from the school's Board of Directors. Administrative assistant(s) will complete paperwork and required reporting, in addition to other duties. The Head of School and Finance Administrator will operate the school's fiscal affairs. See Tab 5-Governance for additional detail on responsibilities.

The organization chart can be found in Appendix H. The administrative team as identified in the organization chart may, at the direction of the Board of Directors be further organized so long as requirements for certification as required by the Idaho Code are fully observed.

POTENTIAL CIVIL LIABILITY AND INSURANCE COVERAGE

To the fullest extent permitted by law, NSCS agrees to indemnify and hold harmless the State of Idaho, the authorizing entity or any other sending districts, and their officers, directors, agents, or employees from and against all claims, damages, losses and expenses, including but not limited to attorneys' fees, arising out of or resulting from any action of the school provided that such claim, damage, loss or expense (a) is attributable to bodily injury, sickness, disease or death, or to injury or to destruction of tangible property including the loss of use resulting therefrom; and (b) is issued in whole or in part by any negligent act or omission of the school, any contractor of the school, or anyone directly or indirectly employed by any of them who may be liable, regardless of whether or not it is caused in part by a party indemnified hereunder. Such obligation will not be construed to negate, abridge, or otherwise reduce any other right or obligation of indemnity, which would otherwise exist as to any party or person, described in this paragraph. No host, or receiving district, will be held liable for damages in an action to recover for bodily injury, personal injury, or property damage arising out of the establishment or operation of the school.

Pursuant to Idaho Code 33-5204(2), the Idaho State Board of Education and the Idaho Public Charter School Commission shall have no liability for the acts, omissions, debts or other obligations of this charter school, except as may be provided in an agreement or contract between the state and NSCS.

NSCS has in the past procured and will continue to procure and maintain a policy of general liability insurance for property, directors and officers and errors and omissions insurance in the amount required by state law. Insurance will be provided by insurance companies who have and maintain a rating of “A” according to the A.M. Best Company. NSCS will have the same role as a public school in matters of civil liability. The appropriate insurance and legal waivers of all district liability will be obtained as required of other nonprofit users of district resources and facilities.

DRAFT

Tab 3:

Educational Programs and Goals

DEFINING AN EDUCATED PERSON

An educated person in the 21st century has a strong foundation in basic reading, writing, science, social studies, and computational skills. He has been educated in a technology-rich environment that has encouraged the effective use of technology as a tool in the workplace. A 21st century learner develops the following intellectual habits important in the work place: adapting to new situations and responding effectively to new information; critical thinking and solving problems; locating and evaluating information from a variety of sources; making flexible connection among various disciplines of thought; thinking logically and making informed judgments. NSCS instills in its 21st century learners personal habits important in the work place: accepting responsibility for personal decisions and actions; honesty, courage, and integrity; leadership; a healthy lifestyle; empathy, courtesy, and respect for differences among people; reflection; self-confidence; concentration and perseverance; responsible time management; assuming a fair share of the work load; and working cooperatively with others to reach group consensus.

WHEN LEARNING BEST OCCURS

NSCS believes that students have the opportunity to accelerate their learning and excel when they are provided with a safe, supportive environment and challenging academic content.¹ Students are actively engaged in learning when Highly Qualified teachers provide rich content in a safe and challenging environment. Learning best occurs when students are provided a teaching and learning climate that is positive and safe. Every student has the right to attend a school that encourages positive and productive learning, provides a safe and orderly environment, and promotes student respect for themselves and others. Students learn when their teachers and learning environment emphasize high expectations of behavior and performance. Students accelerate when they are given opportunities to develop and express exemplary character traits in concert with their overall education program. NSCS believes that learning occurs when:

- learners construct meaning;
- learners see the connection between what they learn and the real world;
- learners are actively engaged in purposeful tasks;
- activities are integrated and meaningful;
- learners work individually and as members of a group;
- learners are expected and encouraged to learn;
- learners internalize that what they learn and do in school makes a positive change in the community;
- learners are supported by passionate, engaged coaches, mentors, and advocates;

¹ Thapa, Amrit; Cohen, Jonathan; Guffy, Shawn; Higgins-D'Alessandro, Ann(2013). A review of school climate research. *Review of Educational Research*. Washington D.C.: Sage Publications.

- all learners have advanced learning opportunities; and
- learners see themselves as part of the community and find ways to serve the community.

EDUCATIONAL PROGRAM

No matter how skilled the teacher or how elaborate the classroom, learning takes place in the mind of the student. The most effective educational environment, therefore, is the one that stimulates and engages the mind of the student. The core educational philosophy of NSCS is grounded in the belief that providing a highly challenging content in a safe environment creates the setting for accelerated learning. NSCS offers an advanced curriculum to its students, focused on helping students meet and exceed the Idaho Core Standards. This offers students in our community a choice for public education that meets the needs of advanced learners, while ensuring that struggling learners receive the help to which they are entitled through Response to Intervention, direct paraprofessional support and differentiated learning.

This core educational philosophy is represented in NSCS evidence-based curricula and through student participation in a successful, spiraling curriculum, direct instruction, and the “teach to the top” philosophy that has helped NSCS students report some of the highest state-mandated, year-end assessment results in the state of Idaho. NSCS believes that when teachers design lessons around teaching to the advanced student (teaching to the top), all students in the classroom benefit from and accelerate their learning.

NSCS is made up of an Elementary Program covering grades K-5 and a Secondary Program covering grades 6-12, with the middle school years being grades 6-8 and the high school years being grades 9-12.

Program Goals

All students will participate in a common core of learning that will fulfill the school's mission. It is the intent of the NSCS to ensure that students achieve and exceed the Idaho Core Standards.

Our students will learn to:

- develop oral and written skills;
- use knowledge and skills, think logically, and solve problems related to mathematics;
- acquire sufficient knowledge of science to be responsible users of scientific information;
- develop their aesthetic talents in music, visual arts, and/or performance.

In keeping with NSCS’s mission, we recognize that education is more than the assimilation of facts. Proficiency in a discipline means that the learner becomes a capable practitioner and has a sufficient foundation to pursue advanced study. NSCS emphasizes both the acquisition and application of knowledge.

The Elementary Program (K-5)

Methodology

NSCS is committed to improving student achievement through high expectations for student engagement and meaningful preparation for postsecondary education and careers. NSCS's curriculum, instructional methodologies, use of assessment, scheduling and professional development are designed and continually reviewed to ensure student achievement. This approach of continual critical inquiry dedicates NSCS to a student-focused model of best practice.

NSCS teachers utilize a combination of direct instruction and Idaho Core Standard-inspired questioning in group activities, designed around current educational research indicating effectiveness and best practice. NSCS has maintained many of its philosophical education roots, with its focus on keeping the curricula challenging and the expectations for learning high, while utilizing the help and support of qualified educational assistance and classroom volunteers.

We draw not only on time-honored practices, but also on many valuable insights into childhood cognitive and developmental processes realized in recent decades. Moreover, we place strong emphasis on the relationship between the school and the home, recognizing the critical role of parents in fostering children's education.

We see ourselves as allies of the family, reinforcing parents' efforts to guide the intellectual, emotional, and moral development of their children. By providing moral and ethical standards, the school prepares its students to accept the privileges and responsibilities of citizenship. Every child is capable of achieving his or her potential to the fullest extent when afforded respect, fairness, kindness, discipline, and appropriate instruction.

Instruction Methods

NSCS seeks to achieve accelerated student learning by using cross-curricular methods to teach Idaho Core Standards. Through multiple methods, all students are capable of fulfilling their individual potential. NSCS currently uses the following instructional methods:

- **THE SUBJECT MATTER METHOD** presumes that an educated learner needs to know clearly defined skills and concepts that can best be learned in an organized sequential fashion. The primary method to ensure these skills are acquired is through direct-instruction. NSCS also utilizes computer-based learning for struggling learners who may be missing the prerequisite skills necessary for them to participate successfully in the general education curriculum. Computer-based learning offers students an opportunity to receive instruction at their instructional level, through state-sponsored computer-based programs such as Plato Learning Environment. Computer-based learning is also an engaging method for providing the opportunity for high-repetition drills sometimes necessary for learning.

- THE INQUIRY AND PROBLEM-SOLVING METHOD suggests that learning occurs when individuals think critically and solve problems. The predominant premise of this method is that it is important to know how to retrieve and use the information, not just to have instant recall and possession of the information. With the adoption of the Idaho Core Standards, North Star has shifted the way students indicate mastery of a skill from not only recalling the information on tests and quizzes but also applying the skill in problem solving and real-world situations.
- THE DISCUSSION METHOD encourages learning through sharing of information and concepts within a group, with the thinking process playing an important role. A discussion leader is prepared to recognize each learner's level of understanding and can respond at the level most helpful to the learner. The Discussion Method is encouraged by the Idaho Core Standards, as a way for learners to connect with one another through a sharing of ideas.

NSCS's educational roots are in the Subject Matter Method. However, NSCS has transitioned from a predominantly Subject Matter Method into a blended model, which also utilizes the Inquiry and Problem-Solving Method and Discussion Method. While the Subject Matter Method will always have its appropriate place in subjects such as phonemic awareness, phonics, and numerical operations, many skills are better taught and learned through the Inquiry and Problem-Solving Method and Discussion Method such as reading comprehension skills, and math application and word problem solving skills.

Curriculum

The Idaho State Department of Education's Core Standards serve as the starting point and is enhanced with unifying themes and other creative methods. The subjects that make up the curriculum are listed and briefly discussed below. Traditional core curriculum areas--language, social studies, science, physical education, and mathematics,--remain strongly emphasized. The core curriculum is enhanced with music/arts, American history studies and business/economics.

NSCS's curriculum has an emphasis on business and economics that makes NSCS unique. The focus on business and economics is purposely woven into the fabric of NSCS curricula, and is considered to be a core foundational skill for NSCS students. In a global economy marked by rapid technological advances, students face increasingly complex economic decisions in their lives. As producers, consumers, spenders and investors, young people make economic choices daily. They must be prepared for the challenges they will face in the years to come. Equipping students with economic decision-making skills to navigate through life will lead to increased civic competence, proficiency in logical and analytic reasoning, an appreciation of our free enterprise system, and a development of crucial personal and survival skills.

When is the best time to begin teaching children about economics? Some would say that as soon as children ask for money, parents should begin teaching economic principles. Most states have adopted one semester of economics in high school as a requirement for graduation. However, young children are capable of understanding the most basic economic principles: scarcity, wants,

needs, choices, costs. Society is assigning increasing opportunities to children to become consumers. Governmental leaders are more willing than ever to privatize essential services, making private citizens more and more responsible for their own well-being. In other words, each person will need to become his or her own “economist” in the future. It is unlikely that future “economists” will be ready to make these critical decisions with just one semester of high school economics.

NSCS’s approach has several layers. We teach students to “think economically”. We provide lessons throughout the core curricula to teach the influence of economic decisions in our neighborhoods, communities, history, and future. Finally, we give students the skills to apply economic principles to problems faced both nationally and internationally.

Language Arts

NSCS’s language arts curriculum is designed to develop effective communicators, who love literature, and to develop a lifelong passion for reading and writing. Younger grades focus on explicit phonemic awareness and phonics-based reading instruction to ensure that NSCS students learn to decode and read text through research-based methodologies and instructional practices described in the Teaching Reading Sourcebook, 2nd edition². As recommended by the Idaho Core Standards, NSCS implements and utilizes a novel-based approach, guided by the instructional practices and exercises in the Teaching Reading Sourcebook, 2nd edition to teach and develop rich vocabulary, reading comprehension and reading fluency. NSCS’s writing curriculum focuses on ensuring students understand and apply basic grammar skills through the explicit, research-based teaching required to develop rich written language and helps the student apply these skills to research, informative writing, persuasive argument, narratives and college preparatory writing.

Social Studies, Business and Economics

NSCS’s social studies curriculum includes instruction in history, government, geography, current world affairs, and sociology with a heavy emphasis on citizenship, business and economics. This focus on citizenship, business and economics is a unique curriculum choice, which NSCS is proud to make available to its community. As students progress through the NSCS curricula, the emphasis is enhanced with an additional focus on community service and how students apply their understanding of and their contributions to the community around them.

Science

NSCS’s science curriculum is a multi-year sequence that emphasizes hands-on-on experimentation and functional knowledge of scientific phenomena. NSCS is proud to offer an elementary science curriculum taught by a dedicated and certified science teacher in grades 3rd through 5th. This unique commitment emphasizes NSCS’s dedication and commitment to

² "Correlation: Sourcebook Sample Lesson Models to Common Core State Standards." N.p., n.d. Web. 16 Apr. 2014.

ensuring a superior science curriculum which focuses on Life Science, Physical Science and Earth Science.

Physical Education

A flexible physical education program, taught by a certified teacher, ensures that NSCS students develop the coordination, motor skills and overall fitness necessary to lead healthy and active lives. Students are expected to participate in physical education activities, which will teach them good sportsmanship, team play, and participation that will translate and generalize into the classroom and personal settings.

Mathematics

Through daily practice and reviewing application, NSCS' math curriculum builds a strong early foundation in both facts and applied concepts. Younger grades will focus on mastery of arithmetic processes in addition, subtraction, multiplication and division of whole numbers, fractions and decimals through daily drills that develop math fluency. Developing automaticity for math facts early in the academic career of NSCS students allows for greater ease of applications as students progress through the math curricula and focus on advanced concepts and applications such as place value, time, money, story problems and complex problem-solving.

NSCS appreciates and promotes the need for math to be a hands-on learning experience, when learning how to apply math strategies. Students engage in exploration, conjuring and deeper level thinking promoted by the Idaho Core Standards and the Math Thinking for Instruction (MTI) methodologies. MTI methods are designed to help the student understand the multitude of methods available for solving any given math problem, rather than the rigid approach historically taken to solving math problems via one specific algorithm or strategy. MTI methodologies take into consideration the child's cognitive development, issues of number, meanings of operations and how they relate to one another, and computation within the number system as a foundation for algebra, number systems, ways of representing numbers, meanings of operations and how they relate to one another, working with qualitative and quantitative change and the need to describe and predict variation.

NSCS students develop a high degree of mathematical literacy and qualitative proficiency as indicated by consistently superior year-end summative assessments. Mathematics is taught as a tool for reasoning and problem solving in purposeful ways through a combination of initial explicit and direct instruction, followed by application in problem solving and real-world situations. Because math instruction is interwoven with the business and economics focus at NSCS, the students are explicitly taught the math skills through direct instruction, after which they use the skills and an economics-based context, focusing on every day, real-world application such as formulating compounding interest, how to read and develop bar graphs, understanding savings and loans agreements, etc.

Music/Arts

NSCS utilizes the Orff-Schulwerk method for music teaching and learning, combined with and supported by movement, based on things children like to do: sing, chant rhymes, clap, dance, and keep a beat or play a rhythm on anything near at hand. These natural behaviors are directed first into responding to and making music; reading and writing music are a later natural outgrowth of these experiences. Composer Carl Orff, originator of the approach, called this music and movement activity “elemental” – basic, unsophisticated, concerned with the fundamental building blocks of both art forms. The purpose is to provide a means for awakening the potential in every child for being “musical” – able to understand and use music and movement as forms of expression. The further intent is to develop a foundation for lifelong enjoyment of music and movement/dance, and for some, the incentive for specialized individual study.

American History

NSCS offers its student community a unique curriculum designed to instill in our students a love and appreciation of our heritage, particularly the history of American leaders and influential individuals and its Constitution. By studying and understanding our original founding documents, and the lives and writings of the Founders and other influential leaders, NSCS students will understand and appreciate their roles and responsibilities as virtuous citizen leaders in the 21st century. This focus on our American Heritage is integrated into the elementary curriculum, and carries through the middle school and high school curricula as students look at the documents and machinery of American democracy in American Government in specific classes such as US History, American Government and History of the Americas.

Technology

Technology will be used to support a child's natural way of learning through individual and group discovery and seeking solutions to real-life challenges. NSCS will provide our learners with technology skills that prepare them for future employment. In the elementary grades, students receive explicit instruction related to keyboarding, basic computer skills and the utilization of technology in NSCS's elementary computer lab. As students progress into middle school, their technology skills develop through Business and Technology courses, in the computer lab. They begin to utilize the technology in topic presentations. As high school students, they use the technology skills they have learned to conduct research, develop essays, and present information to educators and peers. North Star teachers utilize an array of technologies each day in their classroom through desktops computers for student use, staff laptops, iPads and Apple TVs used for the delivery of instruction and the use of Interwrite Boards to enhance visual presentation. NSCS will, in the future, continue to explore the feasibility of using technology to create new methods of delivery within and outside the school. New approaches to delivery may be adopted if and only if they are feasible, sustainable and do not detract from existing delivery success.

The Secondary Program (6-12)

Small Secondary School

The NSCS program was designed to transform the secondary school experience for its students by providing a smaller, safer, more intimate learning environment aimed at accelerating student learning through the creation of meaningful, sustained relationships among teachers, students and families in the school. In a small school setting, students and teachers at NSCS share in developing a school culture that supports learning. Relationships between students and adults are strong, trusting and ongoing. Students at NSCS have more opportunities to participate in co-curricular programming and athletics, providing them with opportunities to develop leadership skills and the ability to work cooperatively on teams.³

Smaller secondary schools have been credited with improving student achievement. Studies conducted in Chicago and New York City have shown that smaller schools resulted in improved student achievement as measured by test scores and dropout rates.^{4 5} A recent study of urban, suburban, and rural schools in four states found that smaller schools helped close the achievement gap—as measured by test scores—between students from poor communities and students from more affluent ones.⁶ Based on such successes, the Bill & Melinda Gates Foundation has begun a campaign to finance the establishment of many more small high schools in the United States.⁷

Secondary Methodology

In 2007, NSCS amended its charter to incorporate a small high school program aimed at extending and expanding its successful K-8 program. Founders sought curriculum and an instructional methodology aimed at providing accelerated learning in a safe environment with a focus on character education and the development of virtuous citizen leaders. In 2009, NSCS became the Idaho's first public, tuition-free school authorized to offer the International Baccalaureate Diploma Program.

Three areas of focus were identified: international issues, economics, and business. International-mindedness requires staff and students alike to look beyond the community we live in – to seek to participate in a respectful and knowledgeable manner with the culturally rich and diverse global community. Our school hosts exchange students from countries all over the world: Germany, Sweden, Brazil, Spain, Thailand, Ukraine, and Denmark. In addition, teachers provide opportunities for overseas travel, not only for educational purposes, but also for service

³ Grauer, Stuart R. "Small Schools White Paper: A Meta-Study on the Benefits of Small Schools". Coalition of Small Preparatory Schools. 2012.

⁴ Stiefel, L., Iatarola, P., Frautcher, N., and Berne, R. "The effects of size of student body on school costs and performance in New York City high schools". Institute of Education and Social Policy. 1998.

⁵ Wasley, P.A., Fine, M., Gladden, M., Hollan, N.E., King, S.P., Mosak, E., & Powell, L.C. "Small Schools: Great strides-A study of new small schools in Chicago. Bank Street College of Education. 2000.

⁶ Howley, C., & Bickel, R. (2000). *Research about school size and school performance in impoverished communities*. (Eric Digest). (Eric Document Reproduction Service No. ED 448968.

⁷ www.gatesfoundation.org

learning. The business and economics strand extends from the introductory program in the elementary school to the secondary school and includes courses such as personal finance, marketing, web design, business and technology, macro and micro economics, entrepreneurship, and leadership.

By weaving business, economics, communication and leadership skills into the fabric of education, NSCS aims to educate future business, civic, and community leaders. NSCS's educational philosophy promotes high expectations and a school culture that supports achievement. A goal of "college readiness" will be achieved for all students regardless of their career aspirations.

Grade 6-10 Curriculum

The middle school program provides a framework of learning which encourages students to become creative, critical and reflective thinkers. NSCS emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and the real world. NSCS fosters the development of skills for communication, intercultural understanding and global engagement; all qualities that are essential for life in the 21st century. Curriculum is backwards mapped to prepare students with content and skills necessary for success in the IB Diploma Program and to promote a continuum of education. Studies during the sixth through eighth grade years are aligned with preparing students to handle the IB aims and objectives. Curriculum is presented through a spiraling process. Students are introduced to new topics every year; topics are reinforced in subsequent years, and students gain mastery of complex concepts over time.

The ninth and tenth grade curriculum provides a bridge between the middle school program and the IB Diploma Program. Teachers at NSCS have high expectations for all students. High school programming focuses on acceleration, rather than remediation. Teachers provide scaffolding that explicitly teaches students how to study, how to approach academic tasks, and how to read and write at a college level.

English

As students leave the elementary grades they begin studying the rich literature of English and other languages in translation. They develop skills in literary criticism and, an appreciation of cultural differences. In keeping with the Idaho Core Standards, both creative and nonfiction texts are studied for content and style. In the middle years students take two classes per year to polish their skills in both reading and writing. By the first year of IB, students are beginning to appreciate a language's breadth, complexity, wealth, and subtleties in a variety of contexts.

Foreign Language

There are two major languages spoken in the Western Hemisphere: Spanish and English. At a minimum, one ought to be fluent in both. Knowledge of a second language will become more and more important to effective leadership in the 21st century. Knowledge of a second language boosts English proficiency, improves memory and self-discipline, and enhances verbal and

problem-solving skills. We are an IB World School. By learning Spanish in ninth and tenth grade years and as part of the Diploma Program, we promote an understanding of other cultures through the study of their language.

Social Studies

When students leave the elementary years, their world expands and they begin the study of world history and geography. As they proceed through their middle school and early high school years, their studies spiral back to an in-depth look at the documents and machinery of American democracy in American Government. In the IB diploma class, History of the Americas, students will look very closely at the recent history of the United States and its relationship with other nations in North and South America during the 20th century.

Science

Beginning in the middle school years, students begin more field work with instruments. This enhances the students' excitement of science so that they can better understand facts and concepts. Students will experience the integrated science process skills of constructing hypotheses, designing investigations/models, identifying and describing relationships between variable, acquiring and constructing tables and graphs to processing data and drawing conclusions based on that data. In the middle school years, students study life and physical sciences. As freshman and sophomores, they will take biology and chemistry as the groundwork for success in the IB Biology class.

Mathematics

Students explore and master pre-Algebra, Algebra 1, and Geometry. Successfully completing Algebra II is the gate to IB math classes. By refining their powers of abstraction and generalization, IB math students develop mathematical knowledge, concepts and principles as well as logical, critical and creative thinking. Students will view and use mathematics as a tool for reasoning and problem solving in purposeful ways in the other content areas.

The Arts

The Arts demonstrate how people understand and record the human experience and our world. A strong music program is part of our core educational offering. Some suggest a strong correlation between cognitive development and musical training. NSCS provides a music training choice for middle school, freshman and sophomore students.

Business and Economics

By weaving business, economics, communication and leadership skills into the fabric of education, NSCS aims to educate future business, civic and community leaders. The economics curriculum focuses on both microeconomics and macroeconomics. Microeconomics is the branch of economics that studies the behavior of individual households and firms in making

decisions on the allocation of limited resources. Macroeconomics is the branch of economics that deals with the performance, structure, behavior and decision-making of the whole economy.

Grade 11-12 Curriculum

NSCS wants its students to be college-ready and is cognizant of the strong reputation IB has for being the best college-prep program⁸ – even better than Advanced Placement, especially at preparing strong writers, speakers and thinkers. The extended essay requirement has been cited by *Washington Post* education reporter Jay Mathews as one of the chief reasons why IB students surpass AP students in college-readiness.

NSCS engages students in intellectually challenging work, focused on preparing its students to not only meet the content demands of college and challenging jobs, but to prepare them apply their learning to produce significant pieces of analytic work. Students are asked to read and write extensively in all classes.

The IB Diploma Program provides students with:

- a broad and balanced, yet academically demanding, program of study
- the development of critical-thinking and reflective skills
- the development of research skills
- the development of independent learning skills
- the development of intercultural understanding
- a globally recognized university entrance qualification.



⁸ International Baccalaureate Organization. “Key findings from research on the impact of IB programmes in the Americas region”. 2012.

IB Diploma Program Curriculum: Core Elements

The core of the curriculum model consists of three elements:

Element 1- Extended essay

The extended essay of some 4,000 words offers the opportunity for IB students to investigate a topic of special interest related to one of the student's six Diploma Program (DP) subjects/disciplines. An extended essay can also be undertaken in world studies. The world studies extended essay provides students with the opportunity to carry out an in-depth interdisciplinary study of an issue of contemporary global significance, utilizing two IB diploma disciplines. Both types of extended essay (single-disciplinary and interdisciplinary essays) are intended to promote high-level research and writing skills, intellectual discovery and creativity expected at the university level. They provide students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (a teacher in the school). This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject or issue chosen. It is recommended that students follow the completion of the written essay with a short, concluding interview - viva voce - with the supervisor.

Element 2--Theory of knowledge (TOK)

TOK plays a special role in the Diploma Program by providing an opportunity for students to reflect on the nature of knowledge, and on how we know what we claim to know. The fundamental question of TOK is “how do we know that?” Students are encouraged to think about how knowledge is arrived at in different disciplines, what the disciplines have in common and the differences between the disciplinary. TOK therefore both supports and is supported by the study of other DP subjects, as students are required to explore knowledge questions against the backdrop of their experiences in their other DP subjects. Through discussion and critical reflection students gain greater awareness of their personal and ideological assumptions, as well as developing an appreciation of the diversity and richness of cultural perspectives.⁹

Element 3—CAS

CAS (Creativity - Action – Service) is at the heart of the Diploma Program. CAS enables students to live the IB learner profile in real and practical ways, to grow as unique individuals and to recognize their role in relation to others. CAS is defined as:

- Creativity - arts and other experiences that involve creative thinking
- Action - physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the IB Diploma Program
- Service - an unpaid and voluntary exchange that has a learning benefit for the student.

⁹International Baccalaureate. N.p., n.d, Web. 07 Apr. 2014.

Students develop skills and attitudes through a variety of individual and group activities that provide them with opportunities to express their passions, personalities and perspectives. CAS complements a challenging academic program in a holistic way, providing opportunities for self-determination, collaboration, accomplishment and enjoyment. Students are also required to undertake a CAS Project that challenges students to show initiative, demonstrate perseverance, and develop skills such as collaboration, problem solving, and decision making.

The school and students give CAS as much importance as any other element of the Diploma Program. Successful completion of CAS is a requirement for the IB Diploma. While not formally assessed, students reflect on their CAS experiences and provide evidence of achieving the eight learning outcomes.¹⁰

Diploma Program Subject Groups

Group 1: Studies in language and literature

It is a requirement of the program that students study at least one subject from group 1. In group 1, students will study literature, including selections of literature in translation. Students will choose to study their group 1 subject(s) in a language in which they are academically competent.

In studying the group 1 courses, students are able to develop:

- a personal appreciation of language and literature
- skills in literary criticism
- an understanding of the formal, stylistic and aesthetic qualities of texts
- strong powers of expression, both written and oral
- an appreciation of cultural differences in perspective

The range of texts studied in language courses is broad, and students grow to appreciate a language's complexity, wealth and subtleties in a variety of contexts. A specific aim is to engender a lifelong interest in literature and a love for the elegance and richness of human expression.

While NSCS currently offers Language A: Literature HL, the school reserves the right to offer other alternatives as the program grows and matures.

Group 2: Language acquisition

It is a requirement of the program that students study at least one subject from group 2. The main emphasis of the modern language courses is on the acquisition and use of language in a range of contexts and for different purposes while, at the same time, promoting an understanding of another culture through the study of its language.

¹⁰International Baccalaureate. N.p., n.d, Web. 07 Apr. 2014.

NSCS currently offers Spanish SL and Spanish ab initio courses. In prior years Japanese ab initio was also offered. The school reserves the right to offer alternatives as the program grows and matures.

Group 3: Individuals and societies

Students are required to choose one subject from each of the six academic areas, including one from Individuals and societies. They can choose a second subject from each academic area except the arts.

Studying any one of these subjects provides for the development of a critical appreciation of:

- human experience and behavior
- the varieties of physical, economic and social environments that people inhabit
- the history of social and cultural institutions.

In addition, Group 3 studies are designed to foster in students the capacity to identify, to analyze critically and to evaluate theories, concepts and arguments relating to the nature and activities of individuals and societies.

NSCS currently offers IB History. In prior years, NSCS has offered IB Geography. The school reserves the right to offer alternatives as the program grows and matures.

Group 4: Sciences

It is a requirement of the program that students study at least one subject from group 4. Students explore the concepts, theories, models and techniques that underpin each subject area and through these develop their understanding of the scientific method.

A compulsory project encourages students to appreciate the environmental, social and ethical implications of science. This exercise is collaborative and interdisciplinary and provides an opportunity for students to explore scientific solutions to global questions.

NSCS currently offers IB Biology (with an emphasis on, IB Anatomy/Physiology, IB Biochemistry/Genetics), and IB Environmental Systems SL. The school reserves the right to offer alternatives as the program grows and matures.

Group 5: Mathematics

It is a requirement of the program that students study at least one course in mathematics; computer science is an elective. The mathematics program enables students to:

- develop mathematical knowledge, concepts and principles
- develop logical, critical and creative thinking
- employ and refine their powers of abstraction and generalization.

Students are also encouraged to appreciate the international dimensions of mathematics and the multiplicity of its cultural and historical perspectives.

NSCS currently offers IB Math Studies and IB Math SL. In prior years North Star offered IB Math HL. The school reserves the right to offer alternatives as the program grows and matures.

Group 6: The arts

It is a requirement of the program that students choose one subject from each of the academic areas 1 – 5. Alongside these five courses, a student can choose to study a group 6 subject, or to study an additional subject from groups 1 – 5.

The emphasis is on creativity in the context of disciplined, practical research into the relevant genres. In addition, each subject is designed to foster critical, reflective and informed practice, help students understand the dynamic and changing nature of the arts, explore the diversity of arts across time, place and cultures, and express themselves with confidence and competence.

In prior years NSCS offered IB Music HL. The school reserves the right to offer alternatives as the program grows and matures.

NORTH STAR'S CHARACTER PROGRAM

NSCS emphasizes the ongoing development of the whole person.

“Schools must not only help students become literate and well informed, they must also help them develop the capacity to live responsibly and to judge wisely in matters of life and conduct.”

*Dr. Ernest L. Boyer
President of the Carnegie Foundation for the Advancement of Teaching, Princeton, NJ
Principal Magazine, NAESP
September, 1995*

A unique quality of NSCS is the conscious emphasis placed on the non-academic part of our educational program. We see that schools have a critical role to play in helping to shape and reinforce basic values. The key work of our character program not only develops healthy, young

leaders aware of their responsibility in the world, it also helps create the environment in which learning can best take place.¹¹

Our character program has three elements: Character/Leadership, Service, and Physical Wellness.¹² For the kindergarten through eighth grade, we employ *Character Counts*. During high school (9-12), the IB program takes seriously the importance of life outside the world of scholarship by requiring their Creativity, Action, and Service (CAS) project for the Diploma Program. *The IB Learner Profile* also provides a roadmap to both intellectual and personal qualities.

Character and Leadership Development

In the early years above all else, we see ourselves as allies of the family, reinforcing parents' efforts to guide the intellectual, emotional, and moral development of their children. By providing moral and ethical standards, the school prepares its student to accept the privileges and responsibilities of citizenship. Every child is capable of achieving his or her potential to the fullest extent when afforded respect, fairness, kindness, discipline, and appropriate instruction.

NSCS represents a partnership among its students, parents, and faculty. A child has the right to come to school without fear of taunting, teasing, or violence. Parents have the right to expect a school to provide a safe, kind environment for their children. Teachers have the right to teach in an orderly environment without fear of violence. NSCS's dedication and commitment to providing a safe learning environment for every student is core to what NSCS provides its community of students.

Professional development focuses teachers on learning related to school culture and climate. Administration and staff learn how to develop a healthy school culture through book studies and discussions related to fostering and maintaining a healthy school climate and culture.

Character Counts

At the Elementary level, each month a particular character trait is emphasized. A different grade level is responsible for developing skits and role-playing that teach and model the month's character trait. Thereafter, daily classroom instruction continues to explicitly teach these character traits and help the students implement them on a day-to-day basis. This emphasis and placement of high value on character education provides NSCS students with a unique learning environment, focused on developing virtuous citizen leaders dedicated to maintaining a safe and effective learning environment.

The Character Counts program continues into NSCS's Middle School program. Students have a daily advisory period where a different trait is highlighted and reinforced for a month. Each

¹¹ "Social, emotional, and academic education: Creating a climate for learning, participation in democracy, and well-being." Cohen, Jonathan, *Harvard Educational Review* 76.2(2006):201-237.

¹² "Enhancing school-based prevention and youth development through coordinated social, emotional, and academic learning." Greenberg, Mark T.; Weissberg, Roger P.; O'Brien, Mary Utne; Zins, Joseph E.; Fredericks, Linda; Resnik, Hank; Elias, Maurice J.

homeroom has the opportunity to plan an assembly for their peers. Teachers choose a Student of the Month for each grade level who exemplifies the highlighted trait.

OUR CHARACTER COUNTS PROGRAM *

- Respect
- Responsibility
- Gratitude
- Compassion
- Perseverance/ self-disciple
- Friendship Cooperation Kindness
- Honesty/ Integrity
- Enthusiasm
- Citizenship
- * Self-reflection will likely be added as a character trait bringing the elementary program in line with the IB learner program. Self-reflection already is a part of program activities in the elementary classroom.

The IB Learner Profile

When students move into our secondary program, character development is furthered with the guidance of the IB learner profile which becomes the beacon for their actions and aspirations. By using and modeling the IB Profile, NSCS prepares the students for their time in the IB program. In addition to becoming reflective thinkers capable of understanding their own strengths and limitations, our 9th and 10th graders and IB students learn to courageously and confidently accept new challenges and new roles and see themselves as members of communities with responsibilities toward each other and the environment.

The IB Learner Profile provides a framework and common language for character education at the secondary level. Through a shared emphasis on the Profile, students and teachers 9-12 develop a school culture and climate that supports accelerated learning. The aim of all IB programs is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

Inquirers: They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable: They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers: They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators: They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled: They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded: They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring: They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers: They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced: They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective: They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.¹³

¹³ International Baccalaureate. N.p., n.d, Web. 07 Apr. 2014.

Service¹⁴

NSCS sees service as a key aspect of developing a virtuous citizen. We see combining classroom instruction with meaningful community service as a way to heighten a sense of community, civic engagement, and personal responsibility in our learners. Our service learning emphasizes critical thinking and personal reflection while encouraging a broad sense of community.

In our elementary school, community service begins at the local level with events such as a Community Food Drive.

During the middle school and early high school years, students from grades 6-10 are required to participate in a requisite number of service hours. Students are provided with service opportunities coordinated by staff (i.e. a project that supports the opening of Horsethief Reservoir or a service trip to Belize).

The service aspect of the IB Program, the CAS (Creativity - Action- Service) Project expands on these initial community service opportunities provided in the early years. CAS requires students to understand their capacity to make meaningful contributions to their community and society. Through service, students develop and apply personal and social skills to real-life situations involving decision-making, problem solving, initiative, responsibility, and accountability.

Physical Wellness

Physical wellness is the part of our character program that deals with developing long term soundness of body that is free of illness and pain. We feel fitness is critical to lifelong learning and encourage our students to learn these skills attitudes and habits. A physical education program ensures that NSCS students develop the coordination, motor skills, and overall fitness necessary to lead healthy and active lives.

In elementary school, students participate in physical education activities, which will teach them good sportsmanship, team play, and that will translate into classroom and personal settings.

In the middle school years, students begin formal health classes combined with physical education and are given the first opportunities to begin participating in NSCS sport programs like basketball, cross-country, volleyball, and track.

Action is the part of the IB CAS project focused on getting involved in activities and sports that contributes to a healthy lifestyle. NSCS offers a solid program of athletics for a small high school and encourages students to participate in sports programs in their home high schools if we do not offer it. Participation in organized sports requires dedication, focus teamwork and leadership.

¹⁴ “Research on K-12 school-based service-learning”. Billig, Shelley H. *Phi Delta Kappan* 81.9(2000): 658-664.

THOROUGHNESS STANDARDS (IDAHO CODE 33-1612)

NSCS will fulfill the thoroughness standards identified in Idaho Code. It has been established that a thorough system of public schools in Idaho is one in which the following standards are met:

STANDARD A

A safe environment conducive to learning is provided.

Goal: Maintain a positive and safe teaching and learning climate.

Objectives: NSCS will:

- Adhere to a philosophy which is focused on character developments that promote student respect for themselves and others.
- Develop a staff/student handbook to provide rules and guidelines for physical safety. These guidelines will include and not be limited to the procedures for fire drills, reporting unsafe equipment, methods for checking students in and out of school, notification of parents' rights, and staff monitoring responsibilities.
- Provide a facility that adopts policies that meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools, and is inspected as required to ensure the safety of students and staff.
- Establish, publish, and enforce policies that define acceptable and unacceptable behavior, including zero tolerance for weapons, violence, gangs, and use or sale of alcohol and drugs.
- Create an environment that encourages parents and other adults to visit the school and participate in the school's activities.

STANDARD B

Educators are empowered to maintain classroom discipline.

Goal: Create a positive teaching and learning environment with an emphasis on high expectations of behavior and performance.

Objectives: NSCS will:

- Establish behavioral expectations for students, staff and visitors that encourage a positive and respectful school climate and culture that is essential to creating and maintaining a safe and supportive school community.
- Follow the guiding principles of a classroom discipline model focused on respect for oneself and one's learning environment.

- Develop a student/parent handbook providing a code of conduct including clear expectations and consequences for unacceptable behavior, and a process for teachers to handle minor and major infractions in the classroom setting.
- Teach appropriate behaviors and foster responsible decision-making skills.
- Establish and maintain consistent rules aligned throughout the school.

STANDARD C

The basic values of honesty, self-discipline, unselfishness, respect for authority, and the central importance of work are emphasized.

Goal: Offer opportunities for students to develop and express exemplary character traits in concert with the overall educational program.

Objectives: NSCS will:

- Adhere to a philosophy which focuses on character development, emphasizing the importance of adults modeling.
- Help students build personal bonds and carry out responsibilities to one another and to the faculty and staff.
- Develop a sense of community and service within the school, and between the school and the larger community.

STANDARD D

The skills necessary to communicate effectively are taught.

Goal: Teach students a range of effective communication skills, both written and oral, skills appropriate for the 21st century.

Objectives: NSCS will:

- Integrate meaningful language experience in reading, writing, oral presentation and spelling, across the content areas.
- Provide a technology-rich environment to enable students to assess information, process ideas and communicate results.

STANDARD E

A basic curriculum necessary to enable students to enter academic or professional-technical post-secondary educational programs is provided.

Goal: Develop an educated citizenry for the 21st century through a dynamic, interactive academic program which grounds a student in the basics of reading, writing, mathematics, science, and social studies as a means to lead students to more in depth thinking.

Objectives: NSCS will:

- Use the Idaho State Department of Education's Core Standards as a starting point to engage students in research-based and evidence-based pedagogy, a prerequisite for entry into the International Baccalaureate curriculum
- Emphasize American history and the lives and writings of the Founders.
- Integrate business and economic concepts
- Provide a strong foundation in basic reading, writing, science, social studies, and computational skills.
- Provide a technology-rich environment, encouraging the effective use of technology as a tool in the workplace of the 21st century.
- Physical activity during the school day will be incorporated into the curriculum.

STANDARD F

The skills necessary for the students to enter the workforce are taught

Goal: Teach students “Habits of Mind” that are essential to post-secondary education and the work place, i.e. persistence, flexible thinking, metacognition, innovation, risk taking, life-long learning, problem-solving, etc...

Objectives: NSCS will:

- Utilize Character Counts Program and IB Learner Profile to teach effective “Habits of Mind”.
- Enable students to develop the following intellectual habits important in the work place: adapting to new situations and responding effectively to new information; solving problems; locating and evaluating information from a variety of sources; making flexible connections among various disciplines of thought; thinking logically and making informed judgments.
- Enable students to develop the following personal habits important in the work place: accepting responsibility for personal decisions and actions; honesty, courage, and integrity; a healthy lifestyle; empathy, courtesy, and respect for differences among people; self-confidence; concentration and perseverance; responsible time management; assuming a fair share of the work load; and working cooperatively with others to reach group consensus.

STANDARD G

The students are introduced to current technology.

Goal: Provide students with a technology-rich environment using tools such as computers, scientific equipment, and networks linked to local and nationwide resources.

Objectives: NSCS will:

- Use interactive technology as tools in an integrated educational program rather than as primary instructional delivery systems.
- Emphasize the acquisition of basic computer skills as a supplementary medium of communication and research to complement other approaches.
- Use computers as tools for such activities as accessing research information, authoring, computation, record keeping and data storage, and communication.

STANDARD H

The importance of students acquiring the skills to enable them to be responsible citizens of their homes, schools, and communities is emphasized.

Goal: Provide students with the skills and understanding necessary to become responsible citizens in their respective jobs and communities of the 21st century.

Objectives: NSCS will:

- Engage students in service learning. Provide service learning experiences that reflect responsible citizenship in a democratic society and an interdependent world.
- Enable students to develop the following habits of responsible citizens: accepting responsibility for personal decisions and actions; honesty, courage and integrity; empathy, courtesy and respect for differences among people; assuming a fair share of the work load; and working cooperatively with others to reach group consensus.
- Enable students to understand and apply concepts and principles embedded in each of the social studies: history, geography, political science, and economics.

NSCS will achieve the Thoroughness Standards through implementation of an accelerated curriculum supported by a school culture based on a solid foundation of character education.

GRADUATION REQUIREMENTS

The graduation requirements for NSCS will meet or exceed the guidelines established by the State of Idaho. The graduation requirements are outlined below, and are also included in the *North Star Charter School Student/Parent Handbook*.

Core Area	Graduation Requirement
Core of Instruction	46 credits
Electives	18 credits
Total Credits	64 credits
Language Arts	9 credits <i>English: 8 credits, Speech: 1 credit</i>
Mathematics	8 credits <i>2 credits must be taken in last year of high school</i>
Science	8 credits <i>4 credits must be lab classes</i>
Social Studies	10 credits

<i>US History, Economics, and American Government</i>	
Humanities <i>Foreign Language</i>	8 credits
Health	1 credit
Physical Education	2 credits
Post-Secondary Readiness Plan	4- Year Learning Plan at end of 8 th Grade
Advanced Opportunities	International Baccalaureate
Senior Project	IB CAS Project and IB Extended Essay
College Entrance Exam	PSAT, SAT, ACT
Middle School	Must take algebra before entering 9 th grade

SPECIAL EDUCATION SERVICES

NSCS will serve all children including special education, Gifted and Talented, students requiring Section 504 Accommodations and LEP (Limited English Proficient) students. NSCS will follow the requirements of IDEA, the state of Idaho, and all other federal and state mandates regarding students with special needs.

The NSCS Board of Directors will adopt the 2007 *Idaho Special Education Manual* with all subsequent revisions and implement appropriate special education policies and procedures consistent with state and federal laws, rules, regulations, and legal requirements. All children will receive appropriate services as outlined in the Individuals with Disabilities Education Improvement Act, Section 504, and the *Idaho Special Education Manual*.

NSCS will plan and budget to provide Highly Qualified special education teacher(s) and other personnel, physical facilities that are appropriately accessible to permit access by students with disabilities, funding and contractual arrangements to ensure that NSCS students with disabilities receive special education and services as required in IDEA 2004 and outlined on the students' IEPs. All special education personnel will meet highly qualified special education standards and will be interviewed, selected, hired, trained, and in place by the first day of the 2014-2015 school year. To meet these expectations, NSCS will conduct a yearly Child Find activity.

NSCS will follow a three-step process, as outlined in the *Idaho Special Education Manual*, to determine whether or not a student requires special education services:

1. The school will locate students by establishing and implementing an ongoing Child Find system, which will include referrals by parents, school staff, etc. An individual will be appointed to coordinate the development, revision, implementation, and documentation of the Child Find system.
2. NSCS's Child Find system will also publicize and ensure that staff and the school's constituents are informed of the availability of special education services through information included in staff orientation, on the school's web page, in registration materials and through the use of various social media.
3. NSCS will conduct a thorough and comprehensive evaluation for students referred, to determine if the student qualifies for special education services under the Individuals

with Disabilities Education Act. NSCS would adhere to the guidelines and timelines outlined in the Individuals with Disabilities Education Act and the Idaho Special Education Manual. As outlined in the Idaho Special Education Manual, an evaluation team, which includes (at a minimum) a special education teacher, a general education teacher, a district representative, the student when appropriate and the parent and/or adult student, will review the information from the comprehensive evaluation to determine the student's eligibility for special education. These sources include, but are not limited to, general education interventions, formal and informal assessments, and progress in the general curriculum, and will also include any and all referrals by parents and/or other adults including teachers, counselors, or other school professionals as outlined in the Idaho Special Education Manual.

NSCS will implement and utilize a comprehensive Response to Intervention program as recommended in the Idaho Special Education Manual. This comprehensive, general education-led program will consist of the core components of problem identification, problem analysis, applying researched-based intervention and progress monitoring to determine student response to the scientifically research-based interventions. Students who do not respond adequately to the Response to Intervention program may be considered for a Referral to Consider a Special Education Evaluation.

If during an evaluation process, the multi-disciplinary team determines the need for an evaluation by personnel not directly employed by NSCS, such as a school psychologist, speech therapist, occupational therapist, or other required experts not currently employed by the school, such evaluations will be contracted with a private provider. If the student qualifies for special education services, and the subsequent Individualized Education Plan (IEP) requires the need for contracting with personnel not directly employed by NSCS, then the NSCS will contract with the appropriate service providers to provide IEP-related services (i.e. Speech and Language Pathologist, Occupational Therapist, Physical Therapists etc.).

Individual Education Plans

A Highly Qualified special education teacher will be responsible to monitor Individual Education Plans (IEPs) and supervise the implementation as written. A special education teacher will provide services in an inclusion or a pull-out model depending on the degree of accommodation necessary to meet the student's needs. These services will be delivered by a special education teacher or licensed provider, with supporting para-educator(s) as allowed by IDEA and the ESEA. The special education teacher will consult with the general education staff to utilize effective classroom accommodations, adaptations, and modifications.

The continuum of settings and services will be provided at NSCS, include general education classes, resource classes, and provisions for supplemental services such as resource services, itinerant instruction provided in conjunction with the general classroom, classroom aides, replacement curricula, behavioral supports, etc. In determining appropriate settings and services for a student with a disability, the IEP team shall consider the student's needs and the variety of alternate placements and related services available to meet those needs. NSCS may contract with private providers for the provision of related services. Services may be provided by a

licensed therapist, who may use a para-educator for support. In the rare event that the IEP team determines that the student's academic needs cannot be met on site, NSCS may contract with other agencies to provide those services.

For all special education students, NSCS will develop, review, and revise IEPs in accordance with state and federal laws. NSCS will adhere to the IDEA Procedural Safeguards and FERPA to assure protection of student and parent rights, including the confidentiality of personally identifiable information in student special education records. These statutes also provide for the right to review and inspect records. NSCS will ensure access to charter school programs, as required by the Americans with Disabilities Act (ADA). NSCS's building plan will permit access by students with disabilities. The school will provide transportation for special education students when the student's IEP requires it as a result of the multidisciplinary team decision.

NSCS uses evidenced-based programming and curricula when working with students with disabilities who need supplemental or replacement curricula. NSCS will follow the guidelines provided by the IDEA and Idaho Special Education Manual in regards to the disciplining of a student protected under the IDEA. This will include the consideration of a Functional Behavior Assessment and subsequent Behavior Intervention Plan when the special-education multidisciplinary team identifies that the behavior of the student impacts their learning or the learning of others. When the Behavior Intervention Plan is required, it will be developed with Positive Behavior Interventions and Supports. When required in accordance with the IDEA and *Idaho Special Education Manual*, the special education multidisciplinary team will conduct a Manifestation Determination to establish whether or not the misconduct of a student with a disability was (1) a demonstration of the disability, that is, an inability to understand impact and consequences or an inability to control behavior; (2) the result of an inappropriate placement; and/or (3) the lack of provision of services consistent with the IEP and placement.

Nondiscriminatory Enrollment Procedures

NSCS will not deny enrollment to a student with a disability because of that student's need for special education or related aids and services. All appropriate services will be provided for students with disabilities who meet the federally-established eligibility criterion for such services. Enrollment policies described elsewhere in this charter petition are consistent with the mission of NSCS and civil rights requirements. The nondiscriminatory policy will be stated on the school's website, applications, advertisements, etc.

LRE Requirements

NSCS will provide special education and related services to eligible NSCS students in the Least Restrictive Environment (LRE), educating students with disabilities with their non-disabled peers to the maximum extent appropriate. Related services may include (but is not limited to) Positive Behavior Interventions, Adaptive Technologies, Extended School Year, etc. This will be in accordance with the *Idaho Special Education Manual, PL94-142*, and as identified on each

student's IEP. In many cases, the LRE will be specified within NSCS. In rare cases, the LRE might be an alternative site, depending on the needs of each student. NSCS will provide assessments to admitted students as required, meeting individual student needs and IDEA requirements. LRE decisions are made individually for each student. The student's goals and required services are developed prior to the determination of the location of services and settings. The services and settings needed by each student with a disability must be based on the student's unique needs that result from his or her disability, not on the student's category of disability.

DUAL ENROLLMENT

NSCS students will be allowed to participate in dual enrollment with other schools, as required by Idaho Code 33-203. Dual enrollment is subject to school district policy and procedures, as allowed in Idaho Code 33-203. Information concerning dual enrollment options and requirements will be provided to parents annually through the student/parent handbook.

Tab 4

Measurable standards, Accreditation and Accountability

MEASURABLE STANDARDS

NSCS is committed to holding students to a higher standard, and consistently striving for academic success.

In evaluating the school's success in meeting mission-based goals and objectives, the school is utilizing both standards-based and performance-based assessments. For those students who have attended NSCS for more than the prescribed timeframe stated they will accomplish the following goals:

1. 90% of all 3rd grade students who have attended NSCS for two or more consecutive years will score a "3" on the Idaho Reading Indicator (IRI).
2. Within 16 months of graduation, 75% or more of seniors will be enrolled in a post-secondary program.
3. Students will demonstrate an appreciation and respect for diversity, as demonstrated by a school-wide average score of 3 or higher on the Respect for Diversity sub-section of the Comprehensive School Climate Inventory.

Methods of Measuring Student Progress

1. NSCS will run an enrollment report to determine which 3rd graders have been attending NSCS for two or more consecutive years and compare the IRI results to find the percentage of students that have obtained a score of 3.
2. NSCS will utilize the Idaho Go-On rates¹⁵ calculated by the National Student Clearinghouse Research Center¹⁶ to determine the percentage of students that graduate NSCS and enroll in post-secondary education. Post-secondary education is defined as attendance at a 2 or 4 year college, university or vocational/ trade program. NSCS's goal of 75% or more students attending a post-secondary program within 16 months is representative of the data collection procedures used by the National Student Clearinghouse Research Center. In setting this goal's target percentage, NSCS took into account that the small school concept's graduating classes are smaller in size and that some students at NSCS will choose to pursue a religion-based mission before continuing onto post-secondary educational opportunities. All data will be evaluated by graduating class with no intermixing of other graduating classes (example: when looking at the 2013

¹⁵ http://www.idahoedttrends.org/data#college_going

¹⁶ [Hggp://nscresearchcenter.org/](http://nscresearchcenter.org/)

graduates 16 months after their graduation, there would be no inclusion of any data from the 2014 graduates in the analysis).

3. NSCS will use the Comprehensive School Climate Inventory (CSCI) to evaluate and report on progress towards this MSES. The CSCI is a nationally recognized school climate survey that provides an in-depth profile of our school community's particular strengths and needs relative to an appreciation and respect for diversity. The survey is an empirically validated tool that has been used by many schools nationwide. Due to the large expense associated with administration of the survey, NSCS will not administer the survey or report results to the PCSC on an annual basis. The survey will be administered to students, teachers and parents. Results will be generated by CSCI after analysis and provided to NSCS. At a minimum, the survey will be administered in the year preceding a renewal decision. These results will be reported by the school to the PCSC by October 1 of that year.

Annual Reporting of MSES

Annual reports will be made available to the Idaho State Department of Education and the Idaho Public Charter School Commission regarding NSCS's MSES. Non-student specific MSES results will also be made available to parents and other stakeholders on the school's website, within 30 days of receipt of data. Student-specific data will be shared with parents at the parent-teacher conferences at least once a year.

STANDARDIZED TESTS

Under the direction of the School Administrator, NSCS students will be tested with the same state-mandated standardized tests as all other Idaho public school students. The tests will be conducted in strict accordance with, and at the specified intervals mandated by the State of Idaho. It is NSCS's goal to have a 95% participation rate on state assessments. Early and consistent communication with parents about the importance and purpose of the assessments along with communicating the assessment results to parents in a timely manner will help facilitate NSCS reaching this goal. The School Administrator will work with the staff member assigned the role of School Test Coordinator to ensure a schedule is developed that provides an opportunity for all students to be assessed and for students that are not in attendance during the testing period to be rescheduled for a make-up test. Additionally, NSCS will administer any and all required state assessments according to SDE protocol.

ACCREDITATION

NSCS is currently accredited for grades K through 12 by The Northwest Accreditation Commission. NSCS will renew accreditation every 5 years as required by the Northwest Accreditation Commission. The requirements used by the AdvancED Accreditation Commission are research-based standards to not only evaluate NSCS's organizational effectiveness, but also its K-12 programs, school wide culture, and satisfaction of our stakeholders. The five standards- Purpose and Direction, Governance and Leadership, Teaching and Assessing for Learning, Resources and Support Systems, and Using Results for Continuous

Improvement, provide the framework for NSCS to continually monitor our effectiveness. It is our belief that using this set of research-based standards can provide focus and help NSCS leadership and stakeholders continue to provide a quality education for NSCS students.

To ensure continuing accreditation of NSCS, the school will maintain accreditation for its K-12 program in accordance with Idaho Code 33-5205(3) (e) and IDAPA 08.02.02.140. An accreditation committee appointed by the school administration will choose the appropriate accreditation standard and oversee the accreditation process. After accreditation, the school administration will submit annual accreditation reports to the Idaho State Department of Education. The accreditation will be completed through NWAC/AdvancED.

Please see Appendix K for the External Accreditation Review Report.

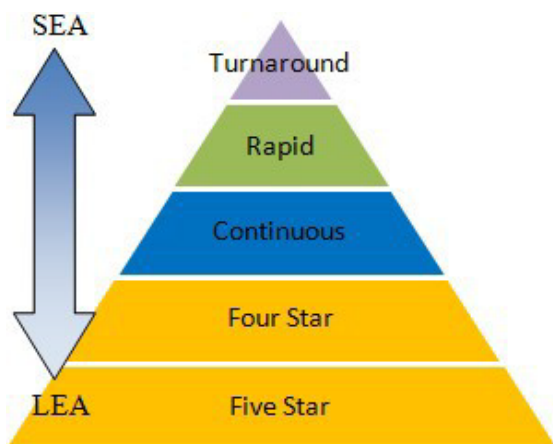
ACCOUNTABILITY AND SCHOOL IMPROVEMENT

NSCS is committed to being a school where student success is a top priority. This is reflected currently with a Four-Star rating in the Star System.

If it is ever determined that, based on student performance, the school is in need of improvement in accordance with the Star System through receiving a one, two or three Star Rating, NSCS will develop and follow a plan that will focus on improving school and staff capacity (structure, resource allocation, and teacher skill sets) to increase student achievement.

The Board of Directors of NSCS will provide consultation to the school administration regarding ongoing plans for the school. The Board will be responsible for the oversight and implementation of the school improvement process. It will be subject to all School-Level Improvement, continuous, Rapid and Turnaround Plans to a documented, meaningful and thorough review process prior to providing approval. If applicable, it will show that it has partnered with any schools in Turnaround planning to ensure a successful plan for alternative governance. The Board will oversee the development of the District Improvement Plan and will assure that the goals of the plan represent the goals of the Board of Directors.

If NSCS receives either four or five stars, no action is required. If NSCS receives a score of three stars or less, NSCS will follow the procedures outlined below:



School level plans are based on a continuum of performance over time with varying levels of LEA and SEA intervention and support structures. Schools with four and five star ratings are not required to submit School Improvement Plans so all the direction is at the school and LEA level. Moving along the continuum, the requirements for schools in Continuous Improvement will be less directed by the SEA than those in Rapid Improvement; however, the furthest end of the spectrum is Turnaround Planning at which point the State Department of Education will be highly involved in the planning process.

Idaho's Accountability System includes the following four measures and the rate of participation in State assessments:

1. Reading, mathematics, and language usage achievement (proficiency) designations for all students;
2. Graduation rates for all students;
3. Growth and growth toward proficiency for all students and subgroups over time; and
4. For schools with grade 12, increasing advanced opportunities and ensuring college readiness through college entrance and placement exams.

Annually, NSCS will receive a star rating and improvement planning category designation from the SDE. The school will strive to receive a four or five star rating. In the case that it receives a lesser rating, the following steps will be enacted.

If NSCS receives a Turnaround or Priority School status (One-Star Rating):

After the State conducts an Instructional Core Focus Visit, the Board, appropriate staff and the authorizer will create a Turnaround Plan based on whichever of the following permissible models would best affect the necessary change:

1. Transformation model, which addresses areas critical to transforming persistently low achieving schools. These areas include: developing teacher and Administrator leader effectiveness (depending on the track record of the Administrator, this could mean replacing the current administrator), implementing comprehensive instructional reform strategies, extending learning time and creating community connections, and providing operating flexibility and sustained support.
2. Turnaround model, which includes, among other actions, replacing the Administrator and rehiring up to 50% of the school's staff, adopting a new governance structure, and implementing an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with the State's academic standards. A turnaround model may also implement other strategies such as any of the required and permissible activities under the transformation model or a new school model (e.g., themed, dual language academy).

3. Governance Partnership Model in which the Board/school partners with an external entity to implement the Turnaround Principles and transform the governance of the school. This may include:
 - a. Agreeing to utilize services provided directly to the school by the state in lieu of a state takeover in which a diagnostic review is conducted and services are tailored specifically to the context of the school;
 - b. Purchasing the services of a lead turnaround partner that will utilize research-based strategies, that have a proven record of success with similar schools, and which shall be a key participant and decision-maker in all aspects of developing and collaborative executing the turnaround plan.

After choosing the best Turnaround Model, NSCS staff, Board, and the authorizing charter entity will create a Turnaround Plan that will provide the framework for analyzing problems, identifying underlying causes and addressing instructional issues in the school that have led to low student achievement outcomes. The plan will incorporate strategies based on scientifically based research that will strengthen the core academic subjects in the school and address the specific academic issues that caused NSCS to be identified for the Turnaround Plan category.

NSCS will use the State's WISE Tool and required indicators to write its Turnaround Plan. The indicators NSCS will use in its Turnaround Plan will be tied to research-based practices that have been proven to raise achievement for all students, including English Learners, students with disabilities, and the lowest achieving students.

Once identified, NSCS would remain a One-Star School (i.e., a priority school in the Turnaround Plan status) for at least three years, unless it meets the exit criteria defined in Section 2.D.v. During that period, plans will be overseen by the authorizing charter entity, approved by the State, and monitored by both the State and the authorizing charter entity. NSCS may exit priority status one year early if it meets the exit criteria of two consecutive years at a Three Star rating or higher (after initial identification).

Special Rule for District Charter Schools: For a district charter school, renegotiate and significantly restructure the school's charter pending approval by the State Charter School Commission in order to implement the Turnaround Principles or revoke the charter and close the district charter school.

If NSCS receives a Two-Star Rating, the Board and authorizing charter entity will collaborate with the SDE to develop and Rapid Improvement Plan using the required WISE tool indicators. NSCS will follow the required steps, guidelines, and procedures in a manner similar to those outlined above and as provided in the Idaho Improvement Planning and Implementation Workbook. NSCS must receive a three star rating for two subsequent years to be removed from this ranking.

If NSCS receives a three-star rating, the Board and authorizing charter entity will collaborate with the SDE to develop a Continuous Improvement Plan using the required WISE Tool indicators. NSCS will follow the required steps, guidelines and procedures in a manner similar to

those above and as provided in the Idaho Improvement Planning and Implementation Workbook. NSCS must receive a higher rating for at least one year to be removed from this ranking.

If NSCS is in improvement status, they will complete all requirements including the 10% set aside for professional development, notification of school choice and tutoring services for eligible students attending one and two star schools, SMART Goals and alignment of evaluation and state funding plan. Additionally, if NSCS is in improvement status, the Board in conjunction with the administration (as appropriate) and authorizer will revisit and reprioritize the operational budget to ensure resources are directed toward realizing improvement goals. This will be particularly critical to meet the requirements of Turnaround Plans, and especially if the administrator or a significant portion of the staff are replaced.

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Tab 5

Governance Structure, Parental Involvement, Audits

GOVERNANCE STRUCTURE

NSCS is a non-profit organization and managed under *the Idaho Nonprofit Corporation Act*. A Board of Directors will be the public agents who control and govern the charter school. NSCS shall be responsible to identify and comply with all statutory requirements affecting the operation of a public school. The Board of Directors' meetings will generally follow Robert's Rules of Order, and will follow the Open Meetings laws, keep accurate minutes, and make the minutes available to the public, according to the Bylaws of the Charter School Corporation and Public Records laws.

Under the bylaws of the corporation, NSCS is governed by a Board of Directors consisting of between five and seven voting directors. Board Members are elected for a two year term. No more than three Board Members may be parents of students at NSCS. The remainder of the Board Members shall not be affiliated with the school.

The Board of Directors seats are as follows:

Seat #	Type of Seat	Year of Election
Seat One	Parent	Even year
Seat Two	Parent/community	Even year
Seat Three	Community	Even year
Seat Four	Parent	Odd year
Seat Five	Community	Odd year
Seat Six	Community	Odd year
Seat Seven	Community	Even year
Non-Voting	PTO President	Current

Current board members and their resumes are in Appendix E.

Powers and Limitations

NSCS will be a legally and operationally independent entity established by the nonprofit corporation's Board of Directors. The elected Board of Directors will be legally accountable for the operation of the charter school. NSCS commits to compliance with all federal and state laws and rules and acknowledges its responsibility for identifying essential laws and regulations, and complying with them.

The Board of Directors will have the responsibility to approve the selection of all the Administrators (Head of School, Elementary, Secondary, and Finance Administrator) who may not be

one of its members. NSCS will not contractually bind the Idaho Public Charter School Commission in a contract with any third party.

Board of Director's Responsibilities

The Board will be responsible for the financial health of the school, managing the school's funds responsibly and prudently while prioritizing spending with consideration given to the school's mission, vision and educational program goals. The Board will make an effort to establish financial practices and reporting that result in accuracy and transparency. Board members will participate in fundraising activities as deemed necessary and appropriate by the Board. Board members will put the interests of the school first and will refrain from using the position for personal or partisan gain.

The Board is responsible for development of the school's policies. Board decisions on policies affecting the school will be made only after full discussion and opportunity for public comment at publicly held board meetings. The Board will periodically review and evaluate the effectiveness of policies based on the impact on school operations, performance and alignment with applicable laws, rules and regulations.

Board business conducted at Board meetings will be done per the bylaws and applicable laws (see Bylaws in Appendix B). Board members will commit to follow the ethical standards set forth in the Ethical Standards agreement (see Appendix F).

The Board is to serve as the liaison between the school and the authorizing entity.

Selection and Replacement

Annual elections for members of the Board of Directors will be held according to the Bylaws of the Charter School Corporation (see Bylaws in Appendix B). For Election Process, see Appendix D.

Recruiting Board Members

NSCS will seek to recruit parents of students enrolled in the school and others in the community who are highly qualified to be on the Board. NSCS will seek prospective members who have training or experience in accounting/finance, law, education, publicity, marketing, and/or business. Recruitment notices that detail the qualifications and experience required will be sent out through email to the students' parents and others on the school's e-mail list. They will also be posted on the school's website. NSCS will request the assistance of its faculty and stakeholders in finding Board candidates.

Since NSCS has an elected Board, the Board, itself, does not choose the future board members, therefore the role of the NSCS Board in succession planning is somewhat limited. Board Members will encourage stakeholders to find qualified members and urge them to participate in the election process.

NSCS can utilize the Advisory Committees as a means to identify possible candidates. These committees provide an avenue for the school's stakeholders to vet prospective candidates for the Board.

Advisory committees have at least one Board member as Chair. Generally, no more than 6 non-board members will serve on the committee. Non-Board Members of a committee have no voting authority.

Board Training and Evaluation

When new Board Members are added, they are provided with a New Board Member Packet. This packet contains information to help them understand what is involved in being a Board Member, such as but not limited to: the NSCS Charter, roles and responsibilities, meeting laws, state statute for charter schools, ethical standards, policies and financial reports and budgets.

Annually or throughout the year, at the discretion of the Chairman, there may be a training schedule to include, but not limited to, the roles/responsibilities of a Board, review of the school's charter, the Board's Ethical Standards, and state statutes. As appropriate, the Board may include other training, including external training, as appropriate based on costs and time. The Chairman will make sure the Board is aware of these opportunities.

Board members will be encouraged to attend any staff and parent education meetings.

The Board will conduct a self-assessment annually by using the Idaho School Board Association (ISBA)'s self-assessment tool (see Appendix G). The data will be used to improve the Board and its individual member's functionality. An example may be the discovery that the Board is weak in financial knowledge, leading to additional training specific to educational finances.

Ethical Standards

NSCS is a member of the ISBA and adheres to the ISBA ethical standards. Each Board member is required to read, understand, sign and adhere to the ethical standards of the Board. Our Ethical Standards Agreement is in Appendix F.

Relationship between the Board of Directors and School Administration

The organization chart in Appendix H demonstrates the reporting and interaction structure for NSCS. The relationship of the Board of Directors to the NSCS administration is as follows:

Board of Directors

The Board of Directors is responsible:

- For policy development and review
- For the financial health of the school
- For operational oversight (not day-to-day operations)
- For the annual evaluation of the Head of School
- For the legal affairs of NSCS
- To refer administrative communications to the administration, as appropriate, and to follow the Board-established chain of command
- To adopt, advocate for and oversee a school budget, which is responsive to school goals and meets the needs of all students.
- To delegate to the Administrators responsibility for all administrative functions, except those specifically reserved to the Board through board policy
- To conduct an annual self-evaluation of its own leadership, governance and teamwork.
- To seek the administration's recommendation before taking action.
- To communicate and interpret the school's mission and other policy related matters to the public and stakeholders.
- To ensure there is a supportive, smoothly, operating leadership team, which advocates for both children and the community.

Head of School

As the highest position at the school and reporting to the Board of Directors the Head of School responsibilities are:

- Passionately lead and promote the ideals of the original charter including further expansion and development of the Business and Economics focus.
- Accept leadership accountability in collaboration with the Administrative Team (Principals, Vice Principals) for continual development, transformation, implementation, and evaluation of the Strategic Plan including mission, values, vision, goals, objectives, and action plans.
- Represent, communicate, and advocate on behalf of North Star at authorizing agencies, local school districts, local and state government agencies, local colleges and universities, and business partners, as directed by the Board.
- Ensure legal and ethical integrity and credibility at North Star.
- Recruit, manage, evaluate, provide leadership to, and inspire the leadership team,

including Principals and Assistant Principals of School.

- Execute all decisions approved by the Board. Understand that authority resides with the Board, organizational bylaws, Articles of Incorporation, charter agreements, state and federal law.

Communication

- To be the “Face” of North Star, maintaining a passionate, enthusiastic, visible and accessible presence to North Star families and local communities, promoting, recruiting, and advocating for the continual success of North Star students, faculty, administrators and staff.
- Provide responsive and anticipatory communication with transparency, trust, and integrity understanding that this is an institution funded by the taxpayers and thus all North Star employees are “public servants” in the best meaning of the term.
- Provide the Board with regular updates of the schools’ activities regarding curriculum implementation, board directives, and fiscal matters.
- Provide timely communication out to the Board, parents, staff, local community, local school districts and state and federal agencies.

Comprehensive Planning

- Work with the Board and Leadership Team to create, refine, and implement a comprehensive strategic plan that develops a stable, sustainable organization for the success of the North Star and the stakeholders it serves.
- Assist the Board Chair in the development of Board agenda. Attend all Board meetings. Provide guidance to the Board and assist in decision-making.
- Work with the Board and the Administrative Team with a spirit of “shared leadership” and ensure collective responsibility for building a unity of purpose, communicating a common vision, and creating a positive organizational culture.
- Evaluates all school management systems, annual goals and objectives in conjunction with faculty, the board and parents on an annual basis. Develop plans for continuous quality improvements.

Culture Development

- Foster a culture of excellence by preserving and promoting the vision, mission, core values, and culture of North Star Charter School across the entire scope of K-12.
- Supervise and direct the School’s day-to-day activities and affairs.
- Value and support public charter education as one alternative in public-funded education positioning North Star as a premier provider of alternative public education choice, promoting the unique qualities of the charter school which set it apart within the greater Treasure Valley area.

Human Resources

- Work closely with Human Resource staff to develop policies for employment, employee relations, benefits and services, safety consciousness, performance appraisal and salary administration of all employees.
- Collaborate with the Leadership Team to strategize, develop, and implement plans for leadership, faculty, and staff development, staff participation in decision making, and establishing career paths within the organization.
- Oversee the development and execution of consistent and fair personnel policies and procedures, including grievance procedures.
- Work with Human Resource personnel to oversee staff recruiting, training, and the development of hiring practices.
- Review current practices, in collaboration with Administrative Team and develop evaluation protocols for all teachers, school-based employees, and Administrative Leadership Team as needed.
- Directly manage, recruit, and evaluate the Administrative Leadership Team.

Operations and Finance

- Oversee, alongside key personnel, all organizational operations including budgeting, accounting, human resources, contract management, facilities, and compliance.
- Work with the Board to set economic objectives, financial and accounting policies. Manage facility acquisition, maintenance, and renovation efforts.
- Provide, in conjunction with the Business Manager, financial reports to the Board, county, state, and other agencies, as required.
- Oversee North Star's income streams and provide direction for maintaining and seeking new funding sources for the organization.
- Lead and guide the school's fundraising and development activities.

Academic Performance

- Implement and instill best practices in education, instructional programs, and charter school operations.
- Make student-centered decisions that ensure equitable education for all students.
- Promote the success of all students and support the efforts of the Board to attain and maintain the focus on student learning experiences and academic achievement within the Business and Economics charter.
- Empower key personnel and instructional leaders in whole school K-12 curricular reform as needed including developing, implementing, and assessing academic goals, designing

curricular scope and sequence across K-12, and developing performance benchmarks to gauge K-5, 6-8, and 9-12 achievement.

- Execute sound performance management of and support for teachers to ensure student achievement gains are being realized ensuring that the best teachers are in place and holding them accountable for their performance as teachers.
- Ensure that academics, school culture and climate, community engagement, and external partnerships are positive, effective, and tightly aligned to the organization's mission and goals.
- Demonstrate knowledge and understanding of International Baccalaureate education practices and policies and encourage best practices.

Relationship Management

- The Head of School is under the management of and reports to the Board of Directors.
- Maintain a positive image of North Star. Be the face of the school to the external community on a local, state, regional, and national level.
- Build a strong, positive relationship between the organization and its Board of Directors, employees, students, families, businesses, colleges and universities and the broader community.
- Maintain a strong relationship with other charter schools in the area and the International Baccalaureate Programme.
- Lead funding and development efforts for North Star.
- Build strong relationships with business leaders and business educators in the state and country in order to maximize the expertise available to educate students.

Elementary and Secondary Administrators

The Elementary and Secondary Administrators works under the direction of the Head of School and are empowered to provide educational direction, administration, and on-site day-to-day operation of the elementary and secondary schools, respectively, as well as certain decisions concerning but not limited to:

- Implementing the vision and mission of the school
-
- Providing instructional materials and supplies
- Allocating classroom resources
- Fulfilling state charter school requirements
- Building school-wide community
- Providing special services
- Contracting educational services

- Contracting SPED servicesManage the disciplinary policy
- Developing curriculum, instruction and assessment
- Implementing professional development
- Resolving employment and personnel issues
- Overseeing enrollment and attendance
- Conducting teacher evaluations
- Supplying annual educational reports
- Executing the policies of the Board
- Supervising student scheduling
- Student enrollment and records
- Attendance
- State reports concerning students, faculty, and staff
- Parent and public relations

Finance Administrator

The Finance Administrator will work under the direction of the Head of School . The Finance Administrator's responsibilities include, but are not limited to the following:

- Monthly and Annual financial reporting to the Board and outside entities
- Day to day financial operations and accounting
- Financial records
- Purchasing/Contracting
- State reporting requirements
- Payroll

- Insurance
- Benefits
- Facilities management

Human Resources Manager

The Human Resources Manager will work under the direction of the Head of School. The Human Resources Manager's responsibilities include but are not limited to:

- Hiring, onboarding, promotions, transfers and terminations
- Personnel policies and procedures
- Personnel files: including salary and benefits data, performance and disciplinary action documents, and other information/documentation in accordance with federal, state and local employment laws.
- Employee relations
- Teacher contracts and MOU's
- Administers employee benefits program
- Competitive market salary/wage analysis to remain competitive and attract the best teachers and staff

Administrative Assistant(s)

The administrative assistant(s) will work under the direction of the Elementary and Secondary Administrator. The administrative assistant(s) responsibilities will include, but are not limited to:

- Student enrollment and records
- Attendance
- State reports
- Parent and public relations

The administrative team as identified herein may, at the direction of the Board of Directors, be further organized so long as requirements for certification as required by the Idaho Code are fully observed.

PARENTAL INVOLVEMENT

The Parent-Teacher Organization (PTO) will provide consultation and support to the Board and the Administration regarding ongoing plans for the school. The head of the PTO will sit on the Board of Directors (as a non-voting member) providing an additional avenue for parent's views to be shared.

Parents of students who attend NSCS will be involved in the education of their children and in the school at many levels. Parents bring an in-depth understanding of their children's personalities, learning styles, and strengths and weaknesses, which is essential for the continuing educational development of their children. The process to ensure parental involvement will be as follows:

1. Parents will receive a student handbook at registration.
2. Parents will be encouraged to attend parent teacher conferences during the year.
3. Parents will be encouraged to be involved in the PTO and to volunteer for school projects, programs and committees, and to work specifically with students who are challenged academically.
4. Parents will be encouraged to provide an appropriate learning environment at home for study.
5. Parents will be encouraged to attend Board meetings.
6. The Board will seek parental involvement on Advisory Committees and as Board members as described under “Board Recruitment”.

In order to create awareness of volunteer opportunities, Board meeting dates, PTO contacts and other parental involvement opportunities, the information will be communicated via email, newsletter and school website.

AUDITS/FINANCIAL REPORTING

Annually, the Board of Directors approves a letter of engagement of an independent certified public accountant to conduct an independent audit that complies with all related finance laws. At the completion of the audit, the Board reviews the results of the audit, approves and accepts the audit report and findings. A copy of the audit report will be submitted to the Authorizing entity and the SDE.

The Board of Directors complies with all school finance laws. The board presents and discusses all financial matters at public session and posts all financial results, budgets, audits, contracts and disbursements electronically via the school website. The Board holds an annual public hearing where the budget is discussed in detail. The Board posts notices of all meetings, including financial meetings, at the Meridian School District, Meridian Public Library, and Eagle Public Library and in the Idaho Statesman.

NSCS will comply with the financial reporting requirements of Idaho Code Section 33-701 (5-10). The Board will have prepared and published, within one hundred twenty (120) days from the last day of each fiscal year, an annual statement of financial condition and report of the school as of the end of such fiscal year in a form prescribed by the State Superintendent of Public Instruction pursuant to Idaho Code Section 33-701(5)(6). Such annual statement shall include, but not be limited to, the amounts of money budgeted and received and from what sources, and the amounts budgeted and expended for salaries and other expenses by category. The school places copies of all teacher contracts and vendor contracts on the school website. In addition, the school places a listing of all disbursements on the website and makes available all such information upon request.

Annually, NSCS will file with the State Department of Education such financial and statistical reports as the SOPI may require pursuant to Idaho Code Section 33-701(7). NSCS will destroy all claims or vouchers paid five years from the date the same was canceled and paid pursuant to Idaho Code Section 33-701(8).

NSCS will review the school budget periodically and make appropriate budget adjustments. Amended budgets shall be submitted to the State Department of Education pursuant to Idaho Code Section 33-701(9).

Pursuant to 33-701(10), NSCS will invest any money coming into the hands of the school in investments permitted by section 67-120 of the Idaho Code.

TAB 6:

Employee Requirements, Health and Safety, Student Discipline

EMPLOYEE QUALIFICATIONS

NSCS's full-time and part-time staff will meet or exceed qualifications required by state law. Instructional staff shall be Highly Qualified certified teachers as required by Idaho Code Section 33-5205(3) (g). The Head of School, Elementary and Secondary Administrators will be certified as administrators. Staff will be required to possess personal characteristics, knowledge, and experience consistent with the philosophy, mission, and expectations of NSCS as outlined within the Charter. Staff must comply with the professional codes and standards approved by the State Board of Education, including standards for ethics or conduct as required by Idaho Code Section 33-5204A(1). The Head of School will make recommendations to the Board of Directors for approval of instructional staff.

NSCS reserves the right to seek waivers or limited certification options as provided by rule of the Idaho State Board of Education when deemed in the best interests of the educational program. Additionally, NSCS reserves the right to hire any person for temporary assistance under the direct supervision of certified staff members. These provisions are intended to allow various community experts and other specialized persons who may not hold certification to contribute to the school according to their talents, experience, creativity, or expertise on a short-term or seminar basis.

BACKGROUND CHECKS

All employees, subcontractors, Board Members, and volunteers who work with students independently are required to undergo State of Idaho criminal background checks and FBI fingerprinting in compliance with Idaho Code 33-130. Each person stated above shall submit the completed fingerprint card to the school who will submit such background check information to the Office of Certification at the State Department of Education. Subcontractors will pay for their own background checks.

PROFESSIONAL DEVELOPMENT

NSCS recognizes that teachers are the foundation of our school's program, helping achieve their potential academically, socially and emotionally. Teacher success is the basis for successful student learning. NSCS intends to support its teachers through competitive compensation packages, paraprofessional support, opportunities for peer connection and support, and a strong mentoring and professional development program. NSCS recognizes the critical importance of its professional development programs for the long-term success of the school and its students. See teacher evaluations in Appendix I and professional development plans in Appendix J.

HEALTH AND SAFETY PROCEDURES

NSCS complies with the following health and safety procedures:

1. Conducts criminal history checks for all employees in compliance with Idaho Code 33-130. This requirement is a condition of employment.
2. Requires that all students show proof of immunization before being enrolled at the NSCS.
3. Requires that all visitors sign in at the office and receive and wear a visitor's pass when visiting the school building.
4. Provides for inspection of the facility in compliance with Section 39-4130 of Idaho Code. Adopt policies to meet all required city, state, and federal health, accessibility, safety, fire and building codes for public schools. Fire and safety officials using the same guidelines for all public schools will inspect the facility.
5. NSCS has adopted and implemented a comprehensive set of health, safety and risk management policies. These policies have been developed in consultation with the NSCS's insurance carriers and at a minimum address the above and following items:
 - a. Policies and procedures for response to natural disasters and emergencies, including fires and bomb threats.
 - b. Policies relating to preventing contact with blood-borne pathogens
 - c. A policy requiring that all staff receives training in emergency response, including appropriate "first responder" training.
 - d. Policies relating to the administration of prescription drugs and other medicine.
 - e. A policy that the school will be housed in a facility that has received fire marshal approval and has been evaluated by a qualified structural engineer who has determined the facilities present no substantial safety hazard.
 - f. Policies establishing that the school functions as a gun-free, drug, alcohol, and tobacco free workplace.
6. NSCS has developed a policy regarding internet usage that complies with all requirements set forth in the Children's Internet Protection Act.

Policies are incorporated as appropriate into the school's student and staff handbooks, and will be reviewed on an ongoing basis in the school's staff development efforts.

CLASSROOM MANAGEMENT

NSCS is committed to a safe learning environment. Appropriate behavior is essential in the establishment of a positive learning environment for students. Student expectations for appropriate behavior are high, and are communicated to students as part of the Character Development program (described in Tab 3). Teachers specifically and explicitly teach and review classroom rules as a means to teach appropriate behavior in the classroom setting. Expectations for appropriate behavior are communicated to parents in NSCS's student/parent handbook (distributed to families annually) and these expectations are clearly communicated to new families during initial tours of the facilities offered in the spring. Teachers will be trained in

the “Love and Logic” approach, as a means to ensure that the school-wide philosophy will be implemented in communicated uniformly.

The Love and Logic program is a classroom management approach to working with students that:

1. Puts teachers in control
2. Teaches students to think for themselves
3. Raises the level of student responsibility
4. Prepares students to function effectively in a society filled with temptations, decisions and consequences

Teachers and staff follow three basic rules when using Love and Logic, which are:

1. Use enforceable limits
2. Provide choices within limits
3. Apply consequences with empathy

STUDENT DISCIPLINE

Discipline at NSCS emphasizes a positive approach, guided by the Love and Logic way of thinking. NSCS expects its students to behave in an age-appropriate, respectful way towards adults, classmates in school and personal property. When this does not occur, classroom teachers will use corrective strategies that correlate with the Love and Logic philosophy. Teachers and staff are primarily responsible for the maintenance of proper student behavior both within and outside of the classroom setting during the school day. Every reasonable effort should be made by teachers/staff to solve discipline problems before they are referred to administration.

Discipline Steps

When a referral is made by a teacher regarding mischievous or severe behavior it will be submitted to Administration. Referrals will be processed as follows below:

Level One

(Behavioral interventions may begin on Step 1 or Step 2):

- Step 1: Teacher conferences with student and maintains written documentation of student behavior.
- Step 2: Teacher documents student behaviors and determines appropriate intervention strategies. Teacher contacts parents; may include the counselor and administration. Teacher maintains written documentation of student behavior.
- Step 3: Teacher refers student to the administration and parents are contacted. This indicates that the student has not responded to step 2 and/or 3 interventions in the classroom. Administration maintains written documentation of student behavior.
 - Referrals will result in a conference with the student/parent and assignment of a consequence determined by the Administration. A review

of step 1 and 2 interventions and alternate strategies may be considered by the Administration and the teacher.

Level Two

For severe deviant behavior or repeated violations, the student may be suspended from school for a period of one to five (1-5) days by the Administration or certified designee. See Idaho Code 33-205 or North Star Policy 502.1 for more information

- Continued referrals may result in progression to level three. This may take place by a telephone or school conference.

Level Three

When the student does not respond to interventions, expulsion will be considered. The Board reviews all expulsions. The Administrator has the authority to temporarily suspend a pupil until a final determination is made by the Board. The Administrator or designee may recommend to the Board a time period for pupil expulsion up to one year. No pupil shall be expelled without the Board having first given written notice to the parent or guardian of the pupil, which notice shall state the grounds for the proposed expulsion or denial of enrollment and the time and place where such parent or guardian may appear to contest the action of the Board to deny school attendance, and which notice shall also state the rights of the pupil to be represented by counsel, to produce witnesses and submit evidence on his/her own behalf, and to cross-examine any adult witnesses who may appear against him. Within a reasonable period of time following such notification, the Board shall grant the pupil and his parents or guardian a full and fair hearing on the proposed expulsion or denial of enrollment. However, the Board shall allow a reasonable period of time between such notification and the holding of such hearing to allow the pupil and his parents or guardian to prepare their response to the proposed expulsion.

Readmission

Readmission may occur after a meeting with the NSCS Board of Directors and Administrator prior to the end of the expulsion.

Zero Tolerance

Most students respect each other and the staff at NSCS. However, we believe it is important to call attention to specific behaviors that are not allowed on any school campus. Students in violation of any zero tolerance policy may be expelled and referred to the appropriate authorities. The duration of expulsion may be for the remainder of the school year, or, if occurring in the second semester, the student may be additionally expelled for the first semester of the next school year. The expulsion process is described above under "Discipline Steps". Zero tolerance will be in effect while on the property of the school or other structure on school grounds which were, at the time of the violation, being used for an activity sponsored by or through the school, and/or while riding school provided transportation and/or participating in a school sponsored extracurricular or academic activity off school grounds.

Zero tolerance offences include alcohol/controlled substance (including tobacco), arson, explosive devices, weapons, battery, bullying and harassment. Please know that because a specific behavior is not mentioned, it does not mean it is acceptable.

The Board of Directors reviews all expulsions recommended by the school's administration, and will adhere to all state laws and NSCS policy 502.1 regarding expulsion hearings.

Alcohol, Drugs and Tobacco

The Board of Directors recognize that student use of chemical substances is a serious problem of utmost concern in our society. Drug, alcohol, and tobacco use is detrimental to a state of well-being and undermines the aim of education, which is to enable individuals to develop to their full potential. The school seeks to ensure the highest standards of learning in the classroom and recognizes that use of chemical substances—including alcohol, tobacco, controlled substances and other substances as defined in the policy—creates educational, economic and legal problems. NSCS supports prevention, early intervention, and appropriate referral. Our intent is to identify and document any behavior/appearance that would be considered problematic to the student. The consequences for violation of this policy is set forth in the student/parent handbook (see Appendix L).

Bullying/Harassment

Bullying/harassment shall be defined as any physical, verbal, cyber, or socially aggressive behavior calculated to intimidate, harm, injure, coerce, ridicule, or threaten. Any staff member observing or suspecting bullying behavior shall intervene. The consequences for violation of this policy is set forth in the student/parent handbook (see Appendix L).

Notification of Law Enforcement

When a student is suspected of being in violation of federal, state, or local law for possession, use, or distribution of any illegal drug or controlled substance, the local law enforcement agency is to be notified immediately. The administrator or designee shall communicate all available information to the police and offer the full cooperation of the administration and faculty in a police investigation. The administrator or his/her designee will notify a parent or guardian of an interview or detainment of a minor student by law enforcement officials.

Any search, seizure, or subsequent disciplinary action shall be subject to applicable school policies, regulations, state laws or student/parent handbook rules.

Suicide Prevention

NSCS complies with Idaho Code 33-512 B, Suicidal Tendencies-Duty to Warn and Idaho Administrative Procedures Act (IDAPA). 08.02.03.160. Additionally, NSCS uses the 4-pronged approach recommended in the Idaho Guidelines for Suicide Prevention in Schools:

1. Student Well-Being: There are, of course, many aspects related to the well-being of students. Two of these aspects are of particular importance in preventing suicide as documented by nationally known suicide expert Dr. Thomas Joiner in his book, Why People Die by Suicide. Dr. Joiner points to failed belongingness and perceived burdensomeness as the two fundamental elements involved in desire for suicide. School personnel can play a key role in increasing student feelings of belongingness and capability/effectiveness (non-burdensomeness).
2. Training: Staff training is to include all certified school personnel, in the fall of each new school year. Training will be incorporated into the professional development days, provided to certified teachers prior to the start of each school year, by the school counselor.
3. Student Training: Student prevention should be administered in a regular, relevant class setting, such as a health course or teen development class with a curriculum that focuses on warning signs, protective factors, available community mental health services, and a strong message of hope, with the purpose of helping students identify classmates or themselves to prevent suicide.
 - a. Do not present students with curriculum until school personnel, parents, and community mental health providers are on board and support is available for those presenting with suicide ideation.
 - b. Do not present student suicide prevention training within six to twelve months of a completed suicide, depending on the readiness of the school community. Continue post-intervention activities.
4. Screening: It is critical to follow up with students who are identified by the training or coursework as at risk.

Disaster Preparedness

All school staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and events which threaten to result in a disaster. The Board of Directors or designee shall develop and maintain a school crisis plan which details provisions for handling foreseeable emergencies and disasters. It is recommended that this plan be reviewed and updated regularly.

The Administration shall augment the school plan with working site crisis plans and appropriate procedures specific to the school. All students and employees shall receive instruction regarding these plans.

The Board of Directors or designee shall consult with city and/or county agencies so that school and site plans may provide the best possible way a of handling each situation. These consultations should also consider emergency communications systems between these agencies and the school.

School and site plans shall address, but not be limited to, the following situations:

- Fire in a building
- Fire from an external source, i.e., brush, grass, or forest fires.
- Bomb threats or actual events.

- Natural disasters, i.e., floods, severe weather, or earthquakes.
- Man-made disasters, i.e., riots, accidents involving aircraft, or hazardous materials.
- Threats, attacks, or disturbances from groups or individuals.
- Other threats to students' health and safety, i.e., suicide.

EMPLOYEE: BENEFITS, STATUS, CONTRACTS

Benefits

NSCS will comply with all state and federal laws addressing employment benefits and insurance. At a minimum, all eligible employees will be covered by worker's compensation insurance, will have Federal Social Security withheld along with the employer's matching contributions, will be covered under the Public Employee Retirement System of Idaho (PERSI), and will be offered health insurance. It is the intent of NSCS to offer competitive wages and benefits so that it can recruit and retain talented employees. All employees who currently are members of PERSI will continue their participation. All new employees that are eligible for PERSI will become members of PERSI.

All employees will contribute to the Federal Social Security System. NSCS will make all employer contributions as required by PERSI and Federal Social Security. In addition, the school will also pay for worker's compensation insurance, and any other payroll obligations of an employer as required by Idaho Code 33-1279. NSCS will also allow for accumulation of sick leave as allowed by Idaho Code 33-1217. The Board will provide health insurance and may establish other benefits. The Board will develop a process to ensure that all eligible employees are invited to enroll in one of NSCS's health insurance plans. The Employees have the right to decline health insurance.

Transfer Rights of Employees

With NSCS as its own LEA, no employee transfer rights apply between NSCS and any other school district.

Collective Bargaining

The staff at NSCS shall be considered a separate unit for purposes of collective bargaining.

Written contracts

All teachers and administrators will be on a written contract with NSCS, approved by the Board. All contracts will be in a form approved by the State Superintendent, conditioned upon a valid certification being held by such professional personnel at the time of entering upon the duties.

A copy of all teacher and administrator contracts along with certificates for certified teachers and administrators will be on file in the school office.

Job postings and all other hiring and employment practices will be free of any unlawful discriminatory language or practices.

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TAB 7:

Admissions, Enrollment, Student Policies

ENROLLMENT

NSCS's enrollment is capped at 1032 students in grades K-12th. Annually, no less than thirty (30) days prior to NSCS's lottery application deadline, the Board of Directors will establish, at its regularly scheduled meeting, by motion and vote, an 'Annual Enrollment Capacity' as follows: Based on recommendations from the Administration, the Board will establish: (1) an annual school-wide enrollment capacity not to exceed 1032 students; and (2) an annual enrollment capacity for each grade. Each year, The Administration will: (1) Post the Annual Enrollment Capacity information on the NSCS web site within five (5) days of the Board vote; and (2) conduct the lottery and enrollment process in compliance with the limits established in the Board's Annual Enrollment Capacity motion and vote.

ENROLLMENT OPPORTUNITIES

In accordance with IDAPA08.02.02.203.02, NSCS will ensure that the public notification process of enrollment opportunities will include the dissemination of enrollment information, at least three months in advance of the enrollment deadline established by NSCS each year. The information will be posted in highly visible and prominent locations within the attendance area of the school, as well as, on the school's website. In addition, NSCS will ensure that such process includes the dissemination of press release or public service announcements to media outlets such as television, radio, and newspapers that broadcast within, or disseminate printed publications within, the area of attendance of the school. NSCS will ensure that such announcements are broadcast or published by such media outlets on at least three occasions, beginning no later than fourteen days prior to the enrollment deadline each year. Enrollment information shall advise that all prospective students will be given the opportunity to enroll in the public charter school regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs.

ADMISSION PROCEDURES

NSCS will be open to all students on a space-available basis. No student will be denied admission based on ethnicity, creed, gender, disability, or place of residence. No out- of-state students will be enrolled.

NSCS will substantially follow the model admission procedure identified by the Idaho State Board of Education in the initial year and for every year thereafter.

NSCS has identified the following admission procedures:

Requests for Admission

A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a child in this state, may make a request in writing for such child to attend NSCS. In the case of a family with more than one (1) child seeking to attend, a single written request for admission must be submitted on behalf of all siblings whom the parents desire to enroll in NSCS. The written request for admission shall contain the name, grade level, address, and telephone number of each prospective student in a family. If the initial capacity of the school is insufficient to enroll all prospective students, then a lottery, as described elsewhere in this charter, shall be utilized to determine which prospective students will be admitted to the school. Only those written requests for admission submitted on behalf of prospective students that are received prior to the established deadline shall be permitted in the lottery. Only written requests for admission shall be considered.

Lottery Process

NSCS will hold a lottery each year unless the initial capacity of NSCS is sufficient to enroll all prospective students. The lottery will be held in a public forum and a neutral 3rd party will conduct the lottery selection. NSCS will determine the students who will be offered admission by conducting a fair and equitable lottery conducted according to IDAPA 08.02.04.203 and Idaho Code 33-5205.

Priority of Preferences for Future Enrollment Periods

The selection hierarchy for admission preferences for enrollment of students shall be as follows:

1. Pupils returning to NSCS a subsequent year of operation;
2. Children of founders and full-time employees, provided that this admission preference shall be limited to not more than ten percent (10%) of the school's capacity;
3. Siblings of pupils already enrolled in the school;
4. Prospective students residing in the attendance area of the school; and
5. All other students.

The names of the persons in highest order on the final selection list shall have the highest priority for admission to NSCS in that grade, and shall be offered admission to NSCS in such grade until all seats for that grade are filled.

Wait List

All student names which were not selected in the lottery will be listed after the selected students in the order established by the lottery. Prospective students not eligible for immediate admission will be placed on a wait list and may be eligible for admission at a later date if a seat becomes available.

All openings during the school year will be filled according to the order of this wait list. If a parent, guardian, or other person receives an offer on behalf of a student and declines admission,

or fails to respond to such an offer in a timely manner by the date designated in such offer by NSCS, then the name of such student will be stricken from the wait list, and the seat that opens in that grade will be made available to the next eligible student on the wait list.

Written requests for admission received after the lottery has been conducted will be added to the bottom of the wait list for the appropriate grade. If a student is enrolled in NSCS, and their sibling is on the waitlist, the sibling student will advance to the bottom of the sibling waitlist for their respective grade level, in accordance with (Rules Governing Public Charter Schools) IDAPA 08.02.04.203.04. Wait lists for a given school year shall not roll over to a subsequent school year.

DENIAL OF ATTENDANCE

In accordance with Idaho Code 33-205, the school's Board of Directors may deny enrollment or may expel or deny attendance to NSCS to any pupil who is a habitual truant, or who is incorrigible, or whose conduct, in the judgment of the Board, is such as to be continuously disruptive of school discipline or the instructional effectiveness of the school, or whose presence in a public school is detrimental to the health and safety of other pupils, or who has been expelled from another school district in this state or any other state. Any pupil having been denied enrollment or expelled may be enrolled or readmitted to the school by the Board of Directors upon such reasonable conditions as may be prescribed by the Board, but such enrollment or readmission shall not prevent the Board from again expelling such pupil for cause.

The process for expulsion and denial of attendance is in Tab 6 under Student Discipline. For Special Education cases, refer to Tab 3 under Special Education Services.

STUDENT/PARENT HANDBOOK

In order to ensure that both parents and students understand the expectation for students at NSCS, parents will receive a student handbook at registration.

See Appendix L for the student/parent handbook.

TAB 8: Business Plan, Transportation, Nutrition

BUSINESS DESCRIPTION

NSCS is organized exclusively for educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code. Notwithstanding any other provision of the school's Articles of Incorporation, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 (or corresponding provision of any future United States Internal Revenue Law), or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law).

MARKETING PLAN

NSCS Marketing Committee is tasked with assisting the Administration and Board in the marketing of the school to prospective students and the community. This is accomplished through a variety of tools capable of reaching a wide cross section of the local community, including underserved and at-risk families:

- Direct mailing to primary attendance area households to notify about openhouse dates or lottery deadlines
- Digital media sources: community events calendars, Facebook
- NSCS website (www.northstarcharter.org)
- Brochures and Posters
- Local media coverage of individual student or teacher recognition, or school wide recognition
- Signage
- Events (school tours, IB night, open houses, music programs, sports events)
- News releases and articles

Since NSCS is near capacity, a current point of emphasis has been to target retention of current student population primarily through email marketing to the NSCS stakeholders.

MANAGEMENT PLAN

Please see Tab 5-Governance and the Organization Chart in Appendix H.

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FINANCIAL PLAN

Budget

The budget for NSCS is prepared in compliance with Idaho Code Section 33-801 and rules of the State Board of Education; is presented at a public hearing in June of each school year; and will be delivered to the State Department of Education as required on or before July 15th for the subsequent school year. Copies of the budget are provided to any interested parties via the NSCS website. Further, the budget is prepared, approved, and filed using the required accounts associated with the Idaho Financial Accounting Reporting Management System (IFARMS).

Financial Management

The accounting records are kept and maintained in accordance with generally accepted accounting principles (GAAP). NSCS will follow the reporting requirements set forth by the Idaho State Department of Education IFARMS.

The Board of Directors is ultimately responsible for financial management. The Board delegates the day-to-day financial management and day-to-day accounting of the school to the Head of School and Finance Administrator. The Head of School and Finance Administrator, in conjunction with the Finance Committee and the Treasurer, completes a monthly review of operating results and presents such results to the Board.

In addition to the annual audit (see Tab 5), a report to the Board is given that includes any material weaknesses in internal controls and/or operating inefficiencies that should be addressed in the coming year.

The school has instituted various segregation of duties to assist in the assurance that there is propriety required to protect the school's books and records, including receipt and deposit of cash, payment of expenditures and reconciliation of accounts and records.

Short-term and Long-term Budgets

Budget assumptions are in Appendix P.

Current year budget is in Appendix Q.

Three year budget forecast is in Appendix R.

Income Sources

Funding sources will include SDE foundation payments based on support units by grade, staff apportionment and benefits based on support units, transportation reimbursement based on current year expenditures and directed program payments in support of specific SDE initiatives. All funds from SDE foundation payments flows first to the NSCS Bond Trustee. The trustee, per

a waterfall agreement, takes a portion of the foundation payment for semi-annual interest, principal, reserve requirements and annual bond expenses and fee. The remainder is then wired into the School's operating bank account. Further funding may come from federal grants, private grants, various fund raising events, donations and fees for extra-curricular activities.

Any federal funds for Title I and Title VI-B will be calculated through the prescribed formulae and submitted within required deadlines.

Operating Expenditures

NSCS operates under a purchase order system in compliance with Idaho Code Section 33-601. All expenditure requests are signed off by the appropriate operating personnel and approved by the Finance Department. Pursuant to Idaho Code Section-67-2302 the school pays all of its operating obligations no later than 60 days after receipt of invoice. All operating expenditures are approved monthly at regularly scheduled Board meetings.

Non-Operating Expenditures

Non-operating expenditures are based on the specific terms set out in the agreement. Non-operating expenditures are generally limited non-recurring expenditures and debt service obligations.

Payroll

NSCS will process its own payroll. The school payroll is a monthly payroll with two pay dates (10th and 25th of the month). Payroll is distributed by check and/or direct deposit, based on employee elections. The school withholds all federal and state withholdings based on W-4 submissions executed by employees. In addition, the school deducts from employee pay contributions to various benefit plan and the Public Employee Retirement System of Idaho (PERSI). All payments to regulatory agencies, based on specific due dates, are made subsequent to the monthly payroll date, the 25th of each month. All employees, under contract, which generally terminate on June 30th of each year, are paid over twelve months beginning in August of each year and completed on July of the following year.

Assets and Working Capital

NSCS will properly maintain its existing and future assets. The school will maintain working capital and other covenant requirements as set forth in lender documents.

Cash Flow

The Finance Administrator reconciles cash flow monthly to the bank statements and compares the current monthly expenditures to the monthly cash plan approved by the Board, performs a variance analysis and reports to the Board on a monthly basis.

Cash Flow budget for 2014-2015 is in Appendix S.

Debt

NSCS operates under a series of bonds, with varying coupon rates and maturity dates over the next thirty-five years. These bonds are Nonprofit Facilities Revenue Bonds. See Appendix N for Bond Structure Summary.

TRANSPORTATION

NSCS currently offers transportation to students through a contract with Brown Bus Company. Annually, NSCS looks at alternative bus routing based on the mix of students by grade.

These transportation services are offered to students within our primary attendance area when they live more than one and one-half (1.5) miles from the NSCS facility. In accordance with Idaho Code, students who live less than one and one-half (1.5) miles from the nearest established bus stop must provide their own transportation to such bus stop. That distance shall be determined by the nearest and best route from the junction of the driveway of the student's home and the nearest public road, to the nearest door of the building he/she attends, or to the bus stop, as the case may be. NSCS may transport any student a lesser distance when in its judgment the age, health, or safety of the student warrants.

A day care center, family day care home, or a group day care facility, as defined in Idaho Code section 39-1102, may substitute for the student's residence for student transportation to and from school. NSCS will not transport students between child care facilities and home in accordance to Idaho Code 33-1501.

Students with special needs are provided transportation in accordance with requirements of state and federal law. Transportation of field trips, excursions, and extracurricular activities will be provided by the school through contracted services at the expense of all participating students.

NUTRITION

Currently, NSCS does not provide a school-sponsored lunch program. The school has contracted with an outside vendor to offer healthy lunch meals. The school offers this alternative lunch program as a courtesy to students. Annually, the Board will discuss whether a school lunch program would be viable related to facilities and finances.

The school currently does not track free or reduced lunch data. NSCS will pursue the means to obtain FRL information via the application for admission process. Any information obtained related to FRL would be for the purpose of demographics and will be kept and protected from identifying the student.

TAB 9:

Virtual Schools and Online Programs

NOT APPLICABLE TO NORTH STAR CHARTER, AT THIS TIME

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TAB 10:

Business Arrangements, Community Involvement, School Closures

BUSINESS ARRANGEMENTS

At the current time, NSCS has established key contracted business arrangements with the following:

- Brown Bus for student transportation services
- Children's Therapy Place for speech therapy services
- G & A Foods as vendor for lunch food
- International Baccalaureate Organization for IB program fees
- Capstone Press Inc. for Myon Reading Program
- American Preparatory School (APS)
- Borton -Lakey Law Offices

Community Partners consist of:

- NSCS PTO
- North Star Athletic Association
- Rosauers
- Idaho Charter Network
- Idaho Leads
- New Pedagogies for Deep Learning Global Partnership
- Key Club International
- National Honor Society

Appendix O contains a full list of business arrangements. Details of contracts/agreements are available upon request.

TERMINATION/CLOSURE PLAN

NSCS will follow all closure and termination procedures as outlined in the Idaho Public Charter School Commission's Closure Protocol (see Appendix M).

In case of termination, the Chairman of the Board of Directors will be responsible for the dissolution of the School and will cooperate with the Idaho Public Charter School Commission. The Board will follow all state and federal laws regarding the dissolution of a nonprofit corporation and arrange for the liquidation of assets and dispersing of funds to the creditors.

When the Board determines that the school will be terminated, the Chairman will execute the termination. The Chairman will arrange for the sale of assets and will use the proceeds to pay creditors. Within a month after the determination to dissolve the school, the Chairman will contact the parents of past and present students informing them of the process to obtain student school records and/or to which school the records should be forwarded. The School will send written notification to parents of students at their last known address and will email the parents at their last known email. The notification will explain how to request a transfer of student records to a specific school, where to obtain records before dissolution, and where the records will be stored after dissolution. The School will send the records to the school requested by the parents. Parents can either email or send written instructions.

Within two months after the determination to dissolve the school, the Chairman will direct the remaining student records to parents for whom the school has mailing addresses. Any remaining student records will be stored in a secure location for the legal limit required by an individual or organization to be determined by the Board. The School will maintain a Facebook page or similar page stating who to contact for student records.

The Chairman will direct all personnel records to all former employees of the School. All former employees shall receive their personnel records within one month after the final school year.

The Chairman will arrange for the sale of assets for distribution to creditors pursuant to Idaho Code 30-3-114 and 30-3-115. At least 80% of the proceeds will be used to pay creditors in the following order and categories: Staff salaries, benefits, contracted service providers: payroll, accounting, utilities, transportation, nutrition, special education leases and mortgages.

Once appropriate assets have been used to pay creditors, the School will donate or redistribute the remaining assets to other non-profits, in accordance with and allowable by Idaho State Statute. Any assets bought with federal funds will be delivered to the Idaho Public Charter School Commission and will not be used to pay creditors. All remaining federal funds will be turned over to the Idaho Public Charter School Commission in accordance with Idaho State Statute.

NSCS will fund and complete a final fiscal audit. The audit will be submitted to the Idaho Public Charter School Commission and the State Department of Education.

Appendix C: IPCSC Closure Protocol

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Closure Protocol

Idaho Public Charter School Commission

514 West Jefferson Street, Ste. 303

Boise, Idaho 83702

208-332-1561

pcsc@osbe.idaho.gov

Alan Reed, Chairman

Jenn Thompson, Director

Purpose

This document provides guidance on the public charter school closure process.

Authority

Title 33, Chapter 52 of Idaho Code, known as the Charter School Act provides for public charter school operations based on a contractual agreement between a charter school board of directors and a state authorized chartering entity, such as the Idaho Public Charter School Commission (IPCSC).

Operating contracts, known as Performance Certificates are granted by state authorized chartering entities to the governing board of a non-profit corporation that serves as the charter holder. Performance certificates are limited to five-year terms.

Closure protocol is enacted when:

- an authorized chartering entity chooses to non-renew a school's charter pursuant to I.C. § 33-5209B;
- an authorized chartering entity chooses to exercise its right to revoke a charter pursuant to I.C. § 33-5209C; or
- a charter holder chooses to relinquish its charter by approval of a resolution.

Each authorized chartering entity is required to maintain a closure protocol and is tasked with oversight of the closure process.

If closure is due to an IPCSC nonrenewal or revocation decision, written notice will be issued to the school within 14 days of the decision and this closure protocol must begin within 5 days.

Roles

Authorizer: the authorized chartering entity is responsible to maintain closure protocol and to oversee the closure process.

Charter Holder: the charter holder is responsible to ensure that all closure tasks are complete and all deadlines are met. The school is responsible for any and all costs associated with closure.

Note

Please note that every closure situation is different. This guidance document may need to be expanded or adjusted to accommodate the specifics of a particular closure.

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I. Closure Protocol Team

A. Initial Meeting

within 5 business days of the date on which written notice of closure is issued, a meeting of the closure protocol team will be held.

B. Team Members

The Closure Protocol Team shall meet at least once a month between the date of the decision to non-renew, revoke, or relinquish the charter and the final dissolution of the board. Meetings shall be organized and chaired by the “team lead”. The team lead is also responsible for compiling meeting minutes and all documentation for the final closure report.

Required members of this team shall include:

1. The school’s Board Chair;
2. The school’s Lead Administrator;
3. The school’s Business Manager;
4. The IPCSC Director
5. A Team Lead (appointed by the IPCSC Director); and
6. The State Department of Education’s School Choice Coordinator.
7. Additional members may be added to the closure protocol team by mutual agreement of the required members.

C. Subcommittees

1. Subcommittees shall be established for the purpose of managing closure tasks in the following areas:
 - i. Communication – student, teacher, family
 - ii. Financial – vendors and assets
 - iii. Business – employer and corporation
 - iv. Records – student and employee records

D. Meeting Agenda

The meeting agenda for the initial meeting of the closure protocol team shall include the following:

1. Review of the closure protocol guidance document;
2. Review of the final closure report template;
3. Review the roles and responsibilities of each party and subcommittee throughout the process;
4. Assign liaisons from both the school and the IPCSC to the Closure Protocol Team and any subcommittees;
5. Establish due dates for all tasks listed in Section I.E of these procedures; and
6. Review notification letter drafted by IPCSC Staff.

E. Important Dates

Due dates to be established at the initial meeting of the Closure Protocol Team shall include the following:

1. The date of the school's last allowable draw on public funds;
2. The date on which the school shall cease to provide services to students;
3. The date by which records to be retained beyond the closure date are to be transferred the authorizer;
4. The date by which all assets purchased with federal dollars must be transferred to the authorizer for redistribution to other charter schools;
5. the date on which all employee contracts are to be ended and all communication on behalf of the school must cease;
6. The date on which benefits will end;
7. The date by which the final audit must be completed;
8. The date by which all financial activity must be ended, including cutting the final checks and closing all bank accounts;

9. The date by which all W2s will be issued for the school's final operating year; and
10. The date by which the non-profit corporation must be dissolved.

Communication

A. Initial Stakeholder Notification

1. Within 7 business days of the date written notice of closure is issued, the school is responsible to issue a letter (drafted by the IPCSC) notifying stakeholders of closure. This letter shall minimally include:
 - a. Where and when the final order will be posted online for transparency of the reasons for closure;
 - b. The last date of student services;
 - c. Transfer procedures;
 - d. Explanation of the appeal process and when a decision regarding an appeal would be published; and
 - e. Contact information for the school's administrator and the IPCSC.
2. The school may choose to include a supplemental letter drafted by the school's board, and if so, such draft must be provided to the IPCSC prior to distribution to stakeholders.
3. The school is responsible to distribute the IPCSC's letter (and the school board issued supplemental letter, if applicable) to the following recipients:
 - a. All Parents of current students and all parents currently on a waitlist;
 - b. All Teachers, Staff, and Volunteers;
 - c. All Vendors with whom the school has an active contract or has engaged with in the past 12 months;
 - d. All Lease and Loan/bond holders; and
 - e. Any Educational Services Providers with whom the school contracts.
4. The authorizer is responsible to issue a letter informing stakeholders of the closure situation to the following recipients:

- a. All potentially impacted school districts and charter schools;
 - b. The State Department of Education;
 - c. The State Board of Education;
 - d. The Office of the Governor;
 - e. The Public Employment Retirement Service of Idaho;
 - f. The chairpersons of the House and Senate Education committees; and
 - g. The Senators and Representatives serving the state legislature on behalf of the district in which the school maintains student occupied facilities or business offices.
5. Within 7 days of the date written notice of closure is issued, the IPCSC's letter informing stakeholders of the closure situation shall be posted in a prominent location on the school's website and the IPCSC's website.

B. Staff Meeting

1. Within 7 days of the date written notice of closure is issued, the school's administrator, board chair, and business manager shall hold a meeting with all staff to discuss the following:
 - a. Media contact protocol
The Director of the IPCSC is the authorized media contact for the IPCSC. The school is encouraged to establish a single point of contact to manage public relations on behalf of the school.
 - b. Maintenance of normalcy (to the best possible level) for students through the last day of student services
All instructional and student services are required to be provided in full through the last day the school is allowed to provide such services. The student experience should remain as normal as possible through this process. It is recommended that the school provide guidance for teachers and staff early-on to ensure common language and tone is used when discussing this situation with students and families.
 - c. End of Employment Impact
This date is established by the Closure Protocol Team. When determining the end of contract dates, please consider the impact of this date on health

insurance and PERSI. When at all possible, August 31st is recommended as this will allow teachers who re-employ at another school the best opportunity for uninterrupted health insurance coverage. However, this decision must be balanced with the urgency of the closure and the school's obligation to spend as little as necessary during the closure period.

2. The meeting agenda for this staff meeting should include the following:

- a. Notification of closure timeline and timeline of parallel appeal if the school has chosen to or is considering appealing the closure decision.
- b. Review of media protocol and how to discuss the issue with parents and students.
- c. Date of last paychecks and whether/who will remain on staff after end of student services and end of contract dates.
- d. Timeline for more information regarding sick leave, vacation time, and health insurance; Cobra may not be available when the charter school providing the original health insurance ceases to exist.
- e. Timeline for more information regarding any impacts to PERSI; Employees whose last place of work prior to retirement was the school being closed may lose the ability to transfer accrued sick leave into funds used for medical coverage.
- f. Timeline for winding-down and transition of duties, including, but not limited to facility access and security, access to email and software, hardware returns, and asset management of furniture, fixtures, equipment, and curriculum.
- g. Social emotional services for staff and students if the school has chosen to make such available; We acknowledge that closure can be traumatic for staff and students. Schools are encouraged to consider making additional counseling services available.
- h. Assistance with employment transition for staff (such as access to hiring fairs or letters of recommendation) if the school has chosen to make such available.

C. Ongoing Communication

1. Additional communication with stakeholders will be necessary throughout the closure process.
2. The Communication subcommittee is responsible for ensuring that any necessary communication is timely and accurate.

F. Financial Dissolution

A. Expenses

1. Within 15 business days of the date on which written notification of closure was issued a meeting shall be held between the school's business manager, the IPCSC's Finance Manager, and the Team Lead.
2. Additional attendees (such as the school's auditor) may be invited to the meeting by mutual agreement of both required attendees. Any related costs are the responsibility of the school.
3. No later than the start of the scheduled meeting, the school's business manager shall make the following available to the IPCSC:
 - a. A list of every vendor the school has paid in the last 12 months;
 - b. A copy of all arrangements with vendors including: contracts, service agreements, grants, and/or MOUs with all services providers that are currently active or that have been active in the past 12 months;
 - c. A copy of all lease agreements and all long-term loans;
 - d. A list of all insurance policies held by the school (including liability, directors and officers, worker's comp, etc.), including company, policy number, and coverage specifics; and
 - e. All bank statements for the previous 12 months.
4. The meeting agenda for this meeting shall include the following:
 - a. A review of statute, rule, policy, and regulations related to closure as presented by the Closure Team Lead.
This part of the discussion should consider requirements of the IRS, the Department

of Labor, the Government Accounting Standards Board, as well as the Idaho Charter School Act and rules and policy established by the State Board of Education and the State Department of Education.

- b. A review of projected cash flow through end of operations as presented by the school's Business Manager.

There will be time to revise this initial projection as closure progresses, and the numbers are expected to shift throughout the process, but this exercise establishes a starting place. Please consider the last allowable draw of funds, payroll through end of contracts, and note that there may be additional closing costs, such as a PERSI buy out, storage costs, or penalties on early lease termination.

- c. Development of a plan for immediately reducing spending to necessities only, which may require board action to suspend or change policies to allow for changes in who has spending authority and at what amounts.
- d. Prioritization of payment of anticipated expenditures, pursuant to Idaho Code.
- e. Documentation of a list of items requiring follow-up and who is responsible for the workload or costs.
- f. Establishment of approximate deadlines for when each account is to be closed.

- 5. Following the initial meeting, the school's Business Manager shall be responsible to provide the following documentation:

- a. Verification that the school's account has been paid in full with each vendor as accounts are closed;
- b. Verification that the school has met with PERSI and has established a final transmission date;
- c. Documentation that any outstanding PERSI fees are paid;
- d. Verification that the school has met with the board approved auditor and has established a final audit timeline. Note that the timing of this audit may be later than usual; and
- e. Verification of end dates for leases and liability coverage (including property and directors/officers).

B. Accounting of Assets

- i. The IPCSC shall provide to the school a written guidance document with regard to the sale and dissolution of assets.
- ii. The school shall be responsible to provide the IPCSC and the SDE with a full inventory of all physical assets owned by the corporation within 30 days of the date on which the notice of closure was issued.
- iii. The inventory shall include:
 - a. A description of the item;
 - b. The fund with which each item was purchased; and
 - c. An estimate of the current value of the item.
- D. The Team Lead, the IPCSC's Finance Manager, a representative from the SDE, and the school's Business Manager shall meet to review this inventory within 15 days of receipt of the inventory, and may verify accuracy via thorough on-site review.

C. Dissolution of Assets

1. All viable special education testing materials shall be distributed to the SDE for redistribution to charter schools based on the agency's determination of need.
2. Property owned by the ESP will be claimed by the ESP. The lease by which this equipment was provided to the school must include an itemized inventory and shall be provided to the IPCSC.
3. Any items purchased with federal funds (excluding special education testing materials) shall be returned to the IPCSC for redistribution to other charter schools. The IPCSC shall retain record of what was received and to whom it was redistributed.
4. The school is responsible to arrange for delivery of assets in an organized and well-labeled manner.
5. All assets purchased with state funds shall be liquidated to the greatest degree possible. Please see the IPCSC's guidance on the sale and dissolution of assets for procedural expectations.
6. When all assets have been redistributed and liquidated, and all creditors have been paid, any remaining funds shall be returned to the Public School Income Fund via the State Department of Education.

D. Reporting

1. The school shall ensure that an audit completed by an independent auditor is conducted, the audit report is approved by the school's board, and submitted to both the State Department of Education and the authorizer.
2. The school shall ensure that all documentation required to dissolve the school as a business is filed with the IRS, including dissolution of the 501c3.
3. After the sale of assets, and the all checks are cut, any remaining funds shall be returned to the State Department of Education for distribution to operational schools.
4. File final tax reports.
5. Issue W2s for previous tax year.

IV – Records Management

i. Records Retention Procedures

1. The school's Lead Administrator is responsible to ensure the proper retention and destruction of records in accordance with the State of Idaho's records retention schedule.
2. The public charter school shall make every effort to transfer all active student records (including the cumulative file and the special education file) to the student's next school of choice prior to the date on which records are scheduled to transfer to the authorizer.
3. The public charter school shall ensure that every student file (active or inactive) includes an official transcript (signed, embossed, etc.) or final report card and a record of where and when the student's records were transferred out of the public charter school's care. This information shall be compiled in a single spreadsheet.
4. The public charter school shall ensure that all records to be transferred to the authorizer (cumulative and special education) are scanned into an electronic format. Costs incurred are the responsibility of the school.

5. The public charter school shall ensure that all records are transferred to the authorizer via a secure file transfer protocol.
6. No employee or former employee of the school shall retain copies or have access to student, employee, or financial records after the employee's end of contract date.

ii. Records to be Retained

1. Student Records:

- a. Student cumulative files shall be retained for five years beyond the student's exit date.
- b. Student special education files shall be retained for five years beyond the student's exit date.
- c. Official transcripts or final report cards for all students who attended the school shall be retained permanently and shall include the name and address of the student, the name of the student's parent(s)/guardian(s), the student's date of birth, the courses attempted by the student and grades earned by the student.
- d. Record of student records transfer shall be retained permanently;

2. Personnel Records:

- a. Personnel files shall be retained for five years beyond the employee's termination date.
- b. Personnel files shall include the name, address, and contact information of the employee; employment agreements or contracts signed by the employee, verification of certification (if applicable), and all employee evaluations. No other documentation shall be retained.

3. Financial Records:

- a. Monthly expenditure reports for the five years preceding the school's closure date shall be retained. Records shall be destroyed after five years.
- b. Monthly deposit records for the five years preceding the school's closure date. Records shall be destroyed after five years.
- c. All bids received and contracts awarded in the five years preceding the school's closure date. Records shall be destroyed after five years.

- d. Medicaid reimbursement records for seven years prior to the school's closure date. Records shall be destroyed after seven years.
- e. Bank statements for all accounts for five years preceding the school's closure date. Records shall be destroyed after five years.
- f. Tax documents shall be retained for the seven years prior to the school's closure date. These documents include but are not limited to IRS forms 941 and 1099. Records shall be destroyed after seven years.
- g. Annual financial audit reports and annual board approved budgets shall be retained permanently for all operational years. These documents are submitted to the IPCSC annually, and may not need to be re-submitted.

4. Governance Records:

- a. All meeting agendas shall be retained permanently.
- b. All meeting minutes shall be retained permanently.
- c. A complete copy of the most recent set of board policy shall be retained permanently.
- d. A copy of the board bylaws and articles of incorporation shall be retained permanently.

5. School Culture Records

- a. The school's lead administrator shall be responsible to make arrangements for the permanent retention of all school newspapers, yearbooks, and student handbooks through the Idaho Historical Society. The school is responsible for all costs incurred.

6. Records Requests After Closure

- a. The IPCSC shall manage records requests for student transcripts and for personnel files after the school has closed.
- b. The school shall ensure that the school's URL redirects to the IPCSC's records request page for a minimum of 3 years after the school's closure, at the school's expense.

V. Governing Board

iii. Final dissolution

1. Final Board Meeting

- a. In accordance with OML notice a final meeting of the governing board and pursuant to I.C. § 30-30-1001, a vote to dissolve a nonprofit corporation shall be properly noticed and accompanied by the dissolution plan. In this case, the dissolution plan is the closure protocol, which should be near completion by the time this motion is made. This section of Idaho Code also requires that the agenda state that the purpose, or one of the purposes, of the meeting is to consider a resolution to dissolve of the non-profit corporation.
- b. I.C. § 33-5212 addresses the order in which payments shall be made, and state that any remaining assets after all creditors have been paid shall be distributed to the Public School Income Fund. This information should be incorporated into the dissolution motion as it is required to be noticed by the Non-Profit Corporation Act.
- c. A vote in favor of dissolution passes with a majority vote of the board directors.
- d. A copy of the resolution must be provided to the IPCSC with 24 hours of the vote.

2. Meeting Agenda

- a. Approval of the financial audit report (if not already complete).
- b. Approval of any final contracts to be paid (i.e. for the Business Manager to return at the end of the calendar year to prepare final tax documents and distribute to employees).
- c. Appointment of a designee to file dissolution of the school's 501c3 with the IRS and articles of dissolution with the Idaho Secretary of State.
- d. Appointment of a designee to complete any and all final activities that may be necessary.
- e. Signature of any final checks.

3. Articles of Dissolution

- a. Pursuant to I.C. § 30-30-1003, after the dissolution has been authorized, a designee (identified in the dissolution plan) shall files articles of dissolution with the Idaho

Secretary of State. These articles shall minimally include:

- i. The name of the corporation;
 - ii. The date dissolution was authorized;
 - iii. A statement that dissolution was approved by a sufficient vote of the board.
- b. A corporation is effectively dissolved as of the date of its articles of dissolution.
- c. The school shall provide a copy of the filed articles of dissolution to the IPCSC.
4. A dissolved corporation may continue its corporate existence but may not carry on any activities except those appropriate to wind up and liquidate its affairs.

B. Claims against a dissolved Corporation

- iv. After the date on which the articles of dissolution are filed, the corporation may dispose of the known claims against it by sending written notice, pursuant to I.C. § 30-30-1005. Written notice must include:
 - a. A description of the information that must be included in a claim;
 - b. A mailing address where a claim may be sent;
 - c. The deadline, by which the dissolved corporation must receive the claim; and
 - d. State that the claim will be barred if not received by the deadline, which may not be fewer than one hundred twenty (120) days from the effective date of the written notice.
- v. The corporation must address any unknown claims against it by publishing a notice Pursuant to I.C. 30-30-1006. The notice must:
 1. Be published one (1) time in a newspaper of general circulation in the county where the dissolved corporation's principal office is or was located, or, if none in this state, in Ada county;
 2. Describe the information that must be included in a claim and provide a mailing address where the claim may be sent; and
 3. State that a claim against the corporation will be barred unless a proceeding to enforce the claim is commenced within five (5) years after publication of the notice.

- vi. Claims will be enforced if the corporation's assets have be distributed in liquidation to any party other than a creditor. A claim may be made by a creditor against the recipient, not to exceed the amount received by the recipient.

C. Reporting

1. The school shall ensure that all state and federal reporting is complete prior to dissolution. Verification of completed reports shall be made by the IPCSC. Required reports include, but are not limited to the following:
 - a. ISEE final data upload including, but not limited to student, course, teachers, and financial data sets;
 - b. Federal programs final reporting;
 - c. Grant final reporting; and
 - d. The school shall ensure that dissolution of the charter holder's non-profit organization is filed with the secretary of state and shall provide the IPCSC with a copy of this filing;
2. The school shall ensure that the dissolution of the school's 501c3 is on file with the IRS and shall provide the IPCSC with a copy of this filing.

VI. Final Closure Report Outline

Throughout the closure protocol process, the Closure Team Lead will collect the required documentation and build a final report. The final report will be permanently retained by IPCSC and posted on the IPCSC's website.

i. Cover Sheet

1. A final closure report must include a cover sheet with the following information:
 - a. The legal name of the school;
 - b. The legal name of the charter holder;
 - c. The address(s) that the school occupied at time of closure;
 - d. Contact information for future questions;

- e. The following links and a statement that more information can be found at these locations,
 - i. [PCSC webpage for this school],
 - ii. [webpage for the meeting at which the charter was approved],
 - iii. [webpage for the meeting at which the charter was nonrenewed or revoked, if applicable], and
 - iv. [webpage for any related hearings]; and
- f. A description of where requests for student transcripts can be made after closure.
- g. A list of the complete closure protocol team.
- h. A list of the following key dates:
 - i. The date on which the charter was approved;
 - ii. The first and final dates on which the school was authorized to serve students;
 - iii. The date on which the school received its final distribution of state funding;
 - iv. The date on which teacher contracts ended; and
 - v. The date on which the charter holder's corporation was dissolved.

B. Required Attachments, Redacted

1. Final IPCSC Closure Order
2. Final appeal decision (if applicable)
3. IPCSC Notification of Stakeholders Letter
4. List of all vendors, including the name and address of the vendor, a description of the services provided/purchased, and the date on which the IPCSC verified account closure.
5. A list of insurance coverages, including company and the last date of coverage (including health, liability, etc.)
6. A list of all contracts, service agreements, grants, and MOUs to be retained by the IPCSC, including verification of date received.
7. A list of all lease agreements and all long-term debt held by the school at the beginning of the closure protocol, including the company and amount.
8. Documentation of the termination of any leases or loans.
9. Final bank statements indicating account closure.

10. Expense reports for the 12 months preceding dissolution.
11. A copy of the final check cut to the SDE, if applicable.
12. Inventory of assets, including the fund with which each item was purchased, the date of purchase, the estimated value.
13. For assets purchased with federal dollars, also include the final recipient of the asset, and the date of transfer.
14. The charter holder's final dissolution resolution.
15. A copy of the articles of dissolution.
16. A copy of the 501c3 dissolution notification.
17. A copy of the newspaper notice to unknown claimants.
18. Meeting minutes from all meetings of the closure protocol team and all subcommittee meetings attended by the Closure Team Lead.
19. Any other documentation that may provide important details.

CHARTER SCHOOL PERFORMANCE CERTIFICATE

This Performance Certificate (“Certificate”) is executed on **June 8, 2023**, by and between the Idaho Public Charter School Commission (the “Authorizer”) and **North Valley Academy, Inc.** (the “Charter Holder”) for the purpose of operating **North Valley Academy** (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Act of 1998, Idaho Code section 33-5201 *et seq.*, as amended (the “Charter Schools Act”).

RECITALS

WHEREAS, the **North Valley Academy, Inc.** is a non-profit entity incorporated with a board of directors; and

WHEREAS, on **December 20, 2007**, the Authorizer approved a petition to transfer authorization of the School’s charter from the Mountain Home School District to the Authorizer; and

WHEREAS, on **March 1, 2018**, the Authorizer conditionally renewed the School’s charter for a five-year term of operations to begin July 1, 2018 and end on June 30, 2023; and

WHEREAS, on **February 23, 2023**, the Authorizer renewed the School’s charter for a subsequent five-year term of operations to begin July 1, 2022 and end on June 30, 2027.

NOW THEREFORE in consideration of the foregoing recitals and the mutual understandings contained herein, the Authorizer and **North Valley Academy, Inc.** agree as follows:

SECTION 1: TERMS OF AUTHORIZATION

- A. Establishment of School.** The Charter Holder is hereby authorized to implement at the School the program described in the Charter, attached to this Certificate as Appendix B and incorporated herein by this reference. Any significant changes to any section of the Charter, including the educational program, facilities plan, financial plan, or the management plan, during the School’s pre-operational period or first operational term shall be treated as an amendment in accordance with the Authorizer’s policy.
- B. Term of Agreement.** The School’s operational term shall be from July 1, **2023** and end on June 30, **2028**. Subsequent terms of operation may be issued by the Authorizer in accordance with Idaho Code and Authorizer policy.

SECTION 2: EDUCATIONAL PROGRAM

- A. School Mission.** The mission of the School is as follows: **At North Valley Academy, our mission is to create patriotic and educated leaders. We believe in James Madison’s statement that, “The advancement and diffusion of knowledge is the only guardian of true liberty.”**
- B. Grades Served.** The School may serve students in grades **Kindergarten** through **12**.

C. Design Elements. The School shall implement and maintain the following essential design elements of its educational program:

i. Focus on patriotic American values:

- through daily teaching of the American Heritage Curriculum;
- fostering a service centered and civic-minded culture;
- emphasizing American exceptionalism as founded upon our Constitution and Bill of Rights; and
- helping students to understand how to access the American Dream by requiring age appropriate money management, entrepreneurship, and free market capitalism education which shall be measured by observation, curriculum, teaching plans and policy reviews.

ii. Build a culture of respect:

- by providing a controlled disciplinary environment;
- requiring students and staff to adhere to a dress code;
- exhibiting and expecting exemplary behavior from students and staff; and
- implementing the character education program in the American Heritage Curriculum which shall be measured by observation and policy documents/student handbooks.

iii. Provide a rigorous academic education:

- by requiring the Core Knowledge Curriculum K-8; and
- requiring that graduation with honors from NVA will require coursework in history, social studies and economics above and beyond the state's graduation requirements which shall be measured by curriculum and policy observations.

iv. Support teacher growth and excellence which shall be measured by observation of training and teaching plans.

D. Standardized Testing. Students of the School shall be tested with the same standardized tests as other Idaho public school students.

E. Accreditation. The School shall be accredited as provided by rule of the State Board of Education. The School shall be accredited or appropriately credentialed by Cognia. All reports issued to the School from the accrediting agency shall be submitted to the Authorizer within five days of receipt.

SECTION 3: SCHOOL GOVERNANCE

A. Governing Board. The School shall be governed by a non-profit board of directors (the "Board") incorporated by the Charter Holder. The Board shall serve as public agents authorized by the Authorizer, in a manner that is consistent with the terms of this Certificate, so long as such provisions are in accordance with state and federal laws, rules and regulations. The Board shall have final authority with respect to the School's operation, and shall have the responsibility of overseeing academic achievement, financial stability, and operational management of the School. The Charter Holder shall also be responsible for maintaining and enforcing a compliant Board and providing overall Board stewardship for the School.

B. Articles of Incorporation and Bylaws. The articles of incorporation and bylaws of the Charter

Holder shall provide for governance of the operation of the School as a nonprofit corporation and a public charter school, and shall at all times be consistent with all applicable laws, rules, regulations, and this Certificate. The Charter Holder shall notify the Authorizer of any modification to the articles of incorporation or bylaws within five business days of approval by the Charter Holder.

- C. Charter Board Composition.** The composition of the Board shall at all times be determined by and consistent with the articles of incorporation and bylaws, and all applicable laws, rules, regulations, and policies. The Charter Holder shall notify the Authorizer of any changes to its composition and provide an amended School Leadership Roster within five business days of it taking effect.

SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

- A. Oversight Allowing Autonomy.** The Authorizer's role shall be to evaluate the School's performance outcomes according to this Certificate and the Performance Framework, and shall be to provide compliance oversight. The Authorizer shall comply with the provisions of the Charter Schools Act and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School.
- B. Charter School Performance Framework.** The Charter School Performance Framework ("Performance Framework") is attached and incorporated into this agreement as Appendix A. The Performance Framework shall be used to annually evaluate the School's academic achievement, Board stewardship, operational management, and financial stability. The specific terms of the Performance Framework are determined by the Authorizer and shall be binding on the School.
- C. Separate Academic Evaluations.** The academic performance outcomes of the K-12 on-site program operated by the School shall be aggregated across all grades for reportability.
- D. Identified Comparison Group.** For purposes of evaluating the School against the metrics and measures established in the Performance Framework, the School's comparison group shall be identified as described below and shall be established for the length of the Certificate term.
- i. The comparison group for the School's K-12 on-site program shall be Gooding School District 231**
- E. Authorizer to Monitor School Performance.** The Authorizer shall monitor and report on the School's progress in relation to the indicators, measures, metrics, and targets set out in the Performance Framework. A formal report of the School's academic, financial, and operational performance ("Performance Report") shall be provided to the school and the public by the Authorizer annually. Data necessary to conduct this evaluation will be collected throughout the year. Additional reviews may be necessary if compliance concerns arise.
- F. School Performance.** The School shall meet standard on all measures of the Performance Framework. The Authorizer shall renew any charter in which the School met all the terms of its Certificate, including all appendices, at the time of renewal.
- G. Performance Framework as Basis for Renewal of Charter.** The School's performance in relation to the Performance Framework shall provide the basis upon which the Authorizer shall decide whether to renew the School's Charter at the end of the Certificate term.

- H. Required Reports.** The School shall prepare and submit reports as required by the Authorizer's policy.
- I. Authorizer's Right to Review.** The Authorizer maintains the right to request and review additional documentation if such becomes necessary in the course of regular oversight duties or to investigate the validity of a compliance concern. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.
- J. Site Visits.** The Authorizer may conduct site visits in accordance with the Authorizer's policy. Reports from any site visit shall be made available to the School and shall be included in the School's annual Performance Report.

SECTION 5: SCHOOL OPERATIONS

- A. In General.** The School and the Charter Holder shall operate at all times in accordance with all federal and state laws, rules, regulations, local ordinances, and Authorizer policies applicable to public charter schools.
- B. Maximum Enrollment.** The maximum number of students who may be enrolled in the School, across all programs, shall be 442.
- C. Equitable Enrollment Procedures.** The School shall make student recruitment, admissions, enrollment, and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or proficiency in the English language. If there are more applications to enroll in the School than there are spaces available, the School shall select students to attend using a random selection process that shall be publicly noticed and open to the public.
- Calendar.** The School shall operate on a traditional nine-month calendar in which the last day of the regular term shall fall on or before June 30
 - The School will not offer a summer school session for the purpose of acceleration and/or credit recovery.
- D. School Facilities.** The School shall operate at the following location(s): 906 Main Street, Gooding, ID 83330. The School shall provide the Authorizer with facilities documentation, including occupancy permits, fire marshal reports, building inspection reports, and health department reports for any facility newly occupied by the School, and any remodeling or construction project for which such documentation is necessary in accordance with Authorizer policy and in accordance with law, rule, regulations, and authorizer policy.
- E. Attendance Area.** The School's primary attendance area shall be used for the purposes of determining applicability of this enrollment preference category.
- The School's virtual and virtual-alternative programs shall have a primary attendance area as follows: Gooding School District.
- F. Staff.** Instructional staff shall be certified as provided by rule of the State Board of Education. All full-time staff members of the School shall be covered by the Public Employee Retirement System of Idaho, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.

- G. Alignment with All Applicable Law.** The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are amended, the School shall be bound by any such amendment upon the effective date of said amendment.

SECTION 6: SCHOOL FINANCE

- A. General.** The School shall comply with all applicable financial and budget laws, rules, regulations, and financial reporting requirements, as well as the requirements contained in the School's Performance Framework.
- B. Financial Controls.** At all times, the Charter Holder shall ensure that the School maintains appropriate governance, managerial procedures, and financial controls, which shall include, but not be limited to: (1) commonly accepted accounting practices and the capacity to implement them; (2) a checking account; (3) adequate payroll procedures; (4) procedures for the creation and review of monthly and quarterly financial reports, which procedures shall specifically identify the individual who will be responsible for preparing such financial reports in the following fiscal year; (5) internal control procedures for cash receipts, cash disbursements and purchases; and (6) maintenance of asset registers and financial procedures for grants, all in accordance with state and federal laws, rules, regulations, and Authorizer policy.
- C. Financial Audit.** The School shall submit audited financial statements from an independent auditor to the Authorizer no later than November 1 of each year.
- D. Annual Budgets.** The School shall adopt a budget for each fiscal year, prior to the beginning of the fiscal year. The budget shall be in the Idaho Financial Accounting Reporting Management Systems (IFARMS) format or any other format as may be reasonably requested by the Authorizer.

SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION

- A. Relinquishment.** Should the Charter Holder choose to relinquish its Charter before the expiration of this Certificate, it may do so upon written notice to the Authorizer. In such a case, the Authorizer's closure protocol shall begin immediately following written notification.
- B. Nonrenewal.** The Authorizer may non-renew the Charter at the expiration of the Certificate if the School failed to meet one or more of the terms of its Certificate, including the Performance Framework. The Charter Holder may appeal a decision to non-renew directly to the State Board of Education.
- C. Revocation.** The School's Charter may be revoked as provided by Idaho Code section 33-5209C. In such an event, the Authorizer shall consider whether to revoke the School's Charter at its next regularly scheduled meeting. The decision shall be made at that time. The Charter Holder may appeal a decision to revoke directly to the State Board of Education.
- D. Closure.** The Authorizer's closure protocol shall begin immediately after a decision to relinquish is made by the Charter Holder, or a decision to revoke or non-renew or is made by the Authorizer. Closure protocol shall begin regardless of whether the Charter Holder appeals the decision. In the event that closure protocol begins, the School shall cease operations no later than the following June 30. Closure protocol shall only cease if the State Board of Education overturns the Authorizer's decision.

SECTION 8: MISCELLANEOUS

- A. No Employee or Agency Relationship.** None of the provisions of this Certificate will be construed to create a relationship of agency, representation, joint venture, partnership, ownership, or employment between the Authorizer and the School.
- B. Additional Services.** Except as may be expressly provided in this Certificate, as set forth in any subsequent written agreement between the School and the Authorizer, or as may be required by law, neither the School nor the Authorizer shall be entitled to the use of or access to the services, supplies, or facilities of the other.
- C. No Third-Party Beneficiary.** This Certificate shall not create any rights in any third parties, nor shall any third party be entitled to enforce any rights or obligations that may be possessed by either party to this Certificate.
- D. Amendment.** This Certificate may be amended by agreement between the School and the Authorizer in accordance with Authorizer policy. All amendments must be in writing and signed by the School and the Authorizer.

IN WITNESS WHEREOF, the Authorizer and the Charter Holder have executed this Performance Certificate to be effective **June 8, 2023**.

Chairman
Idaho Public Charter School Commission

Chairman
North Valley Academy, Inc. Governing Board

Appendix A: Performance Framework

Appendix B: Charter

Appendix C: IPCSC Closure Protocol

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Appendix A: Performance Framework

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PERFORMANCE FRAMEWORK GUIDANCE: ACADEMIC MEASURES

Adopted 8/13/2020

Revised 4/14/2022

Idaho Public Charter School Commission

514 W Jefferson, Suite 303

Boise, Idaho 83720

Phone: (208)332-1561

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Alan Reed, Chairman

Jenn Thompson, Director

ACADEMIC MEASURES

All School Measures

1. Math Proficiency
2. ELA Proficiency
3. Math Growth
4. ELA Growth
5. Literacy Proficiency
6. College and Career Readiness

Comparison Group: Specific to school.

1. MATH PROFICIENCY

Proficiency Rate: The IPCSC will use the proficiency rates as determined by the Idaho Accountability Framework and reported via the Idaho Report Card.

Math and ELA Proficiency Rubric	
Exceeds Standard	The school's proficiency rate is greater than one standard deviation above the mean of the identified comparison group, OR The school's proficiency average is in 90 th percentile of all Idaho schools.
Meets Standard	The school's proficiency rate is equal to the mean or falls between the mean and one standard deviation above the mean of the identified comparison group.
Approaches Standard	The school's proficiency rate falls between the mean and one standard deviation below the mean of the identified comparison group.
Does Not Meet Standard	The school's proficiency rate is more than one standard deviation below the mean of the identified comparison group, OR the school has been identified for comprehensive or targeted support for three consecutive years as per the Idaho Consolidated Plan.

2. ELA PROFICIENCY

Proficiency Rate: The IPCSC will use the proficiency rates as determined by the Idaho Accountability Framework and reported via the Idaho Report Card.

Math and ELA Proficiency Rubric	
Exceeds Standard	The school's proficiency rate is greater than one standard deviation above the mean of the identified comparison group, OR The school's proficiency average is in 90 th percentile of all Idaho schools.
Meets Standard	The school's proficiency rate is equal to the mean OR Falls between the mean and one standard deviation above the mean of the identified comparison group.
Approaches Standard	The school's proficiency rate falls between the mean and one standard deviation below the mean of the identified comparison group.
Does Not Meet Standard	The school's proficiency rate is more than one standard deviation below the mean of the identified comparison group, OR the school has been identified for comprehensive or targeted support for three consecutive years as per the Idaho Consolidated Plan.

3. MATH GROWTH

Growth Rate: The IPCSC will use the proficiency rates as determined by the Idaho Accountability Framework and reported via the Idaho Report Card.

Growth Rubric Math	
Exceeds Standard	The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment but who did make adequate growth toward proficiency is greater than one standard deviation above the mean of the identified comparison group, OR The school's growth rate is in the 90 th percentile of all Idaho public schools.
Meets Standard	The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment but who did make adequate growth toward proficiency is equal to the mean or falls between the mean and one standard deviation above the mean of the identified comparison group, OR The growth rate increased by at least 10% over the previous year.
Approaches Standard	The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment but who did make adequate growth toward proficiency falls between the mean and one standard deviation below the mean of the identified comparison group.
Does Not Meet Standard	The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment made adequate growth toward proficiency is more than one standard deviation below the mean of the identified comparison group.

4. ELA GROWTH

Growth Rate: The IPCSC will use the proficiency rates as determined by the Idaho Accountability Framework and reported via the Idaho Report Card.

Growth Rubric ELA	
Exceeds Standard	The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment but who did make adequate growth toward proficiency is greater than one standard deviation above the mean of the identified comparison group, OR The school's growth rate is in the 90 th percentile of all Idaho public schools.
Meets Standard	The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment but who did make adequate growth toward proficiency is equal to the mean or falls between the mean and one standard deviation above the mean of the identified comparison group, OR The growth rate increased by at least 10% over the previous year.
Approaches Standard	The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment but who did make adequate growth toward proficiency falls between the mean and one standard deviation below the mean of the identified comparison group.
Does Not Meet Standard	The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment made adequate growth toward proficiency is more than one standard deviation below the mean of the identified comparison group.

5. LITERACY PROFICIENCY

Literacy Proficiency Rate: The IPCSC will use the proficiency rates as determined by the Idaho Accountability Framework and reported via the Idaho Report Card.

Literacy Proficiency Rubric	
Exceeds Standard	One of the following is true: <ul style="list-style-type: none">• The school's proficiency rate on the spring administration of the statewide literacy assessment is greater than one standard deviation above the mean of the identified comparison group;• the school's proficiency rate on the spring administration of the statewide literacy assessment is at or above 90%; OR• The fall to spring change in proficiency rate is 20% or greater.
Meets Standard	The school's proficiency on the spring administration of the statewide literacy assessment is equal to the mean or within one standard deviation above the mean of the identified comparison group; OR The school's fall to spring change in proficiency rate is between 10%-19%.
Approaches Standard	The school's proficiency on the spring administration of the statewide literacy assessment falls within one standard deviation below the mean of the identified comparison group.
Does Not Meet Standard	The school's proficiency rate on the spring administration of the statewide literacy assessment is more than one standard deviation below the mean of the identified comparison group.

6. COLLEGE AND CAREER READINESS

Adjusted Cohort Graduation Rate (ACGR): Alternative schools will be evaluated based on their 5-Year ACGR. All other schools will be evaluated based on their 4-Year ACGR.

Graduation Rate: The IPCSC will use either the 4-Year ACGR as determined by the Idaho Accountability Framework and reported via the Idaho Report Card.

C&C Readiness Rubric	
Exceeds Standard	The school's 4-Year ACGR is greater than one standard deviation above the identified comparison group, OR The school's ACGR is 90%.
Meets Standard	The school's 4-Year ACGR is equal to the mean OR Falls between the mean and one standard deviation above the mean of the identified comparison group.
Approaches Standard	The school's 4-Year ACGR falls between the mean and one standard deviation below the mean of the identified comparison group.
Does Not Meet Standard	The school's 4-Year ACGR is more than one standard deviation below the identified comparison group.

OPERATIONAL MEASURES

BOARD STEWARDSHIP

1. Governance Structure
2. Governance Oversight
3. Governance Compliance

OPERATIONAL MANAGEMENT

4. Student Services
5. Data Security and Information Transparency
6. Facility and Services
7. Operational Compliance

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BOARD GOVERNANCE

1. Governance Structure Rubric

Data Sources: Board bylaws, articles of incorporation, and any courtesy letters or notifications issued to the school by entities responsible for oversight or enforcement.

Governance Structure Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• Board Bylaws are compliant with ID law.• Articles of Incorporation are current.• No investigations were conducted into either ethical behavior or conflict of interest regarding any board director.• The board did not experience an Open Meeting Law violation that needed to be cured this year.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

2. Governance Oversight Rubric

Data Sources: Board meeting minutes, school policies, continuous improvement plan (or other strategic planning evidence if submitted by the school), and verification of submission of annual administrator evaluation.

Governance Oversight Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• The board reviews academic data in a timely and thorough manner.• The board reviews financial reports in a timely and thorough manner.• The board maintains compliant policies.• The board engages in strategic planning.• The board conducts a compliant annual evaluation of their school leader and/or management organization.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

3. Governance Compliance Rubric

Data Sources: If applicable, courtesy letters/notifications of concerns, investigation, or findings issued to the school by entities responsible for oversight or enforcement, and any documentation of correction provided by the school.

Governance Compliance Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	The IPCSC did not issue any courtesy letters or notify an external investigative body of compliance concerns this year.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

OPERATIONAL MANAGEMENT

4. Student Services Rubric

Data Sources: If applicable, any notifications or courtesy letters issued by the SDE or SBOE which required corrective action with regard to the school's ELL, SPED, or College and Career Readiness programs, as well as any documentation submitted by the school evidencing correction.

Student Services Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	All of the following are true: <ul style="list-style-type: none">• The school's English Language Learner program is in good standing;• The school's Special Education program is in good standing; The school's college and career readiness program is in good standing; and• The school's federal programs are in good standing.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

5. Data Security and Information Transparency Rubric

Data Sources: periodic desk audit of school website, and any formal notifications regarding data security or public records compliance.

Data Security and Information Transparency Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• The school's website is compliant with I.C. 33-133(7) (data collection, access, and security policy); I.C. 33-320 (continuous improvement plan); and I.C. 33-357 (expenditures updated monthly, contracts, performance reports, and annual budgets).• The school did not experience any issues involving data security this year.• The school did not experience any compliance issue regarding public records requests this year.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

6. Facility and Services Rubric

Data Sources: Verification of meal service program and transportation services via public documents and/or school website, and any notifications of concerns regarding occupancy or safety issued to the school by entities responsible for oversight or enforcement.

Facility and Building Services Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• The school's occupancy certificate is current.• The school maintains current safety inspections and drills.• The school provides daily transportation to students in compliance with Idaho Code. The school provides a compliant lunch program.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

7. Operational Compliance Rubric

Data Sources: Periodic observation of enrollment lottery, and if applicable, any corrective action plans issued by the SDE not related to special education, ELL, or college and career readiness (as these are captured elsewhere), or formal notification of late reports or enrollment violations.

Operational Compliance Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• Required reports are submitted accurately and on time.• The school maintains a compliant enrollment process.• No correct action plans were issued by the SDE this year.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

FINANCIAL MEASURES

NEAR TERM HEALTH

1. Current Ratio
2. Unrestricted Days Cash
3. Default
4. Enrollment Variance

SUSTAINABLE HEALTH

5. Total Margin and 3Yr Aggregated Total Margin
6. Cash Flow and Multi-Year Cash Flow
7. Debt Service Coverage Ratio
8. Debt to Asset Ratio
9. Financial Compliance Rubric

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NEAR-TERM HEALTH

1. Current Ratio

Calculation: Current Assets divided by Current Liabilities

Data Source: Annual Fiscal Audit Report

Current Ratio Rubric	
Exceeds Standard	The school has a current ratio of more than 1.5
Meets Standard	The school has a current ratio of at least 1.1 (or between 1.0 and 1.1 with a 1-year positive trend)
Approaches Standard	The school has a current ratio of between .9 and 1.0 (or between 1.0 and 1.1 with a 1-year negative trend)
Does Not Meet Standard	The school has a current ratio of .9 or less.

2. Unrestricted Days Cash

Calculation: Unrestricted Cash and investments divided by ((Total Expenses minus Depreciation Expense) / 365)

Data Source: Annual Fiscal Audit Report

Unrestricted Days Cash Rubric	
Exceeds Standard	The school has more than 60 days cash on hand
Meets Standard	The school has 60 days cash OR Between 30- and 60-days cash and one-year trend is positive. *Note: Schools in their first or second year of operation must have a minimum of 30 days cash.
Approaches Standard	The school has between 15-30 days cash OR Between 30-60 days cash, but one-year trend is negative.
Does Not Meet Standard	The school has fewer than 15 days cash on hand.

3. Default

Calculation: No calculation.

Data Source: Annual Fiscal Audit Report, Terms of Debt, Other Formal Notifications Received by School.

Default Rubric	
Exceeds Standard	The school has met standard for at least 3 consecutive years, including the most recently completed school year.
Meets Standard	The school is not in default of any financial obligations and did not experience any instances of default during the fiscal year. Financial obligations include, but are not limited to, making payments to vendors and utility services on time, complying with all loan covenants, filing any reports required for maintenance of grants or philanthropic funds, meeting all tax obligations, and operating without financial judgements or property liens.
Approaches Standard	The school experienced one or more instances of minor default during the fiscal year (such as making late payments); however, the school is not currently in default of any financial obligations.
Does Not Meet Standard	School is currently in default of financial obligations.

4. Enrollment Variance

Calculation: Actual enrollment as of the first Friday in November (drawn from ISEE) divided by enrollment projections as submitted directly to the IPCSC in July.

Data Source: ISEE and direct school report

Enrollment Variance Rubric	
Exceeds Standard	The school has met standard for at least 3 consecutive years, including the most recently completed school year.
Meets Standard	Enrollment variance is equal to or greater than 95%.
Approaches Standard	Enrollment variance was between 90% and 95%, OR The enrollment variance was less than 90% and the school provided a mid-year amended budget evidencing at least a break-even budget based on mid-term enrollment and any resulting revenue adjustments.
Does Not Meet Standard	Enrollment variance was less than 90% and the school did not provide evidence of mid-year budget amendments or operational changes evidencing at least a break-even budget based on mid-term enrollment and any resulting revenue adjustments.

SUSTAINABLE HEALTH

5. Total Margin and 3Yr Aggregated Total Margin

Calculation:

Most Recent Year Total Margin: 2019 Net Income divided by 2019 Total Revenue.

3-Year Aggregated Total Margin: (2019 Net Income +2018 Net Income +2017 Net Income) divided by (2019 Total Revenue +2018 Total Revenue +2017 Total Revenue)

Data Source: Annual Fiscal Audit Report

Total Margin and 3-Yr Aggregated Total Margin	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. *Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.
Approaches Standard	Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard".
Does Not Meet Standard	Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR The most recent year Total Margin is less than -10 percent.

6. Cash Flow and Multi-Year Cash Flow

Calculation (example years are included as reference):

Most Recent Year Cash Flow: 2020 Cash and Investments minus 2019 Cash and

Investments Previous Year Cash Flow: 2019 Cash and Investments minus 2018

Cash and Investments Multi-Year Cash Flow: 2020 Cash and Investments minus
2018 Cash and Investments

Data Source: Annual Fiscal Audit Report

Cash Flow and Multi-Year Cash Flow	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	Multi-Year Cumulative Cash Flow is positive, and Cash Flow is positive in the most recent year is positive, OR Multi-Year Cumulative Cash Flow is negative, but documentation identifies this as a result of a one-time, planned purchase (such as a facility remodel). *Note: Schools in their first or second year of operation must have positive cash flow.
Approaches Standard	Multi-Year Cumulative Cash Flow is positive, but Cash Flow is negative in the most recent year.
Does Not Meet Standard	Multi-Year Cumulative Cash Flow is negative, and no documentation identifies this as a result of a one-time, planned purchase.

7. Debt Service Coverage Ratio

Calculation:

If school owns its facility or if the school leases its facility and the lease is capitalized:
(Net Income + Depreciation Expense + Interest Expense) divided by (Principal + Interest + Lease Payments)

If school leases its facility and the lease is not capitalized: (Facility Lease Payments + Net Income + Depreciation Expense + Interest Expense) divided by (Principal + Interest + Lease Payments)

Data Source: Annual Fiscal Audit Report

Debt Service Coverage Ratio Rubric	
Exceeds Standard	The school's debt service coverage ratio is 1.5 or greater OR The school operates debt-free.
Meets Standard	Debt Service Coverage Ratio is between 1.1 and 1.49
Approaches Standard	The school's debt service coverage ratio is between .9 and 1.09
Does Not Meet Standard	Debt Service Coverage Ratio is less than .9

8. Debt to Asset Ratio

Calculation: Total Liabilities divided by Total Assets

Data Source: Annual Fiscal Audit Report

Debt to Asset Ratio	
Exceeds Standard	The school has met standard for 3 consecutive years, including the most recently completed school year., OR The school operates debt-free.
Meets Standard	The school's Debt to Asset Ratio is less than 0.9
Approaches Standard	The school's Debt to Asset Ratio is between 0.9. and 1.0
Does Not Meet Standard	The school's Debt to Asset Ratio is greater than 1.0

9. Financial Compliance Rubric

Calculation: Total Liabilities divided by Total Assets

Data Source: Annual Fiscal Audit Report, Desk Audit of Policies, Other Formal Notifications Received by School

Financial Compliance Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• Accounting Practices: finances are managed in compliance with GAAP.• Financial Transparency: expenditures and contracts are posted on the school's site.• Internal Controls: the school's internal controls are compliant.
Approaches Standard	The school was informed of non-compliance with accounting practices, financial transparency, or internal controls, and prompt action to correct is in evidence.
Does Not Meet Standard	<p>The school is operating under a notification of fiscal concern or a notification of possible or imminent closure</p> <p>OR</p> <p>The school was informed of non-compliance with accounting practices, financial transparency, or internal controls and the issues were not corrected within 30 days.</p>

Appendix B: Charter

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North Valley Academy, Inc.

NORTH VALLEY ACADEMY (NVA)
Petition for a Charter for School Year Starting 2008-2009
Within the Gooding School District #231

Submitted To:

Idaho Public Charter School Commission

Approved December 20, 2007

Revised October 20, 2011

North Valley Academy
906 Main St.
Gooding Id 83330

Contact Person:
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Gooding ID 83330
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I. Articles of Incorporation

**ARTICLES OF INCORPORATION
OF
NORTH VALLEY ACADEMY, INC.**

FILED EFFECTIVE

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SECRET

KNOW ALL MEN BY THESE PRESENTS, that the undersigned incorporators being of the age of twenty-one (21) years or more, desiring to organize a corporation under the laws of the State of Idaho, do hereby make, sign and verify these Articles of Incorporation.

ARTICLE I

The name of the corporation shall be NORTH VALLEY ACADEMY, INC., an Idaho Nonprofit Corporation, hereinafter the "Corporation."

ARTICLE II

The Corporation shall not have members and shall exist perpetually, or until dissolved according to law.

ARTICLE III

The Corporation shall be a nonprofit corporation, created and existing under the Idaho Nonprofit Corporate Act, Idaho Code ' 30-3-1, et seq. The Corporation shall have all powers lawful and necessary to direct, operate, and maintain a nonprofit, public charter school within the State of Idaho and to deal generally therein. The Corporation is organized and shall be operated solely and exclusively for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code.

Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code of 1954 (or the corresponding provision of any future United States Internal Revenue Law) or (b) by a corporation

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contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1969 (or the corresponding provision of any future United States Internal Revenue Law).

ARTICLE IV

The business of the Corporation shall be conducted for the benefit of students, faculty, administration and patrons of the Corporation. The Corporation shall not issue certificates of stock and no dividends or pecuniary profits shall be declared or paid, nor shall any part of the net earnings of the corporation inure to the benefit of, or be distributable to its incorporators, directors, officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article III hereof.

ARTICLE V

The Corporation shall not endorse candidates for public office, distribute or publish statements for or against candidates, raise funds for or donate to candidates, or become involved in any activity on behalf of or in opposition to any candidate. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation. However, the Corporation may, as a part of its educational activities, sponsor debates or forums to educate students and/or voters, so long as the debate or forum evidences no preference for or against a certain candidate or political position.

ARTICLE VI

The provisions for the regulation of internal affairs of the Corporation shall be set forth within the Bylaws and the Charter.

ARTICLE VII

The address of the initial registered office of the Corporation shall be 2190 East 1850 South, Gooding, Idaho, 83330. The name of the initial registered agent at such address shall be DANIELLE LOFGRAN.

ARTICLE VIII

The number of directors which shall constitute the Board of Directors of the Corporation shall be fixed by the Bylaws, but in any event shall not be less than three (3) nor more than seven (7). The number of directors constituting the initial Board of Directors of the Corporation shall be three (3) and the names and addresses of the persons who shall serve as directors until their successors are elected and shall qualify are:

Name	Address
Danielle Lofgran	2190 East 1850 South, Gooding, Idaho 83330
Debra Infanger	1800 East 1821 South, Gooding, Idaho 83330
Fineas Hughbanks	1925 South 2000 East, Gooding, Idaho 83330

ARTICLE IX

The names and addresses of the incorporators are:

Name	Address
Debra Infanger	1800 East 1821 South, Gooding, Idaho 83330
Danielle Lofgran	2190 East 1850 South, Gooding, Idaho 83330
Gayle DeSmet	2006 East 1850 South, Gooding, Idaho 83330

ARTICLE X

The Corporation reserves the right to amend, alter, change or repeal any provision contained in these Articles of Incorporation, but only upon the majority vote of all Directors.

ARTICLE XI

Upon the winding up and dissolution of this Corporation, after paying or adequately providing for the debts and obligations of the Corporation, pursuant to Sections 30-3-114 and 30-3-115 of Idaho Code, the remaining assets shall be distributed to a non-profit fund, foundation, or corporation which is organized and operated exclusively for charitable, educational, and/or scientific purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code. If no such suitable organization is found or if the Directors then serving cannot agree on a distribution, the remaining assets shall be distributed to the Gooding School District #231, as organized under the laws of the State of Idaho, for exempt, public educational

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purposes. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for public charitable or educational purposes.

DATED this 30th day of June, 2006.

Danielle Lofgran
DANIELLE LOFGRAN

Debra Infanger
DEBRA INFANGER

Gayle Desmet
GAYLE DESMET

"Incorporators"

6

ARTICLES OF AMENDMENT
OF
NORTH VALLEY ACADEMY, INC.

The Directors of the North Valley Academy, Inc., an Idaho non-profit corporation, adopted by resolution and majority vote of the Directors these Articles of Amendment. By such resolution and pursuant to the Idaho Non-Profit Corporation Act, Title 30, Chapter 3 of Idaho Code, the Directors set forth the Articles of Incorporation to be amended as herein stated, and declare:

That the undersigned are natural persons over the age of twenty-one (21), acting as all of the Directors of a non-profit corporation under Idaho law, approved by unanimous vote on the 15th day of August, 2007, a resolution adopting the following Amendment to the Articles of Incorporation for such non-profit corporation:

That Article XI of the Articles of Incorporation, be, and the same is hereby amended to read as follows:



ARTICLE XI

Upon the winding up and dissolution of this Corporation, after paying or adequately providing for the debts and obligations of the Corporation, pursuant to Sections 30-3-114 and 30-3-115 of Idaho Code, the remaining assets shall be distributed to the Authorized Chartering Entity as defined by Idaho law, in accordance with the requirements of Idaho Code and the Idaho administrative rules governing Public Charter Schools, and in full compliance with Section 501(c)(3) of the Internal Revenue Code. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for public charitable or educational purposes.

Tab 1: Articles of Incorporation, Bylaws, Signatures, and Mission Statement

DATED this 15th day of August, 2007.

The Directors of North Valley Academy, Inc.

 Debra Infanger Director/Chairman	 Danielle Lofgran Director/Vice-Chairman
 Jennifer Andrus Director/Secretary	 Fineas Highbanks Director/Treasurer
 Mary Belle Anderson Director	

II. Bylaws: Ref. Idaho Code § 33-5204(1) & 30-3-21(1)

BYLAWS

OF

NORTH VALLEY ACADEMY, INC.

KNOW ALL MEN BY THESE PRESENTS: that *NORTH VALLEY ACADEMY, INC.* (hereinafter the “Corporation”), an Idaho non-profit corporation duly organized and existing under and by virtue of the laws of the State of Idaho, has adopted, and by these presents does adopt, its Bylaws for the conduct and control of its business affairs:

ARTICLE I: OFFICES

The principal office of the Corporation shall be located in the County of Gooding, Idaho. The Corporation may have such other offices as the Board of Directors, hereafter referred to as “Board,” may determine or as the affairs of the Corporation may require from time to time.

The Corporation shall have and continuously maintain in Idaho a registered office, and a registered agent whose office is identical with such registered office, as required by the Idaho Nonprofit Corporation Act. The registered office in Idaho and the address of the registered office may be, but need not be, identical with the principal office; and may be changed from time to time by the Board.

ARTICLE II: BOARD OF DIRECTORS

SECTION 1. General Powers.

The affairs of the Corporation shall be managed by its Board.

SECTION 2. Number, Tenure, and Qualifications.

The number of Directors shall be five (5). All members of the Board shall be residents of Idaho. Except as otherwise provided by these Bylaws, each Director shall hold office for a term of three (3) years, or until his successor shall have been elected and qualified. No Director may serve for more than a total of three terms, or nine (9) years, whichever is longer.

SECTION 3. Regular Meetings.

A regular annual meeting of the Board shall be held without other notice than this bylaw, on the 1st Tuesday of February, of each year, or if a holiday, on the next succeeding business day. The Board may provide by resolution the time and place for the holding of additional regular meetings of the Board without other notice than such resolution.

SECTION 4. Special Meetings.

Special meetings of the Board may be called by or at the request of the Chairman of the Corporation or any Director. The person or persons authorized to call special meetings of the

Board may fix any site within Gooding County, Idaho, as the place for holding any special meeting of the Board called by them.

SECTION 5. Notice.

The Secretary shall give public notice of the date, time and place of any meeting of the Board in accordance with Idaho Law. Notice of any special meeting of the Board must include shall be given at least two (2) days previously thereto by written notice delivered personally or sent by mail, facsimile, or electronic mail to each Director at his address as shown by the records of the Corporation. If mailed, such notice shall be deemed to be delivered when deposited in the United States mail in a sealed envelope so addressed, with first class postage thereon prepaid. If notice is given by facsimile or electronic mail, such notice shall be deemed to be delivered when the facsimile or electronic mail is received by the Director.

Any Director may waive notice of any meeting. The attendance of a Director at any meeting shall constitute a waiver of notice of such meeting, except where a Director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. Neither the business to be transacted at, nor the purpose of, any regular or special meeting of the Board need be specified in the notice or waiver of notice of such meeting, unless specifically required by law or by these bylaws.

SECTION 6. Quorum.

A majority of the Board shall constitute a quorum for the transaction of business at any meeting of the Board; but if less than a majority of the Directors are present at said meeting, a majority of the Directors present may adjourn the meeting from time to time without further notice.

SECTION 7. Manner of Acting.

The act of a majority of the Directors present at a meeting at which a quorum is present shall be the act of the Board, unless the act of a greater number is required by law or by these bylaws.

SECTION 8. Order Of Business.

At meetings of the Board, business shall be transacted in such order as from time to time the Board may, by resolution, determine. At all meetings of the Board, the Chairman, or, in his absence, the Vice Chairman, or, in the absence of both, a member of the Board to be selected by the members present, shall preside. The Secretary of the Corporation shall act as Secretary at all meetings of the Board, and in case of his absence, the Chairman of the meeting may designate any person to act as Secretary.

SECTION 9. Vacancies.

Any vacancy occurring in the Board and any directorship to be filled by reason of an increase in the number of directors may be filled by the affirmative vote of a majority of the remaining directors, though less than a quorum of the Board. A Director elected to fill a vacancy shall be elected for the unexpired term of his predecessor in office.

SECTION 10. Compensation.

Tab 1: Articles of Incorporation, Bylaws, Signatures, and Mission Statement

Directors as such shall not receive any stated salaries for their services, but by resolution of the Board a fixed sum and expenses of attendance, if any, may be allowed for attendance at each regular or special meeting of the Board; but nothing herein contained shall be construed to preclude any Director from serving the Corporation in any other capacity and receiving compensation therefore.

SECTION 11. Informal Action by Directors.

Any action required by law to be taken at a meeting of directors, or any action which may be taken at a meeting of directors, may be taken without a meeting if a consent in writing, setting forth the action so taken, shall be signed by all of the Directors.

SECTION 12. Initial Terms.

Directors elected or appointed in the first year of incorporation shall serve terms as follows:

Fineas Hughbanks	(Seat One)	-	1 years
Mary Belle Anderson	(Seat Two)	-	2 years
Debra Infanger	(Seat Three)	-	2 years
Danielle Lofgran	(Seat Four)	-	3 years
Jennifer Andrus	(Seat Five)	-	3 years

ARTICLE III: OFFICERS

SECTION 1. Officers.

The officers of the Corporation shall be Chairman, a Vice Chairman, a Secretary, and a Treasurer and such other officers as may be elected in accordance with the provisions of this Article. The Board may elect or appoint such other officers, including one or more Assistant Secretaries and one or more Assistant Treasurers, as it shall deem desirable, such officers to have the authority to perform the duties prescribed, from time to time, by the Board. Any two or more offices may be held by the same person, except the offices of Chairman and Secretary. All officers, except the Secretary and Treasurer must be members of the Board.

SECTION 2. Election and Term of Office.

The officers of the Corporation shall be elected annually by the Board at the regular annual meeting of the Board. IF the election of officers shall not be held at such meeting, such election shall be held as soon thereafter as conveniently may be. New offices may be created and filled at any meeting of the Board. Each officer shall hold office until his successor shall have been duly elected and shall have qualified. The offices of Secretary and Treasurer may be held by one and the same person.

SECTION 3. Removal.

Any officer elected or appointed by the Board may be removed by the Board whenever in its judgment the best interests of the Corporation would be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the officer so removed.

SECTION 4. Vacancies.

Tab 1: Articles of Incorporation, Bylaws, Signatures, and Mission Statement

A vacancy in any office because of death, resignation, removal, disqualification or otherwise, may be filled by the Board for the unexpired portion of the term.

SECTION 5. Chairman.

The Chairman shall be the principal executive officer of the Corporation and shall in general supervise and control all of the business and affairs of the Corporation. He shall preside at all meetings of the Board. He may sign, with the Secretary or any other proper officer of the Corporation authorized by the Board, any deeds, mortgages, bonds, contracts, or other instruments which the Board has authorized to be executed, except in cases where the signing and execution thereof shall be expressly delegated by the Board or by these bylaws or by statute to some other officer or agent of the Corporation; and in general he shall perform all duties incident to the office of Chairman and such other duties as may be prescribed by the Board from time to time.

SECTION 6. Vice Chairman.

In the absence of the Chairman or in the event of his inability or refusal to act, the Vice Chairman shall perform the duties of the Chairman, and when so acting, shall have all the powers of and be subject to all the restrictions upon the Chairman. Any Vice Chairman shall perform such other duties as from time to time may be assigned to him by the Chairman or by the Board.

SECTION 7. Treasurer.

The Treasurer shall have charge and custody of and be responsible for all funds and securities of the Corporation; receive and give receipts for moneys due and payable to the Corporation from any source whatsoever, and deposit all such moneys in the name of the Corporation in such banks, trust companies or to her depositories as shall be selected in accordance with the provisions of Article VI of these bylaws; and in general perform all the duties incident to the office of Treasurer and such other duties as from time to time may be assigned to him by the Chairman or by the Board. If required by the Board, the Treasurer shall give bond for the faithful performance of his duties in such sum as the Board of directors may require.

SECTION 8. Secretary.

The Secretary shall keep the minutes of the meetings of the members and of the Board in one or more books provided for that purpose; see that all notices are duly given in accordance with the provisions of these bylaws or as required by law; be custodian of the corporate records and of the seal of the Corporation and see that the seal of the Corporation is affixed to all documents, the execution of which on behalf of the Corporation under its seal is duly authorized in accordance with the provisions of these bylaws; keep a register of the post office address of each member which shall be furnished to the Secretary by such member; and in general perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to him by the Chairman or by the Board.

SECTION 9. Assistant Treasurers and Assistant Secretaries.

If required by the Board, the Assistant Treasurers shall give bonds for the faithful discharge of their duties in such sums and with such sureties as the Board shall determine. The

Tab 1: Articles of Incorporation, Bylaws, Signatures, and Mission Statement

Assistant Treasurers and Assistant Secretaries, in general, shall perform such duties as shall be assigned to them by the Treasurer or the Secretary or by the Chairman or Board.

ARTICLE IV: COMMITTEES

SECTION 1. Parent-Faculty Association.

The Board shall establish or recognize an official Parent-Faculty Association (PFA). Members of that committee will be elected annually by parents of students enrolled in the North Valley Academy charter school according to policy to be set by resolution of the Board. The PFA shall be authorized to make recommendations regarding any aspect of the school. The PFA shall assist and counsel the Board in the creation, implementation, and evaluation of school policy.

SECTION 2. Other Committees.

The Board may from time to time appoint such standing or special committees as, in their judgment, may be deemed expedient, and refer to any such committee or committees any corporate matter, with or without power to act, and subject to such limitations as may be prescribed by the Board. In the event any matter be referred to any such committee with power to act, the reference shall be made by resolution entered of record in the Minutes of the meeting making such reference, and such power shall continue until revoked by the Board.

ARTICLE V: CONTRACTS, CHECKS, DEPOSITS AND FUNDS

SECTION 1. Contracts.

The Board may authorize any officer or officers, agent or agents of the Corporation, in addition to the officers so authorized by these bylaws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

SECTION 2. Checks, Drafts, etc.

All checks, drafts or orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation, shall be signed by such officer or officers, agent or agents of the Corporation and in such manner as shall from time to time be determined by resolution of the Board. In the absence of such determination by the Board, such instruments shall be signed by the Treasurer or an Assistant Treasurer and countersigned by the Chairman or a Vice Chairman of the Corporation.

SECTION 3. Deposits.

All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board may select.

SECTION 4. Gifts.

The Board may accept on behalf of the Corporation any grant, contribution, gift, bequest, or devise for the general purposes or for any special purpose of the Corporation.

ARTICLE VI: BOOKS AND RECORDS

The Corporation shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of its Board and committees having any of the authority of the Board, and shall keep at its registered or principal office a record giving the names and addresses of the Directors entitled to vote. All books and records of the Corporation may be inspected by any Director or Officer, or any person authorized or required by law, or his agent or attorney, for any proper purpose at any reasonable time.

ARTICLE VII: FISCAL YEAR

The fiscal year of the Corporation shall begin on the first day of July and end on the last day of June in each year.

ARTICLE VIII: INDEMNIFICATION OF OFFICERS, DIRECTORS, & EMPLOYEES

SECTION 1. Indemnification.

This Corporation shall indemnify any Director who was or is a party, or is threatened to be made a party, to any proceeding (other than an action by or in the right of this Corporation) by reason of the fact that such Director is or was a Director of this Corporation, against expenses, judgments, fines and settlements actually and reasonably incurred in connection with such proceeding.

This Corporation shall indemnify any Director who was or is a party, or is threatened to be made a party, to any threatened, pending or completed action by or in the right of this Corporation to procure a judgment in its favor by reason of the fact that that Director is or was a Director of this Corporation, against expenses actually or reasonably incurred by that Director in connection with the defense or settlement of that action. This indemnification provided by this Article VIII shall not be deemed exclusive of any other rights to which those indemnified may be entitled under any by law, agreement, vote or shareholders of disinterested directors, or otherwise, both as to an action in his official capacity and as to an action in another capacity while holding such office, and shall continue as to a Director who has ceased to be a Director and shall inure to the benefit of the heirs and Personal Representative of such a Director.

A Director will only be indemnified under this Article VIII if:

- (a) The Director has disclosed to the Board of Director all other materials activities and relationships, other than professional, confidential relationships, relating or similar to those of this Corporation, and the decisions, policies or resolutions giving rise to or creating the need for indemnification;
- (b) All past, present or potential conflicts of interest between the Director and this Corporation relating to the transaction for which indemnification is sought; and
- (c) The Director has provided or disclosed to the Board all information known to the Director regarding the policy, decision, resolutions or transactions for which indemnification is sought. This includes all information obtained by the Director

Tab 1: Articles of Incorporation, Bylaws, Signatures, and Mission Statement

after the transaction occurred or after adoption of the policy, decision or resolution.

SECTION 2. Continuity of Protection.

The indemnification provided by this Article shall not be deemed exclusive and shall continue as to a person who has ceased to be a Director, officer or employee and shall inure to the benefit of the heirs, executors and administrators of such a person.

SECTION 3. Insurance.

The Corporation may purchase and maintain insurance on behalf of any person who is or was a Director, officer, employee or agent of the Corporation, or is or was serving at the request of the Corporation as a Director, officer, employee or agent of another Corporation, against any liability asserted against him and incurred by him in any such capacity or arising out of his status as such, whether or not the Corporation has the authority or obligation to indemnify him against such liability under the provisions of this Article.

ARTICLE IX: SEAL

The Board shall provide a corporate seal, which shall be in the form of a circle and shall have inscribed hereon the name of the Corporation and the words "Corporate Seal" and "Idaho". The Seal shall be in charge of the Secretary.

ARTICLE X: WAIVER OF NOTICE

Whenever any notice is required to be given under the provisions of the Idaho Nonprofit Corporation Act or under the provisions of the articles of incorporation or the bylaws of the Corporation, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice.

ARTICLE XI: GOVERNING LAW AND DOCUMENTS

In addition to the Articles of Incorporation and these Bylaws, pursuant to Idaho Law regulating Public Charter Schools, the Corporation shall adopt and maintain a Charter, which shall include a mission statement, goals, policies, procedures, standards, rules, curricula, and any and all statements which may be necessary for the operation of a Charter School or which may be required by Idaho or Federal Law. The provisions of the Charter shall govern the affairs of the Corporation to the extent that they do not conflict with these Bylaws or the Articles of Incorporation. The Bylaws shall be effective only to the extent that they do not conflict with the Articles of Incorporation. The Board may adopt and publish additional policies and procedures provided that any such policies and procedures are not inconsistent with the Articles of Incorporation, these Bylaws, or the Charter. In all matters, the Corporation shall be governed by Idaho Law.

ARTICLE XII: AMENDMENTS TO THE GOVERNING DOCUMENTS

Tab 1: Articles of Incorporation, Bylaws, Signatures, and Mission Statement

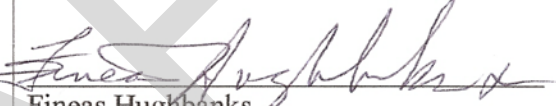
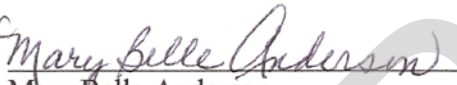
These Bylaws, the Articles of Incorporation of the Corporation, and the Charter may be altered, amended or repealed and new provisions may be adopted by a majority of the Directors present at any regular meeting or at any special meeting, if at least two days' written notice is given of intention to alter, amend or repeal or to adopt new provisions at such meeting.

DRAFT

CERTIFICATE OF ADOPTION

KNOW ALL MEN BY THESE PRESENTS, that we, the undersigned, being all the Directors and the Secretary of **NORTH VALLEY ACADEMY, INC.**, also being all the members of said Corporation, do hereby certify that the above and foregoing By-Laws were duly and legally adopted as the By-Laws of said Corporation at the first meeting of the members and the first meeting of the Directors, of said Corporation, on the 15 day of August, 2007, and that the same does now constitute the By-Laws of the said Corporation.

IN WITNESS WHEREOF, We have hereunto set our hands as Directors, and Secretary, respectively, of the said Corporation, and affixed hereto the Corporate Seal thereof, this 15th day of August, 2007.

 Debra Infanger Director/Chairman	 Danielle Lofgran Director/Vice-Chairman
 Jennifer Andrus Director/Secretary	 Fineas Hughbanks Director/Treasurer
 Mary Belle Anderson Director	

Tab 1: Articles of Incorporation, Bylaws, Signatures, and Mission Statement

STATE OF IDAHO)

:ss

County of Gooding)

I, Jennifer Andrus, the duly and regularly elected, qualified, and acting Secretary of **NORTH VALLEY ACADEMY, INC.**, do hereby certify that the above and foregoing By-Laws were regularly adopted by the Directors of said Corporation at a regular meeting of the Directors of said Corporation, duly and regularly held and called on the 15 day of August, 2007, and were also adopted by the majority vote of the members of the Corporation, at a duly and regularly called and held meeting of the Corporation, on the 15 day of August, 2007.

IN WITNESS WHEREOF, I have hereunto set my hand this 15 day of August, 2007.

Jennifer Andrus
Secretary of the Corporation



**BEFORE THE DIRECTORS OF THE
NORTH VALLEY ACADEMY, INC.**

Resolution 2007-02

PROVIDING FOR AMENDMENT TO THE BYLAWS

Be It Resolved by the Directors of the North Valley Academy, Inc.:

WHEREAS, the Directors have petitioned the Idaho Public Charter School Commission and the State Board of Education for approval of a Charter to establish the North Valley Academy, Inc. as a public charter school; and

WHEREAS, the staff of the State Board of Education has recommended certain changes to the Bylaws of the Corporation to ensure compliance with state law governing Public Charter Schools; and

WHEREAS, the Directors desire to comply with state law and secure State approval of the proposed Charter and petition for the North Valley Academy, Inc. to become a public charter school under Idaho law; and

WHEREAS, the Directors have reviewed the proposed changes and believe that they are in the best interest of the Corporation;

NOW THEREFORE, BE IT RESOLVED by the Directors of the North Valley Academy, Inc.:

Section 1. That Article II, Section 3 of the Bylaws, be, and the same is hereby amended to read as follows:

SECTION 3. Regular Meetings.

A regular annual meeting of the Board shall be held without other notice than this bylaw, on the 1st Tuesday of February, of each year, or if a holiday, on the next succeeding business day. The Board may provide by resolution the time and place for the holding of additional regular meetings of the Board, with notice as required by Section 5 of this Article, and Idaho Code § 67-2343.

Section 2. That Article II, Section 10 of the Bylaws, be, and the same is hereby amended to read as follows:

SECTION 10. Compensation.

Directors shall not receive or accept any reward or compensation for their services, but by resolution of the Board expenses of attendance, if any, may be allowed for attendance at each regular or special meeting of the Board; nothing herein contained shall be construed to preclude any Director from serving the Corporation in any other volunteer and non-compensated capacity. Directors shall

Tab 1: Articles of Incorporation, Bylaws, Signatures, and Mission Statement

comply with and be bound by the provisions of Idaho Code §§ 33-5204(5)(a) and 33-5204A.

Section 3. That Article II, Section 11 of the Bylaws, be, and the same is hereby repealed and shall be deleted in its entirety.

Section 4. That Article II, Section 12 of the Bylaws, be, and the same is hereby redesignated and renumbered as Article II, Section 11.

Section 5. That Article IV, Section 1 of the Bylaws, be, and the same is hereby amended to read as follows:

ARTICLE IV: COMMITTEES

SECTION 1. Parent-Faculty Association.

The Board shall establish or recognize an official Parent-Faculty Association (PFA). All parents of students enrolled in the North Valley Academy charter school and full-time faculty shall be members of the PFA. Officers of that committee shall be elected annually by the members according to policy to be set by resolution of the Board. The PFA shall be authorized to make recommendations regarding any aspect of the school. The PFA shall assist and counsel the Board in the creation, implementation, and evaluation of school policy.

Section 6. That Article XI of the Bylaws, be, and the same is hereby amended to read as follows:

ARTICLE XI: GOVERNING LAW AND DOCUMENTS

In addition to the Articles of Incorporation and these Bylaws, pursuant to Idaho Law and the rules of the State Board of Education and Public Charter School Commission regulating Public Charter Schools, the Corporation shall adopt and maintain a Charter, which shall include a mission statement, goals, policies, procedures, standards, rules, curricula, and any and all statements which may be necessary for the operation of a Charter School or which may be required by Idaho or Federal Law. The provisions of the Charter shall govern the affairs of the Corporation to the extent that they do not conflict with these Bylaws or the Articles of Incorporation. The Bylaws shall be effective only to the extent that they do not conflict with the Articles of Incorporation. The Board may adopt and publish additional policies and procedures provided that any such policies and procedures are not inconsistent with the Articles of Incorporation, these Bylaws, or the Charter. In all matters, the Corporation shall be governed by Idaho Law.

Section 6. That Article XII of the Bylaws, be, and the same is hereby amended to read as follows:

ARTICLE XII: AMENDMENTS TO THE GOVERNING DOCUMENTS

SECTION 1. Amendment to the Bylaws and Articles of Incorporation.

Tab 1: Articles of Incorporation, Bylaws, Signatures, and Mission Statement

These Bylaws and the Articles of Incorporation of the Corporation may be altered, amended or repealed and new provisions may be adopted by a majority of the Directors present at any regular meeting or at any special meeting, if at least two days' written notice is given of intention to alter, amend or repeal or to adopt new provisions at such meeting.

SECTION 2. Charter Amendments Require State Authorization.

(a) The Board may reasonably request that its Authorized Chartering Entity revise its Charter, as authorized by Idaho Code § 33-5209(1).

(b) Board Approval. The Board may vote to recommend altering, adding, repealing or otherwise amending a provisions of the Charter, only by a majority of the Directors present at any regular meeting or at any special meeting, if at least two days' written notice is given of intention to alter, amend or repeal or to adopt new provisions at such meeting.

(c) Request for Revision. Upon majority approval to revise the Charter, the Board must submit a written request describing the proposed revisions with the Authorized Chartering Entity. The Board shall submit six (6) copies of the proposed revisions to the State Department of Education, for consideration.

(d) Approval of Proposed Charter Revision. If the Authorized Chartering Entity approves the proposed charter revision, a copy of such revision shall be executed by each of the parties to the charter contract and shall be treated as either a supplement to, or amendment of, the final approved petition, as the case may be. The Board shall be responsible for sending a copy of the charter revision to the State Board of Education, as required by Idaho law (see IDAPA 08.02.04.100.02).

(e) Denial of Proposed Charter Revision. If the proposed revision is denied, then after receiving written notice of the decision denying the request for charter revision, the Board may, with majority approval of the Board, appeal the decision denying the request for charter revision to the State Board of Education, pursuant to Idaho law (see IDAPA 08.02.04.403).

BE IT FURTHER RESOLVED that these changes shall take effect immediately upon approval by a majority of the Directors; and


BE IT FURTHER RESOLVED that the Secretary of the Corporation shall incorporate such changes into a published copy of the Bylaws, which Bylaws shall be kept in the Corporate records and made available to the public upon request.

Tab 1: Articles of Incorporation, Bylaws, Signatures, and Mission Statement

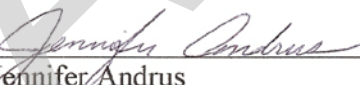
STATE OF IDAHO)
 :SS
County of Gooding)

We, the undersigned, the duly and regularly elected, qualified, and acting President and Secretary of NORTH VALLEY ACADEMY, INC., do hereby certify that the above and foregoing Resolution was regularly adopted by a majority of the Directors of said Corporation at a duly and regularly called and held meeting of the Board of Directors, on the 15th day of August, 2007.

IN WITNESS WHEREOF, we have hereunto set our hand this 15th day of August, 2007.



Debra Infanger
Director/Chairman



Jennifer Andrus
Director/Secretary

III. Signatures and Proof of Qualification of Electors of the Attendance Area: Ref. 33-5205(1)(a) & 33-5205(3)

STATE OF IDAHO
SS
COUNTY OF GOODING

To Idaho Public Charter School Commission, I, Denise M. Gill, County Clerk of Gooding County, hereby certify that ** 15 ** signatures on this petition are those qualified electors.

Signed: Denise M. Gill
County Clerk or Deputy

11

This document is an **Elector Petition** and must be signed by not less than thirty (30) qualified electors of the attendance area of the new charter school. Proof of elector qualifications must be provided with the petition.

STATE OF IDAHO
SS
COUNTY OF GOODING

To Idaho Public Charter School Commission , State of Idaho: I, Denise
M. Gill, County Clerk of Gooding County, hereby certify that ** 15 ** signatures on
this petition are those qualified electors.

Signed: 

County Clerk or Deputy

Petition to Establish a NEW Idaho Public Charter School

This document is an **Elector Petition** and must be signed by not less than thirty (30) qualified electors **off** the attendance area of the new charter school. Proof of elector qualifications must be provided with the petition.

Name of Proposed New Charter School		North Valley Academy			
School District Where New Charter School will be Physically Located		Gooding, Idaho			
<p>I am currently a qualified elector in the above-named school district.</p> <p>I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School.</p>					
Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Date
1 Debra A. Instaney	<i>Debra A. Instaney</i>	1821 S. 1800 E.	Gooding	208-934-5738	7-27-07
2 Gayle Holovac-DeSmet	<i>Gayle Holovac-DeSmet</i>	1386 S. 2100 E.	Gooding	208-934-9531	7-27-07
3 Jennifer Andrus	<i>Jennifer Andrus</i>	306 California St.	Gooding	208-934-4654	7-27-07
4 Lottie Phelps	<i>Lottie Phelps</i>	1837 Elmwood Rd.	Gooding	208-934-8550	7-27-07
5 Heidi Lofgren	<i>Heidi Lofgren</i>	2120 E. 1850 S.	Gooding	208-934-4444	7-27-07
6 Morgan Langer	<i>Morgan Langer</i>	1861 Elmwood	Gooding	539-9993	7-27-07
7 Elizabeth Cram	<i>Elizabeth Cram</i>	245 Nebraska St.	Gooding	934-4346	7-27-07
8 TAP KUSE	<i>TAP KUSE</i>	401 8th Ave	"	734-4955	7-27-07
9 William Miller	<i>William Miller</i>	1000 N. Main St.	"	934-4276	7-27-07
10 Diana Dewey	<i>Diana Dewey</i>	1732 9th Ave East	Gooding	934-4237	7/30/07
11 Maffung Paul	<i>Maffung Paul</i>	701 Overton	"	934-8217	7/30/07
12 John Dewey	<i>John Dewey</i>	1732 9th Ave	Gooding	934-4237	7-30-07
13 Kelly M. Bowler	<i>Kelly M. Bowler</i>	924 4th Ave West	Gooding	934-4752	7-30-07
14 Kelly Bowler	<i>Kelly Bowler</i>	824 Michigan St	GOODING	934-5994	7-30-07
15 Ravi L. Holmes	<i>Ravi L. Holmes</i>	831 Locke Ave.	Gooding	934-4513	7-30-07

IV. Vision Statement

North Valley Academy strives to create patriotic and educated leaders.

We believe in James Madison's statement:

"The advancement and diffusion of knowledge is the only guardian of true liberty."

V. Mission Statement

North Valley Academy strives to provide an excellent educational choice where students have the opportunity to become an informed and involved citizenry.

(To be posted at the school's entrance)

School goals:

- Provide superb academic education
- Provide a controlled disciplinary environment
- Provide dual credit opportunities
- Provide a jump start to college careers
- Provide teacher training to teach the Core Knowledge Curriculum
- Meet the State testing guidelines at the pertinent grade levels
- Meet college entrance testing requirements

Unique qualities:

- Academic focus
- Blended program
- Disciplined environment
- Core Knowledge Curriculum
- Money Management Education K-12
- Partnering with College of Southern Idaho for graduates to be able to earn 16 college credits upon high school graduation
- Integration of Professional-Technical education with academic focus, preparing students for post secondary training, professional technical training, and/or the work force

Methodology

- Employ a top notch administrator focused on "what is best for our students"
- Pay the teachers higher than the state of Idaho salary schedule
- Foster a partnering between teachers and classes in grades K-12
- Foster project-based education
- Build a student needs-driven model with teachers taking responsibility for the learning of each of their students K-12
- Utilize all forms of curriculum delivery: classroom, Idaho Digital Learning Academy, College of Southern Idaho online courses, independent study

TAB 2: PROPOSED OPERATION: Ref. Idaho Code § 33-5205(4)

NOTE: If at any time parents, staff, or students have issue with policies set forth hereafter, they are to proceed through NVA's Uniform Grievance Procedure as follows:

Uniform Grievance Procedure

All individuals should use this grievance procedure if they believe that the Board, its employees, or agents have violated their rights guaranteed by the state or federal constitution, state or federal statute, or Board policy.

NVA will endeavor to respond to and resolve complaints without resorting to this grievance procedure and, if a complaint is filed, to address the complaint promptly and equitably. The right of a person to prompt and equitable resolution of the complaint filed hereunder will not be impaired by the person's pursuit of other remedies. Use of this grievance procedure is not a prerequisite to the pursuit of other remedies, and use of this grievance procedure does not extend any filing deadline related to the pursuit of other remedies.

Level 1: Informal

An individual with a complaint is encouraged to first discuss it with the teacher, counselor, or building administrator involved, with the objective of resolving the matter promptly and informally. An exception is that complaints of sexual harassment should be discussed with the first line administrator that is not involved in the alleged harassment.

Level 2: Principal

If the complaint is not resolved at Level 1, the grievant may file a written grievance stating: 1) the nature of the grievance and 2) the remedy requested. It must be signed and dated by the grievant. The Level 2 written grievance must be filed with the Principal within sixty (60) days of the event or incident, or from the date the grievant could reasonably become aware of such occurrence.

If the complaint alleges a violation of Board policy or procedure, the Principal shall investigate and attempt to resolve the complaint. If either party is not satisfied with the Principal decision, the grievance may be advanced to Level 3 by requesting in writing that the Board review the Principal's decision. This request must be submitted to the Board within fifteen (15) days of the Principal's decision.

If the complaint alleges a violation of Title IX, Title II, Section 504 of the Rehabilitation Act, or sexual harassment, the Principal shall turn the complaint over to the Special Education/Special Programs Director, who will also serve as Nondiscrimination Coordinator, who will investigate the complaint. NVA will appoint Nondiscrimination Coordinators to assist in the handling of discrimination complaints. The Coordinator will complete the investigation and file the report with the Board within thirty (30) days after receipt of the written grievance. The Coordinator may hire an outside investigator if necessary. If the Board agrees with the

recommendation of the Coordinator, the recommendation will be implemented. If the Board rejects the recommendation of the Coordinator, and/or either party is not satisfied with the recommendations from Level 2, either party may make a written appeal within fifteen (15) days of receiving the report of the Coordinator to the Board for a hearing.

Level 3: The Board

Upon receipt of a written appeal of the decision of the Principal, and assuming the appeal alleges a failure to follow Board policy, the matter shall be placed on the agenda of the Board for consideration not later than their next regularly scheduled meeting. A decision shall be made and reported in writing to all parties within thirty (30) days of that meeting. The decision of the Board will be final.

I. Proposed Operation

A. Organization: Ref. Idaho Code 33-5204(1)

NVA, Inc. is a non-profit organization organized and managed under the Idaho Nonprofit Corporation Act. The Corporation is organized exclusively for educational purposes within the meaning Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provisions of any future federal income tax code.

The Articles of Incorporation for NVA, Inc. were filed with the Secretary of the State of Idaho June 8, 2006. NVA obtained Employer Identification Number 26-0820021, on a notice dated 9/7/2007. The 501(c)(3) will be completed upon approval of the charter. Update: 501(c)(3) status was granted March 22, 2008.

An organizing group of founders have written the initial petition for a Charter for NVA and have recruited and appointed an initial Governing Board of Directors, hereafter referred to as the Board. The founders will continue to be a data gathering entity, recommending curriculum, teaching instruction, professional development and/or daily operations that will reflect the vision, purpose and mission of NVA to the NVA Board. Additional founding members may be recruited prior to the official opening of the first school year in order to accomplish the goals of NVA. This group will remain as advisors to the Board. The number of founding families is anticipated not to exceed ten families.

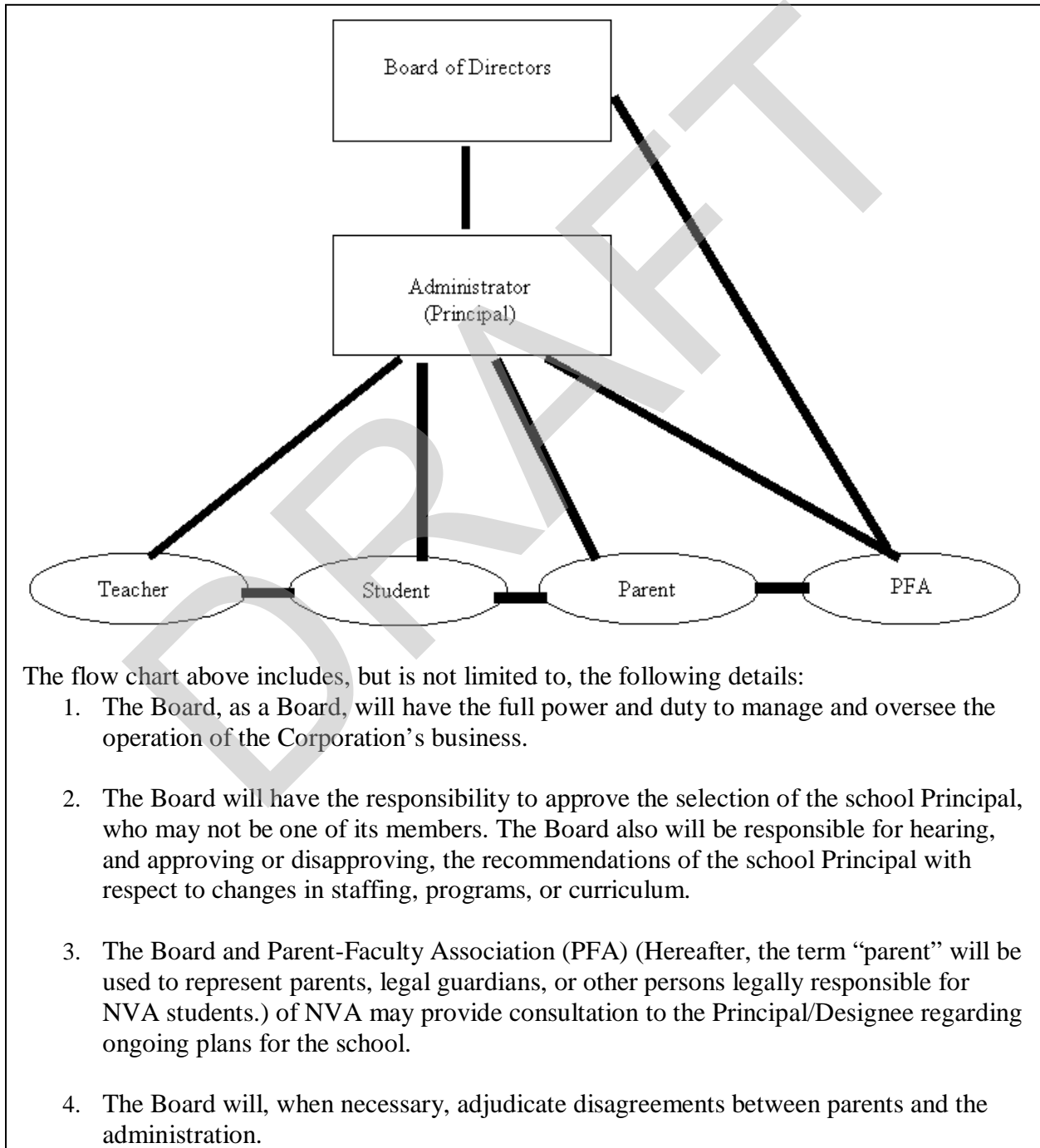
The Board, as a Board, will have the full power and duty to manage and oversee the operation of the Corporation's business and to pledge the credit, assets, and property of the Corporation when necessary to facilitate the efficient operation thereof. Authority is given to NVA Board by the State of Idaho as provided in the "Public Charter Schools Act of 1998." (I.C. 33-5204) The Governing Body will adhere to the NVA Corporate Bylaws (specifically Articles 5 and 8) addressing the Idaho Open Meeting Law.

Upon approval, members of the Board are deemed public agents to control NVA. The Board has all the power and duties afforded to a board of directors. NVA will be considered a public school for all purposes and, as such, will be responsible to identify and comply with all statutory

requirements affecting the operation of a public school. Therefore, upon approval, the Board will follow the open meeting laws, keep accurate minutes, and make said minutes available to the public.

NVA will function as a non-profit organization, organized and managed under the *Idaho Nonprofit Corporation Act*, as outlined in NVA's Corporate Bylaws and Articles of Incorporation. Accordingly, the organizational flow chart representing the flow of information and the chain of command is as follows:

Tab 2, Table 1.



Tab 2, Table 1, Cont'd.

<p>5. The Principal/Designee represents the Board as the liaison between the Board and NVA community.</p> <p>6. A committee, not to exceed four (4) members, comprised of the Principal/Designee and representatives of the Board and faculty will be responsible for hiring elementary (grades 1-6) teachers. A committee, not to exceed six (6) members, comprised of the Principal/Designee and representatives of the board and faculty will be responsible for hiring teachers for grades 7-12.</p> <p>7. The Principal supervises, directly or indirectly, all employees of NVA.</p> <p>8. The administrative staff's primary functions will be management of NVA and facilitation of the implementation of a quality educational program. It is the goal of the Board that the administrative organization:</p> <ul style="list-style-type: none"> a. provide for efficient and responsible supervision, implementation, evaluation, and improvement of the instructional program, consistent with the policies established by the Board; b. provide effective and responsive communication with staff, students, parents, and other citizens; and c. foster staff initiative and rapport. <p>9. NVA's administrative organization will be designed so that all divisions and departments are part of a single system guided by Board policies which are implemented through the Principal. Other administrators are expected to administer their facilities in accordance with Board policy and the Principal's rules and procedures.</p>
--

1. *Target Population*

North Valley Academy (NVA) plans to open in the fall of 2008 with grades kindergarten through eighth. NVA plans to open a high school for students in grades nine through twelve in the fall of 2009. Residents of Gooding School District will be the primary target population. Update: NVA opened in the fall of 2008 to grades K-8, and began offering classes to students in grades 9-12 beginning with the 2009-2010 school year.

2. *School Size* (See Also, Tab 10)

For the purposes of clarity, in this revision of the charter, NVA is proposing two amendments that will impact enrollment. The first is an increase in the face-to-face enrollment cap. Currently all grades (K-12) have a student enrollment cap of 24 students. The proposal is an increase as follows:

Tab 2: Proposed Operation

Proposed Face-to-Face Enrollment Caps		
Elementary Grades	Maximum Enrollment	Total Students
K-1	24	48
2-3	26	52
4-6	28	84
Total Elementary Students		184
Secondary Grades	Maximum Enrollment	Total Students
7-12	30	180
Total Face-to-Face Students		364

NVA will remain relatively small with a total capacity of 364 face-to-face students: 184 students in grades K-6 and 180 in grades 7-12. We believe that students benefit from a small school setting. (See Tab 8, Section A, Item 3c, Appendix W, and Appendix Y for results of market research conducted to document support of NVA.) The following is another representation of the first proposed enrollment increase:

North Valley Academy Face-to-Face Maximum Enrollment Capacity															
Year	Grades	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2011-2012	K-12	24	24	26	26	28	28	28	30	30	30	30	30	30	364
2012-2013	K-12	24	24	26	26	28	28	28	30	30	30	30	30	30	364

The second amendment pertains to NVA's blended course offerings. NVA wishes to establish an enrollment cap of no more than six (6) students per grade in the blended program, which is by definition:

Enrollment in the minimum number of online courses required to meet the hourly ADA requirements for half-day attendance set forth by the Idaho State Department of Education, **and** a requirement to participate in courses and activities at school.

Proposed Blended Program Student Enrollment Cap		
All Grades	Maximum Enrollment Per Grade	Total Students
K-12	6	↓
Total Blended Program Students		78
Total Proposed Maximum Enrollment Cap, Including Blended Program Students		442

NVA anticipates a minimum startup enrollment of ten (10), full-time, blended program students in grades K-12 no sooner than January 2012. (See Also, Tab 10)

NVA Anticipated Blended Program Enrollment FY12*					
	Grades				Total
	1-3	4-6	7-8	9-12	
No. of Students	1	3	2	4	10
*Enrollment per grade is a guestimate. Actual enrollment may vary across the grades, but will not exceed the approved cap.					

NVA has budgeted for the anticipated ten (10) blended students for the second half of FY12, or beginning January 2012, and twenty (20) blended students for FY13 and FY14 each (See Appendix AE). These numbers represent NVA's best guestimate as to the number of students who may enroll in our blended program.

II. Facilities: Ref. Idaho Code § 33-5205(4)

The Board recognizes the importance the physical plant plays in enhancing the instructional program. The goal of NVA is to provide a facility in a convenient location that will both ensure the safety and enhance the education of our students. All sites will be considered based on factors such as safety, diversity of the immediate surrounding neighborhoods, access to major utilities, convenience for transportation, and affordability. The Board will develop a program to maintain and/or upgrade the buildings and grounds of NVA.

NVA's Board has finished negotiations with the Idaho School for the Deaf and the Blind. We have been meeting with Interim-Superintendent Mary Dunne for several months and have a Letter of Intent to utilize existing buildings and other facilities sufficient for our needs. (See Appendices) We look forward to a long and innovative relationship with the staff and students at ISDB. Update: NVA purchased the former Gibbons Elementary Building from the Gooding School District in December of 2009. The building meets all of the requirements outlined above.

A. Operation and Maintenance of Charter School Facilities

NVA seeks to maintain and operate facilities in a safe and healthful condition. The operation of NVA's facilities will be the responsibility of the Principal/Designee. The Principal/Designee, in cooperation with the fire chief and county sanitarian, will periodically inspect plant and facilities. S/he will provide for a program to maintain NVA's physical plant by way of a continuous program of repair, maintenance, and reconditioning. Budget recommendations will be made each year to meet these needs and any such needs arising from an emergency.

B. Proof of Insurances

Copies of the initial insurance binders from a company authorized to do business in Idaho for a liability policy, a property loss policy, health insurance, worker's compensation insurance, and unemployment insurance will be provided to the Authorized Chartering Entity no later than thirty (30) days prior to the opening of school, and thereafter thirty (30) days before the expiration of the insurance policies.

III. Administrative Services: Ref. Idaho Code § 33-5205(4)

A. Instructional Organization

1. School Fiscal Year

The fiscal year of the school is from July 1 to June 30.

2. School Calendar

The Board will establish the dates for opening and closing classes, teacher in-services, the length and dates of vacation, and the days designated as legal school holidays. The proposed school year is commencement after Labor Day and dismissal before Memorial Day. This schedule will be reviewed on an annual basis and may be changed, as necessary, by the Principal in consultation with the Board.

3. Holidays/Commemorative Day

School holidays will include New Year's Day, Thanksgiving Day, and Christmas Day.

For those commemorative days that fall on a school day, the teachers and students will devote a portion of the day on each such day designated in I.C. § 73-108.

4. Instructional Hours

The Board will provide the minimum number of instructional hours for students at each grade level as follows:

Grades	Hours
K	450
1-3	810
4-8	900
9-12	990

5. PIR Days

Not more than twenty-two (22) hours may be utilized for in-service teacher activities. NVA is considering school wide in-service Monday mornings from 8:00 to 9:00 a.m.

6. Records Management

The Secretary and/or Clerk will be the custodian of records under the supervision of the Principal/Designee.

Personnel files and student files are confidential and will be disclosed only as provided in policy and/or by law. A record of persons examining/copying personnel files or student files, other than administrative staff, will be kept for each employment file and student file.

All public records will be provided to the public in accordance with the Family Educational Rights and Privacy Act (FERPA), laws of the State of Idaho, and NVA policy.

7. Non-Instructional Operations

Contractor License, Surety Bonds, and Insurance

The school may hire staff or contract with a service provider for services such as transportation, food service, accounting, business management, or other business or educational services. All contract service providers are required to have adequate limits of liability insurance as determined by the Board or other state requirement and will maintain the same throughout any contract period.

A list of all contracts identifying the party with whom NVA has contracted, the length of the contract, and the expenditures required by the contract must be submitted to the Authorized Chartering Entity for its review no later than thirty (30) days prior to the opening of school and thereafter, annually.

No contract will be let to any contractor who is not licensed as required by the laws of Idaho. Before any contract is awarded to any person, such person will furnish to NVA performance and payment bonds that will become binding upon award of the contract to a contractor as follows:

- a. Performance bonds in an amount not less than eighty five percent (85%) of the contract amount for the sole protection of NVA; and
- b. Payment bond in an amount less than eighty five percent (85%) of the contract amount for the protection of persons supplying labor or materials, or renting or otherwise supplying equipment to the contractor and/or his subcontractors in the prosecution of the work performed under the contract.

IV. Potential Civil Liability: Ref. Idaho Code § 33-5205(4) & 33-5204(4)

NVA will obtain its own liability insurance and insure its Board, employees, contents, equipment, and fixtures against injury, damage, or loss. Additionally, both the facility provider and NVA will insure their respective interests against damage and for liability exposures with minimum limits of liability of not less than \$1,000,000 per person, \$5,000,000 aggregate or such limits as imposed by the State requirement or as otherwise determined by the Board. All such insurance policies will name NVA as an additional insured and provide for at least ten (10) days written notice prior to cancellation. The facility provider and NVA will provide to each other certificates of insurance prior to the commencement date of facility occupancy evidencing such coverage.

Pursuant to Idaho Code § 33-5204(2), the Authorizing Chartering Entity shall have no liability for the acts, omissions, debts, or other obligations of NVA, except as may be provided in the Charter.

NVA will operate its business in conformance with all local, state and federal environmental laws.

Specific documentation of the above outlined requirements will be contained in the respective insurance policies negotiated with the insurance providers.

DRAFT

I. Educational Programs and Services

In all program areas and at all levels, NVA will assess student progress toward achieving learner goals and program area performance standards including: the content and data; the accomplishment of appropriate skills; the development of critical thinking and reasoning; and attitude. NVA will use assessment results to improve the education program, and use effective and appropriate tools for assessing such progress. This may include, but is not limited to: standardized tests; criterion-referenced tests; teacher-made tests; ongoing classroom evaluation; actual communication assessments such as writing, speaking, and listening assessments; samples of student work and/or narrative reports passed from grade to grade; samples of students' creative and/or performance work; and surveys of carry-over skills to other program areas and outside of school. This will accomplish NVA's goal for all students to meet, at a minimum, the standards established by the state.

NVA's Board and Principal will establish a school philosophy embraced by teachers, students, and parents that supports the belief that every student is valued and every student will succeed at a high level both socially and academically. The character education plan will result in a safe school infused with positive peer pressure, students who are ready to learn every day, and who possess the self-discipline needed to maximize the educational experiences of themselves and others.

Styles and rates of learning are taken into account, yet expectations for achievements are not compromised. Once again, when there is low threat of physical and/or emotional harm, and academic content is highly challenging, accelerated learning will take place, and the results will be outstanding!

II. Educational Thoroughness Standards

NVA will achieve the Thoroughness Standards (as defined in section 33-1612, Idaho Code) through its basic curriculum, which include character education, foreign language, music, and community, school, and family service projects.

A. Standard A

A safe environment conducive to learning is provided.

1. *Goal.* Maintain a positive, safe, and orderly teaching and learning environment that will promote student respect for themselves and others.

Each student has the right to come to school without fear of taunting, teasing, or violence. Each parent has the right to expect the school to provide a safe, supportive learning environment for his/her student. The philosophy of NVA is grounded in the belief that when there is low threat of physical or mental harm and curricular content is highly challenging,

accelerated learning takes place. NVA will create a safe environment with a unique curriculum that focuses on education while developing qualities such as kindness and tapping into each student's innate need to know boundaries while protecting their dignity.

2. *Objectives.* NVA will:

- a. Provide facilities that are inspected as required and adopt policies that meet all required city, county, state, and federal health, accessibility, safety, fire, and building codes for public schools to ensure the safety of students and staff.
- b. Establish, publish, and enforce policies that define acceptable and unacceptable behavior, including zero tolerance for weapons, violence, gangs, and use or sale of alcohol and drugs.
- c. Create an environment that encourages parents and other adults to visit the school and participate in the school's activities. There will be an advertised visitation day.
- d. Develop a staff/student handbook to provide rules and guidelines for physical safety. These guidelines will include, and not be limited to, the procedures for fire drills, reporting unsafe equipment, methods for checking students in and out of school, notification of parents' rights, and staff monitoring responsibilities.

B. Standard B

Educators are empowered to maintain classroom discipline. Each staff member has the right to teach without fear of violence, and students have the right to learn with the same privilege.

1. *Goal.* Create a positive teaching and learning environment with an emphasis on high expectations of performance and behavior.

The atmosphere created by our focus on kindness allows teachers to teach without fear of harassment from students, parents, and the public. In addition, teachers will enjoy a greater level of interaction with students as students will not be afraid to take academic risks, like asking or answering questions in front of peers because everyone feels safe and supported. Fear will not detract from teaching or learning. The result is a culture that is warm and friendly, filled with mutual respect, orderly, and free from chaos.

2. *Objectives.* NVA will:

- a. Develop a student handbook providing a code of conduct including clear expectations with consequences for unacceptable behavior, and a process for teachers to handle minor and major infractions in the classroom setting.
- b. Teach appropriate behaviors and foster responsible decision-making skills by using programs, which may include, Ron Clark's "Essential 55", "Excellent 11", and "Great Expectations".

- c. Establish and maintain rules to be used consistently throughout the school.

C. Standard C

The basic values of honesty, self-discipline, unselfishness, respect for authority, and the central importance of work are emphasized.

1. *Goal.* Offer opportunities for students to develop and express exemplary character traits in concert with the overall educational program.
2. *Objectives.* NVA will:
 - a. Emphasize the importance of adults modeling important values at school. This is done through expectation training in which teachers clearly illustrate and define what kindness looks like before students have a chance to be unkind. Daily procedures are designed to support the school's emphasis on kindness.
 - b. Help students build personal bonds and carry out responsibilities to one another and to the faculty and staff by providing opportunities for and strongly encouraging age-appropriate school and community service hours. Students who display kindness and good citizenship are given special recognition. This will develop a sense of community and service within the school and between the school and the larger community.
 - c. Evaluate and report service hours to student advisors because community service instills a sense of individual, social, and civic responsibility and enables the student to use newly-gained knowledge to solve community problems.

D. Standard D

The skills necessary to communicate effectively are taught.

1. *Goal.* Teach students a range of effective communication skills.
2. *Objectives.* NVA will:
 - a. Emphasize meaningful language experience in reading, writing, and spelling, enhanced by dramatization and memorization. This will be measured through weekly evaluations.
 - b. Provide an age-appropriate technology curriculum that supports development of a variety of communication skills, including written and verbal.
 - c. Provide instruction in a foreign language in grades K-8 as budget permits. Knowledge of a second language is essential in many occupations. In addition, knowledge of a second language boosts English proficiency, improves memory and self-discipline, and enhances verbal and problem-solving skills. Once NVA offers grades 9-12, students in those grades

will be highly encouraged to enroll in dual credit with other secondary and post-secondary institutions for advanced Spanish.

- d. Provide instruction in music, dance, and art as budget permits. Students will build skills needed for dual enrollment in these areas.

E. Standard E

A basic curriculum necessary to enable students to enter academic or professional-technical post-secondary educational programs is provided.

1. *Goal.* Develop an educated citizenry through a dynamic, interactive, academic program where pacing is driven by student capabilities rather than textbooks.

Students must be well grounded in the basics such as reading, writing, mathematics, science, and social studies.

2. *Objectives.* NVA will:

- a. Use the Idaho State Department of Education's Standards as a starting point to be enhanced by the Core Knowledge® Sequence and other creative methods.
- b. Use a variety of methods to ensure student learning, including, but not limited to, the Core Knowledge® Sequence.
- c. Emphasize environmental responsibility by providing students with opportunities for voluntary, age-appropriate service opportunities. Service hours may be required in school organizations.
- d. Use field trips and career development discussions, particularly encouraging patriotism, as appropriate. (The school mascot is "Patriots.")

F. Standard F

The skills necessary for the students to enter the workforce are taught.

1. *Goal.* Provide students with basic skills that prepare them for future employment.

By using learning tools such as computers, scientific equipment, and networks linked to local and nationwide resources, students learn how to be life-long learners and will be prepared to enter the workforce with a solid foundation of knowledge and skills. As NVA expands into grades 9-12, we will provide academies with class requirements and standards articulated with other secondary and post-secondary institutions, such as College of Southern Idaho, with whom we plan dual credit. (See Also, Tab 3, IV, F)

2. *Objectives.* NVA will:

- a. Provide a strong foundation in basic reading, writing, science, social studies, and computational skills.
- b. Provide a technology-rich environment, encouraging the effective use of technology as a tool in the workplace.
- c. Enable students to develop the following intellectual habits important in the work place: adapting to new situations and responding effectively to new information, solving problems, and locating and evaluating information from a variety of sources.

III. Educated Person: Ref. Idaho Code § 3305205(3)(a)

A. Definition of an “Educated Person”

NVA will provide an environment in which students can become an educated citizenry through a dynamic, interactive, academic program with a tempo set by student capabilities, not textbooks. Students will be competent in the basics, such as, reading, writing, math, science, and social studies. They will also have opportunities to become well-rounded learners with training in technology, fine arts, and foreign language.

NVA’s educational program will seek to provide an opportunity for each student to develop to his or her maximum potential. The objectives for the educational program are, among other things, to:

1. Foster self-discovery, self-awareness, and self-discipline;
2. Develop an awareness of and appreciation for cultural diversity;
3. Stimulate intellectual curiosity and growth;
4. Provide fundamental career concepts and skills;
5. Help the student develop sensitivity to the needs and values of others and respect for individual and group differences;
6. Help each student strive for excellence and instill a desire to reach the limit of his or her potential;
7. Develop the fundamental skills which will provide a basis for lifelong learning; and
8. Be free of any cultural, ethnic, sexual, or religious bias.

B. Methods of Instruction

All courses of instruction will comply with state statutes and the rules of the Idaho State Board of Education.

1. Traditional Face-to-Face Instruction

- a. Traditional face-to-face teaching means a course taught by a person who holds a certificate pursuant to Sections 33-1201 and 33-1207, Idaho Code, and where the students and teachers are not separated by distance or time.
- b. Teachers will be engaged in the act of face-to-face throughout the day using a variety of proven teaching techniques including: tactile, visual, kinesthetic, auditory, group, and independent approaches. By taking into account and addressing the varying developmental rates and learning modalities of the student population, it is possible through this direct-teaching and monitoring approach to keep curricula challenging and the expectations for learning high.

2. Blended Program: Ref. Idaho Code 33-5702(1) (See Also, Tab 10)

- a. "Blended program" participants must enroll in the minimum number of online courses required to meet the hourly ADA requirements for half-day attendance set forth by the Idaho State Department of Education, **and** will also be required to participate in courses and activities at school. There they will receive instruction in character education and take offered electives from NVA teachers. This instruction will be overseen and monitored by the Principal/Designee.
- b. All blended program students will be required to attend either the "Rise and Shine" ceremony for K-6 students or the "Above and Beyond" ceremony for 7-12 students. Students will arrive on time and in dress code for these events. All blended program students must participate in at least one whole school event per trimester.
- c. Blended program students will be invited to all whole school events, i.e., assemblies, field trips, academic fair, Christmas program, Spelling Bees, Geography Bees, etc.
- d. All blended program students are eligible to participate in NVA extracurricular activities.

IV. Curricular Emphasis

A. How Learning Best Occurs: Ref. 33-5205(3)(a)

The curriculum will reflect our belief that learning best occurs when:

1. Students are actively engaged in integrated and meaningful tasks;
2. Students see the connection between what they learn and the real world;
3. Students work individually and as members of a group;

4. Students, parents, and educators work together to identify academic and personal learning goals, support;
5. Students accept responsibility for learning as an intrinsic part of the educational program;
6. Students are supported by mentors and advocates;
7. All students have advanced learning opportunities;
8. Students see themselves as part of the community and find ways to serve the community;
9. Students are allowed to make mistakes in order to achieve success;
10. A positive and productive learning environment is provided; and
11. Students are given time to reflect on the value and purpose of what they learn.

The Board is responsible for curriculum adoption and must approve all significant changes, including the adoption of new textbooks and new courses, before such changes are made. The Principal and teachers are responsible for making curriculum recommendations. The curriculum will be designed to accomplish the learning objectives and goals for excellence consistent with NVA's educational philosophy, mission statement, objectives, and goals.

B. Core of Instruction

Instruction is inclusive of subject matter content and course offerings. Patterns of instructional organization will be determined by a qualified School Administrator and teaching team. NVA will assure students meet the school standards with the state standards as a minimum. This includes special instruction that allows Limited-English Proficient students to participate successfully in all aspects of the school's curriculum and keep up with other students in the standard education program. It also includes special learning opportunities for accelerated, learning disabled students, and students with other disabilities.

C. Remediation

Evaluation of progress assessment data could prompt additional help that could include in-class remediation, tutoring, or evaluation for Special Education services. Data indicators include, but are not limited to:

1. Not reaching grade level on state adopted standardized tests;
2. Reading below grade level as determined by IRI in grades K – 3; grades 4 – 12 teachers will use multiple sources of data such as classroom grades, fluency checks, comprehension checks, and/or computerized programs to determine a student's reading level; and/or

3. Failure to do math at grade level as determined by program assessments and/or on state adopted standardized tests.

D. Instructional Methodologies

All curriculum taught at NVA will be reviewed and approved by NVA's Board.

1. *Ron Clark's, "Essential 55"*

NVA may utilize Ron Clark's, "Essential 55," which among other things enables students to develop the following important life skills: accepting responsibility for personal decisions and actions; honesty, courage, and integrity; a healthy lifestyle; empathy, courtesy, and respect for differences among people; self-confidence; concentration and perseverance; responsible time management; assuming a fair share of the work load; and working cooperatively with others to reach group consensus. NVA will strongly encourage every parent to read the book. This will familiarize them with Clark's code of conduct and methodologies, which will be used by teachers.

2. *Great Expectations*

NVA will utilize *Great Expectations*, which is a professional development program that:

- a. provides teachers and administrators with the skills needed to create harmony and excitement within the school atmosphere;
- b. creates an infrastructure that promotes improved student self-esteem, attendance, discipline, and parent participation - all of which result in improved academic achievement; and
- c. is grounded in the belief that all students can learn, no matter what labels have been placed on them.

3. *Cowboy Ethics*

NVA may utilize *Cowboy Ethics*, by James P. Owens, which is a character education program that is dedicated to the belief that everyone needs a code or creed to live by:

- a. live each day with courage;
- b. take pride in your work;
- c. always finish what you start;
- d. do what has to be done;
- e. be tough, but fair;
- f. when you make a promise, keep it;
- g. ride for the brand;
- h. talk less and say more;

- i. remember that some things aren't for sale; and
- j. know where to draw the line.

4. *Blended Curriculum* (See Tab 10)

E. Instruction Courses

At appropriate grade levels, instruction will include, but not be limited to, the following:

1. Language Arts and Communication will include instruction in reading, writing, English, literature, technological applications, spelling, speech, and listening;
2. Mathematics will include instruction in addition, subtraction, multiplication, division, percentages, mathematical reasoning, and probability;
3. Science will include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences; and
4. Social Studies will include instruction in history, government, geography, economics, current world affairs, citizenship, and sociology.

NVA may use the unique aspects of the Core Knowledge® Sequence to meet or exceed all Idaho State Standards and benchmarks.

The Core Knowledge® Sequence will expose students in each grade to a broad range of historical, scientific, and cultural topics that will build on one another to prepare them for later educational success. This wide array of subject matter will not only develop cultural literacy but also will build the strong vocabulary necessary for *true* reading comprehension.

Core Knowledge® tries to develop cultural literacy in a way that is systematic but leaves room for creativity for both teacher and student. This curriculum eliminates the gaps and repetition that characterize a curriculum in which textbooks and programs are selected more or less at random.

F. Grading Procedures

NVA students will be required to meet established academic standards and graduation requirements adopted by the Board, reference IDAPA 08.02.03.105. (See Tab 3, V, 5 and D. for grading procedures for students enrolled in Special or Alternative Programs.)

NVA will utilize a report card developed by the teachers and Principal to indicate growth as well as achievement. All NVA students will be evaluated on the same platform so parents will be able to detect whether their student is growing in each academic area throughout the year. Students with limited language will be gaining growth tools so their evaluation will typically reflect growth more than achievement.

G. Other Required Instruction

1. *Grades K-8*

- a. Other instruction
 - Fine Arts (art and music)
 - Health (wellness)
 - Physical Education (fitness)
- b. Additional instructional options as determined by NVA may include:
 - Foreign Language (Spanish)

2. *Plan for Dual Enrollment Participation*

Students enrolled in NVA will be allowed to participate in dual enrollment with traditional public schools as required by Idaho Code 33-203. Dual enrollment options will be subject to district procedures as allowed in Idaho Code 33-203(1).

Parents will be provided information concerning dual enrollment options and requirements. State funding of a dually enrolled student will be only to the extent of the student's participation in the public school programs.

Dual enrollment will include the option of enrollment in a post-secondary institution. Any credits earned from the accredited post-secondary institution will be credited toward graduation requirements as outlined in NVA Board Policy.

3. *Secondary Curriculum (Grades 7-12)* The secondary curriculum is composed of college-prep required classes and elective classes.

- a. Sample Schedule of Required and Elective Class Offerings by Grade

Sample Freshman Schedule	Sample Sophomore Schedule
English 1	English 2
Appropriate Math or Algebra II	Appropriate Math or Geometry
Physical Science	Biology/Anatomy
World Cultures	History I
Business Communications/Speech/Humanities	Health/PE/Humanities
<i>Elective (See Table Below)</i>	<i>Elective (See Table Below)</i>
Sample Junior Schedule	Sample Senior Schedule
English 3 or English 101	English 4 or English 102
Appropriate Math or College Algebra	Appropriate Math or College Algebra
Chemistry or Appropriate Science	Appropriate Science
History II	American Government
<i>Elective</i>	Economics
	Senior Project

Dual Credit Elective Classes in association with College of Southern Idaho (CSI) and/or Idaho Digital Learning Academy (IDLA)	
Academic:	Tech Prep:
English 101	Introduction to Painting
English 102	Introduction to Drawing
College Algebra	Co-op Ag
Government	Co-op Business Ed.
Economics	Co-op FAMCS
Accounting	Computer Applications
Spanish	PC Troubleshooting
IDLA	Photoshop

b. North Valley Academy Required Graduation Credits
(which exceed State of Idaho Graduation Requirements)

English (including Speech).....	8
Science	8
Mathematics.....	8
Social Science.....	6
Humanities.....	2
Health	1
Electives	13

(Coursework must include senior project and speech requirements. Highly recommend two (2) credits in computer operation.)

Total North Valley Academy Credits at Graduation46

GPA of 60% on a 100% scale to receive a diploma

Pass 10th grade ISAT

All North Valley Academy secondary students are required to attend school full-time, unless dually enrolled as allowed by statute. Full-time attendance can be accomplished through physically attending the school for face-to-face instruction or participation in the blended program, which is a combination of online courses **and** courses at school.

North Valley Academy will require incorporation of heroes in the state-mandated senior project. The project will be completed independently and in coordination with student senior classes.

All North Valley Academy secondary students will take the state-mandated college entrance exams.

d. Number of credits available in dual-credit classes in association with College of Southern Idaho (CSI) and/or Idaho Digital Learning Academy (IDLA)

Tab 3: Educational Programs and Goals

Academic:		Tech Prep:	
English 101	3	Introduction to Painting	1
English 102	3	Introduction to Drawing	1
College Algebra	3-5	Computer Applications	1
Government	3	PC Troubleshooting	1
Economics	3	Photoshop	1
Accounting	3-4		
Spanish	4-8		
TOTAL NUMBER OF POSSIBLE CREDITS	22-29	TOTAL NUMBER OF POSSIBLE CREDITS	5

*This is the standard toward which NVA will be working. However, NVA recognizes students will need to be given the necessary instructional time in order to achieve this standard. NVA plans to “grow” our students into this standard.

H. Alternative Credit Options (See Also, Tab 10)

In addition to regular classroom-based instruction, students may earn credit through the following means:

1. *Blended Program Courses* (See Tab 10)
2. *Correspondence Courses*

NVA will permit a student to enroll in an approved correspondence course from an institution approved by the Idaho State Department of Education, in order that such a student may include a greater variety of learning experiences within the student’s educational program.

High school students may earn, through correspondence, a maximum number of units of academic credit to be applied toward graduation requirements.

Only courses offered by institutions recognized by the Board will be accepted. The express approval of the Principal/Designee will be obtained before the course is taken.

Credit for correspondence courses may be granted provided the following requirements are met:

- a. prior permission has been granted by the Principal/Designee; and
- b. the program fits the education plan submitted by the regularly enrolled student.

An official record of the final grade must be received by the school before a diploma may be issued to the student.

Provision of educational programs and services such as HIV/AIDS education, family life/sex education, occupational education, driver education, guidance and counseling services, summer

school programs, parent education programs, social work, and psychological services will be identified based on need. The Board, Principal, and staff will work together to determine the need for, and estimated cost and value of the above programs. These programs will be provided as required by Idaho Code §33-1612 and the rules governing thoroughness at IDAPA 08.02.030.

V. Special or Alternative Programs: Ref. Idaho Code § 33-5205(3)(q)

A. Individuals with Disabilities in Education Act (IDEA), Section 504 of the Rehabilitation, (Section 504), and the American's with Disabilities Act (ADA)

NVA provides a Special Education Program in accordance with federal and state regulations and guidelines. Specifically, NVA adopts and complies with the current *Idaho Special Education Manual* from the State Department of Education. To the best of our knowledge this manual reflects IDEA guidelines and Special Education Best Practices. The NVA Special Education administrator will be the IDEA, Section 504, and ADA Compliance Officer.

NVA will to ensure that students who are disabled within the definition of IDEA, Section 504, and ADA are identified, evaluated and provided with appropriate educational services. For those students who need or are believed to need special instruction and/or related services under IDEA, Section 504, and ADA, NVA will establish and implement a system of procedural safeguards. The safeguards will cover students' identification, evaluation, and educational placement. This system will include: notice, an opportunity for the student's parent to examine relevant records, an impartial hearing with opportunity for participation by the student's parent, and a review procedure.

1. Terminology

NVA has identified the following terms as specific to this section and important for clarity to avoid confusion and incorrect use of terms in this elementary and secondary school context:

Accommodation: a term correctly used in the context of public accommodations and facilities; an individual with a disability may not be excluded, denied services, segregated or otherwise treated differently than other individuals by a public accommodation or commercial facility; (term is not to be confused with "reasonable accommodation," discussed below).

Equal access: equal opportunity of a qualified person with a disability to participate in or benefit from educational aids, benefits, or services.

Free and appropriate public education (FAPE): a term used in the elementary and secondary school context; refers to the provision of regular or special education and related aids and services that are designed to meet individual educational needs of students with disabilities as adequately as the needs of students without disabilities are met and is based upon adherence to procedures that satisfy the IDEA, Section 504, and ADA requirements pertaining to educational setting, evaluation and placement, and procedural safeguards.

Placement: a term used in the elementary and secondary school context; refers to regular and/or special educational program in which a student receives educational and/or related services.

Reasonable accommodation: a term used in the employment context to refer to modifications or adjustments employers make to a job application process, the work environment, the manner or circumstances under which the position held or desired is customarily performed, or that enable a covered entity's employee with a disability to enjoy equal benefits and privileges of employment; this term is sometimes used incorrectly to refer to related aids and services in the elementary and secondary school context.

Related services: a term used in the elementary and secondary school context to refer to developmental, corrective, and other supportive services, including psychological, counseling and medical diagnostic services and transportation.

2. Eligibility

NVA will provide a free and appropriate public education (FAPE) to qualified students who have a physical or mental impairment that substantially limits one or more major life activities.

A free and appropriate public education will consist of regular or special education and related aids and services designed to meet the individual educational needs of students with disabilities as adequately as the needs of students without disabilities are met.

“Qualified students with a disability” for whom NVA will provide these services are students with a disability who are: of an age at which students without disabilities are provided elementary and secondary educational services; of an age at which it is mandatory under state law to provide elementary and secondary educational services to students with disabilities; or a student to whom a state is required to provide a free appropriate public education under the Individuals with Disabilities Education Act (IDEA).

A certified special education teacher will be responsible to monitor Individual Education Plans (IEPs) and supervise the implementation as written. The special education teacher, or an educational assistant under his/her supervision, will provide services in an inclusion or a pullout model depending on the degree of intervention necessary to meet the student's needs. The special education teacher will consult with the general education staff to utilize effective classroom interventions, adaptations, and modifications.

Student's protected under IDEA, Section 504, and ADA will be determined to: 1) have a physical or mental impairment that substantially limits one or more major life activities; 2) have a record of such impairment; or 3) be regarded as having such impairment. The determination of whether a student has a physical or mental impairment that substantially limits a major life activity will be made on the basis of an individual inquiry.

The definition of a physical or mental impairment, as defined in the Section 504 regulation, at 34 C.F.R. 104.3(j)(2)(i), is any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological;

musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive; digestive; genito-urinary; hemic and lymphatic; skin; and endocrine; or any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

NVA will also consider a student's use of mitigating measures in determining whether the student is substantially limited in a major life activity. Examples of "mitigating measures" include corrective eyeglasses and medications. Major life activities, as defined in the Section 504 regulation at 34 C.F.R. 104.3(j)(2)(ii), include functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

3. Evaluation

NVA will utilize evaluative procedures for initial evaluations and periodic re-evaluations of students who need or are believed to need special education and/or related services because of disability that ensure students are not misclassified, unnecessarily labeled as having a disability, or incorrectly placed, based on inappropriate selection, administration, or interpretation of evaluation materials.

NVA will conduct periodic re-evaluations at three-year intervals or more frequently if conditions warrant, such as prior to a significant change of placement, or if the student's parent or teacher requests a re-evaluation. Changes considered significant by NVA include, but are not limited to, exclusion from the educational program for more than 10 school days, transfer of a student from one type of program to another, or terminating or significantly reducing a related service.

NVA will obtain written parental consent for initial evaluations. Pursuant to Section 504 regulation, 34 C.F.R. 104.35(b), NVA will individually evaluate a student before classifying the student as having a disability or providing the student with special education. The determination of substantial limitation will be made on a case-by-case basis with respect to each individual student, in accordance with Section 504 regulation, at 34 C.F.R. 104.35 (c).

A temporary impairment does not constitute a disability for purposes of Section 504 unless its severity is such that it results in a substantial limitation of one or more major life activities for an extended period of time. The issue of whether a temporary impairment is substantial enough to be a disability will be resolved on a case-by-case basis, taking into consideration both the duration (or expected duration) of the impairment and the extent to which it actually limits a major life activity of the student.

Tests used by NVA for the determination of eligibility for services under IDEA, Section 504, and ADA will be selected and administered so as best to ensure that the test results accurately reflect the student's aptitude or achievement or other factor being measured rather than reflect the student's disability, except where those are the factors being measured. NVA will also utilize tests and other evaluation materials including those tailored to evaluate the specific areas of educational need and not merely those designed to provide a single intelligence quotient. The tests and other evaluation materials will be validated for the specific purpose for which they are used and appropriately administered by trained personnel.

The amount of information required will be determined by a multi-disciplinary committee appointed by NVA to evaluate the student. Said committee will be in compliance with the IDEA regarding the group of persons present when an evaluation or placement decision is made, including persons knowledgeable about the student, the meaning of the evaluation data, and the placement options.

A physician's medical diagnosis may be considered among other sources in evaluating a student with a disability or believed to have a disability which substantially limits a major life activity. Other sources that will be considered, along with the medical diagnosis, include, but are not limited to: outside independent evaluation, if available; aptitude and achievement tests; teacher recommendations; physical condition; social and cultural background; and adaptive behavior.

Information from all sources will be documented and considered by the committee members. The weight of the information will be determined by the committee given the student's individual circumstances. NVA forbids committee members to evaluate a student suspected of having a disability by relying on presumptions and stereotypes regarding persons with disabilities or classes of such persons.

The committee members will make a recommendation to the Principal/Designee. The Principal/Designee will review the recommendation. The Board may be consulted if questions arise such as implementation. The Principal/Designee will notify the student's parent within 15 days of receipt of the committee's recommendation.

Upon request, the parent of the student will be allowed to examine all relevant records relating to the student's education and the school's identification, evaluation and/or placement decision;

If parents disagree with the determination, a request for a due process hearing may be made.

4. Impartial Due Process Hearing

- a. If the parent of a student who qualifies under IDEA, Section 504, or ADA for special instruction or related services disagree with a decision of NVA with respect to: (1) the identification of the student as qualifying for IDEA, Section 504, or ADA; (2) NVA's evaluation of the student; and/or (3) the educational placement of the student, the parents of the student are entitled to certain procedural safeguards. The student will remain in his/her current placement until the matter has been resolved through the process set forth herein.
- b. The parent of the student may make a request in writing for an impartial due process hearing. The written request for an impartial due process hearing will identify with specificity the areas in which the parents are in disagreement with NVA;
- c. Upon receipt of a written request for an impartial due process hearing, a copy of the written request will be forwarded to all interested parties within three (3) business days of receipt of the same;

- d. Within ten (10) days of receipt of a written request for an impartial due process hearing, NVA will select and appoint an impartial hearing officer that has no professional or personal interest in the matter. In that regard, NVA may select a hearing officer from the list of special education hearing examiners available at the Office of Public Instruction, the county superintendent or any other person that will conduct the hearing in an impartial and fair manner;
- e. Once NVA has selected an impartial hearing officer, NVA will provide the parent and all other interested parties with notice of the person selected;
- f. Within five (5) days of NVA's selection of a hearing officer, a pre-hearing conference will be scheduled to set a date and time for a hearing, identify the issues to be heard and stipulate to undisputed facts to narrow the contested factual issues;
- g. The hearing officer will in writing notify all parties of the date, time and location of the due process hearing;
- h. At any time prior to the hearing, the parties may mutually agree to submit the matter to mediation. A mediator may be selected from the Office of Public Instruction's list of trained mediators;
- i. At the hearing, NVA and the parent may be represented by counsel;
- j. The hearing will be conducted in an informal but orderly manner. Either party may request that the hearing be recorded. Should either party request that the hearing be recorded, it will be recorded using either appropriately equipped or a court-reporter. NVA will be allowed to present its case first. Thereafter the parent will be allowed to present its case. Witnesses may be called to testify and documentary evidence may be admitted, however, witnesses will not be subject to cross-examination and the Idaho Rules of Evidence will not apply. The hearing officer will make all decisions relating the relevancy of all evidence intended to be presented by the parties. Once all evidence has been received the hearing officer will close the hearing. The hearing officer may request that both parties submit proposed findings of fact, conclusions and decision;
- k. Within twenty (20) days of the hearing, the hearing examiner should issue a written report of his/her decision to the parties;
- l. Appeals may be taken as provided by law. The parent may contact the Office of Civil Rights, 1244 Speer Blvd., Suite 310, Denver, Colorado 80204-3582, (303) 844-5695 or 5696.

5. Grading Procedures for Special Education Students

Students on an IEP will receive grades according to criteria set forth in Chapter 7 of *Idaho Special Education Manual*:

- a. Grades cannot be modified on the basis of special education status alone.
- b. Nondiscriminatory titles may be used for classes, report cards, and transcripts to designate adaptations or accommodations in general education classes.
- c. The provisions of adaptations or accommodations will be spelled out in the student's IEP.
- d. Collaborative grading between general education teachers and special education teachers will be encouraged and considered appropriate. The grading procedure will be spelled out in the IEP.
- e. Kindergarten through eighth-grade report cards may have asterisks or other identification stating the class was from special services, (i.e., resource room, enrichment class, speech therapy, etc.)

6. *Disciplinary Procedures for Special Education Students*

The discipline procedures adopted in the *Idaho Special Education Manual* will be utilized in disciplinary matters for students with disabilities attending NVA. These adopted policies and procedures will meet the requirements of IDEA, Section 504, and ADA.

B. Title I Parent Involvement

The parents of students identified to participate in Title I programs will receive from the school Principal/Designee and Title I staff an explanation of the reasons supporting each student's selection for the program, a set of objectives to be addressed, and a description of the services to be provided. Opportunities will be provided for the parents to meet with the classroom and Title I teachers to discuss their student's progress. Parents will also receive guidance as to how they can assist at home in the education of their students.

NVA endorses the parent involvement goals of Title I and encourages the regular participation of parents of Title I eligible students in all aspects of the program. The education of students is viewed as a cooperative effort among the parents, school, and community.

Pursuant to federal law NVA will develop jointly with, agree upon with, and distribute to parents of students participating in the Title I program a written parent involvement policy.

NVA parents will be notified at the beginning of the school year if the school is identified for Title I school improvement, the reasons for that designation, how the school is addressing the achievement problem, how parents can help address the problem, and the option they have as parents to transfer their student to another public school with transportation provided.

At the required annual meeting of Title I parents, parents will have opportunities to participate in the design, development, operation, and evaluation of the program for the next school year. Proposed activities to fulfill the requirements necessary to address the requirements of parental-involvement goals will be presented.

1. *Meetings*

In addition to the required annual meeting, at least three (3) additional meetings will be held at various times of the day and/or evening for parents of students participating in the Title I program. These meetings will be used to provide parents with:

- a. Information about programs provided under Title I;
- b. A description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet;
- c. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their students; and
- d. The opportunity to bring parent comments, if they are dissatisfied with the school's Title I program, to NVA level.

Title I funding, if sufficient, may be used to facilitate parent attendance at meetings, through payment of transportation and childcare costs.

2. School-Parent Compact

NVA will use Title I funds primarily at the elementary level, and will develop jointly with parents of students served in the program a "School-Parent Compact" outlining the manner in which parents, school staff, and students share the responsibility for improved student academic achievement in meeting state standards. The "School-Parent Compact" will:

- a. Describe the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment enabling students in the Title I program to meet the state's academic achievement standards;
- b. Indicate the ways in which each parent will be responsible for supporting their student's learning, such as monitoring attendance, homework completion, and television watching; volunteering in the classroom; and participating, as appropriate, in decisions related to their student's education and positive use of extracurricular time; and
- c. Address the importance of parent-teacher communication on an ongoing basis with, at minimum, parent-teacher conferences, frequent reports to parents, and reasonable access to staff.

3. Guidelines and Responsibilities

In order to achieve the level of Title I parent involvement desired by Charter School policy on this topic, these procedures guide the development of each school's annual plan designed to foster a cooperative effort among parents, school, and community.

- a. Guidelines

Parent involvement activities developed through every grade level will include opportunities for:

- i. Volunteering;
- ii. Parent education;
- iii. Home support for the student's education; and
- iv. Parent participation in school decision making.

The school system will provide opportunities for professional development and resources for staff and parents/community regarding effective parent involvement practices.

b. Roles and Responsibilities

i. Parents. It is the responsibility of the Title I parents to:

- 1) Actively communicate with school staff;
- 2) Be aware of rules and regulations of school;
- 3) Take an active role in the student's education by reinforcing at home the skills and knowledge the student has learned in school; and
- 4) Utilize opportunities for participation in school activities.

ii. Staff. It is the responsibility of staff to:

- 1) Develop and implement a school plan for parent involvement;
- 2) Promote and encourage parent involvement activities;
- 3) Effectively and actively communicate with all parents about skills, knowledge, and attributes students are learning in school and suggestions for reinforcement;
- 4) Send information to parents of Title I students in a format and, to the extent practicable, in a language the parents can understand.

iii. Community. Community members who volunteer in the schools have the responsibility to:

- 1) Be aware of rules and regulations of the school;
- 2) Utilize opportunities for participation in school activities.

ix. Administration

It is the responsibility of the administration to:

- 1) Facilitate and implement the Title I Parent Involvement Policy and Plan;
- 2) Provide training and space for parent involvement activities;
- 3) Provide resources to support successful parent involvement practices;
- 4) Provide in-service education to staff regarding the value and use of contributions of parents and how to communicate and work with parents as equal partners;

- 5) Send information to parents of Title I students in a format and, to the extent practicable, in a language the parents can understand.

C. Gifted and Talented Program: Ref. Idaho Code § 33-2003

Section 33-2001, Idaho Code describes gifted/talented students as "...those students who are identified as possessing demonstrated or potential abilities that give evidence of high performing capabilities in intellectual, creative, specific academic, or leadership areas, or ability in the performing or visual arts and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities." All public schools, including charter schools, must identify and serve gifted/talented students.

By law, NVA is required to provide for special instructional needs of gifted and talented students enrolled in NVA. The Board, in conjunction with the Principal and staff, will develop the State required plan for NVA's gifted/talented program. The Plan will include a philosophy statement, definition of giftedness, program goals, program options, identification procedures and a program evaluation. NVA's initial plan will be submitted to the Department of Education. Pursuant to State Board mandate, the Plan will be updated every three (3) years.

The Board designates the Principal to be responsible for development, supervision and implementation of NVA's gifted and talented program. Such program will include, but not be limited to, the following:

1. Expansion of academic attainments and intellectual skills;
2. Stimulation of intellectual curiosity, independence and responsibility;
3. Development of a positive attitude toward self and others; and
4. Development of originality and creativity.

The Principal/Designee will establish procedures consistent with state guidelines for screening, nominating, assessing, and selecting students of demonstrated achievement, or potential ability in terms of general intellectual ability and academic aptitude.

D. Limited-English Proficiency (LEP) Program

NVA anticipates an enrollment ranging from 240-442 students. The ethnic minority in Gooding County, and consequently NVA is Hispanic. NVA anticipates limited-English proficient (LEP) students to make up 10-20% of total enrollment.

For program details, please see NVA's LEP Program, Appendix P.

TAB 4: MEASUREMENT OF STUDENT PROGRESS

I. Measurable Student Educational Standards: Ref. Idaho Code § 33-5205(3)(b)

NVA's goal is to accomplish these educational standards annually:

A. Standard 1

Students at NVA enrolled continuously from the beginning of the school year, will show annual academic improvement as measured by:

1. 70% of K – 3 students will receive a score of proficient or better as measured by the Idaho Reading Indicator.
2. 70% of students will receive a score of proficient or above in all required subjects as measured by the Idaho Standards Achievement Test (ISAT).
3. 75% of students will achieve satisfactory or above in core subjects on academic progress reports as measured by teacher developed classroom assessment tools, such as, but not limited to culminating portfolios, assignments, quizzes and tests. Tools will be an ongoing development starting the first day of school. When NVA is fully staffed, every teacher will meet with his/her colleagues in the grade below and the grade above to align expectations. Established standards will be reviewed and aligned with the curriculum to ensure teachers are preparing students for success at the next grade level, i.e., kindergarten teaches to first grade and above, first grade teaches to second grade and above, etc. Staff will also review student accomplishment records to direct their teaching efforts most effectively.

B. Standard 2

Ninety-five percent (95%) of all students, K-12, will develop and maintain a career portfolio.

1. *Completion/progress monitoring benchmarks are:*
 - a. All students will achieve satisfactory status or above for their grade appropriate portfolio based on rubrics developed by teaching staff. The rubric for the first grading period will be completed prior to the commencement of the first grading period. The rubric for the second grading period will be developed during the first grading period, and so on. The resulting rubric will be re-evaluated and updated at the conclusion of each academic year to ensure the highest level of academic excellence.
 - b. All eighth-grade students will develop an educational plan including a four year high school and a four year post high school career/education plan as part of their career portfolio.

- c. Portfolio pieces may include, but not be limited to grade appropriate pictures, interviews, reports, journal pages, speeches, biographies, internships, plans, and college/career investigations. Development of the carrier portfolio will be directed by a teacher/advisor and reviewed by the parents.

C. Standard 3

Ninety-five percent (95%) of students currently enrolled at NVA in grades 11 and 12 will participate in the ACT and Compass tests. Seventy-five percent (75%) of students who complete the ACT and Compass tests will score 20 or higher on the ACT and will meet or exceed the college entrance cut-off established by College of Southern Idaho (CSI) for the Compass Test.

II. Measurable Student Progress: Ref. Idaho Code § 33-5205(3)(c)

A. Mastery Level

We will meet the goals identified in this Charter petition by 2012 when 75% of students:

1. Score at levels considered proficient or above on standardized tests after a period of two consecutive academic years at NVA.
2. Read by third grade at the level considered proficient or above as measured by Idaho Reading Indicator (IRI).
3. Produce work that depicts acquired, integrated, extended, refined and meaningful utilization of information as measured by required State IRI and ISAT assessments.
4. Reflect positive growth on the parent surveys done yearly on the student's attitudes and habits toward, but not limited to, work ethic, honesty, taking responsibility, self-confidence, knowledge, etc.
5. Reflect positive growth on self-assessment surveys done yearly on attitudes and habits toward task performance.

B. Achievement of Assessments

Seventy-five percent (75%) of students in attendance at NVA will be expected to improve their personal scores in all aspects of the following assessments, which will ultimately improve NVA's overall scoring:

Idaho Reading Assessment, Grades K– 3
ACT – 11, 12
ISAT assessment, Grades 2-10

III. Standardized Testing: Ref. Idaho Code § 33-5205(3)(d)

A. Statewide Assessments

The students at NVA will be evaluated using the same standardized tests as other Idaho public school students.

B. Additional Assessments

Additional yearly assessment tools may be required as determined by the NVA Board.

C. Reporting of Student Test Results

Staff will report results of the following student tests to the school counselor who will compile a report to be presented to the Principal/Designee:

1. Individual student progress
2. Grade level/school composite scores
3. Year-to-year comparative results by subject
4. Comparative results between NVA, state, and national averages

D. Annual Reports to Idaho State Board of Education and Authorized Chartering Entity

Annual reports will be made to the Idaho State Board of Education and Authorized Chartering Entity, providing formative and summative data to demonstrate that the school is meeting all the performance standards prescribed by the State and other standards still under construction. This data can include emerging Idaho State Department of Education standards, benchmarks and/or NVA-developed criteria.

IV. Middle Level Credit System (IDAPA 08.02.03.107)

North Valley Academy developed and adopted a policy that addresses the following:

A. Credit Requirements

NVA shall require students to attain a minimum of eighty percent (80%) of the total credits attempted before the student will be eligible for promotion to the next grade level. NVA's credit system shall require a student to attain, at a minimum, a portion of the total credits attempted in each area in which credits are attempted except for areas in which instruction is less than a school year before the student will be eligible for promotion to the next grade level.

B. Credit Recovery

A student who does not meet the minimum requirements of the credit system shall be given an opportunity to recover credits or complete an alternate mechanism in order to become eligible for promotion to next grade level.

C. Alternate Mechanism

NVA may establish an alternate mechanism to determine eligibility for grade level promotion. The alternate mechanism shall require a student to demonstrate proficiency of the appropriate content standards. All mechanisms established and used by NVA to demonstrate proficiency will be forwarded to the State Department of Education. Alternate mechanisms will be re-submitted to the Department when changes are made to the mechanism.

D. Attendance

Attendance shall be an element included in the credit system, alternate mechanism or both.

E. Special Education Students

The Individualized Education Program (IEP) team for a student who is eligible for special education services under the Individuals with Disabilities Education Improvement Act may, establish alternate requirements or accommodations to credit requirements as are deemed necessary for the student to become eligible for promotion to the next grade level.

F. Limited English Proficient (LEP) Students

The Educational Learning Plan (ELP) team for a Limited English Proficient (LEP) students, as defined in Subsection 112.04.d.iv. may, establish alternate requirements or accommodations to credit requirements as deemed necessary for the student to become eligible for promotion to the next grade level.

V. Accreditation: Ref. Idaho Code § 33-5205(3)(e) and 33-5210(4)(b)

A. State Accreditation of Charter School

NVA will be accredited through the State of Idaho as set forth by the rules and regulations of the Idaho State Board of Education. Update: NVA was accredited in 2008 per Northwest Accreditation Standards. Accreditation is updated and renewed annually.

B. Accreditation Standards

The Board will comply with all accreditation standards established by the Idaho State Board of Education. NVA will use one or more of the following standards as required by law:

1. Idaho Elementary/Secondary Accreditation Standards, dated October 17, 1996
2. Northwest Accreditation Standards
3. Idaho School Accreditation School Improvement Model

C. Accreditation Reports

NVA will submit all accreditation reports to the Elementary/Secondary Accreditation Committee in a timely manner.

VI. “No Child Left Behind” (NCLB)

Student learning is the primary focus for NVA. A Strategic Plan will be in place as part of our accreditation process with the State of Idaho. The Strategic Plan will be developed by the NVA Board, Principal, and staff representatives. The plan will outline, by year, educational steps including needed remediation for all educational goals identified. Explicit curriculum and procedures will be included in the Strategic Plan.

Plan for Improvement per NCLB

Should it be determined through our measurement systems that learning is being compromised, steps will be taken by the Principal and the Board to identify and target school and individual needs. A comprehensive plan of improvement will be developed that will examine curriculum, time on task, teaching instruction, and other important processes that affect student learning.

I. Description of Governance Structure

A. Governing Body

The Governing Body consists of Directors elected or appointed as set forth in the corporate bylaws section 4.3. The number of Directors constituting the Board of the Corporation will be not less than five (5) or more than seven (7) Directors. The function of the Board can be described as policy making and evaluating. The Board will have further duty of directing the financial means by which the educational program is conducted. They will also ensure that the community be informed of the needs, purposes, values, and status of NVA. The Board has ultimate responsibility for the fulfillment of the commitments in this charter and compliance with statute and administrative rule.

During the initial year of operation, the Board will be comprised of at least the following positions: chairman, vice-chairman, secretary, and treasurer. The responsibilities of these positions are outlined in the Corporate Bylaws.

The Board will be determined through elections as outlined in the Corporate Bylaws. The Corporate principals will remain the same unless the Articles of Incorporation are amended through the Idaho Secretary of State's office.

B. Liability

Upon approval, NVA will be liable for all acts, omissions, debts or other obligations. To the fullest extent permitted by law, NVA will defend, hold harmless and indemnify the State of Idaho, Idaho State Board of Education, State Charter School Commission, against any claim, action, loss, damage, injury liability, cost or expense of any kind or nature, including, but not limited to, attorney's fees and court costs, arising out of the operation of NVA and/or arising out of the acts or omissions of the agents, employees or contractors of NVA.

Upon approval, NVA will secure and maintain insurance for liability, errors and omissions, and property loss. Pursuant to Idaho Code § 33-5204(2), the Authorized Chartering Entity has no liability for the acts, omissions, debts, or other obligations of this public charter school. NVA may sue or be sued, purchase, receive, hold and convey real and personal property for school purposes, and borrow money for such purposes, to the same extent and on the same condition as a public school district. All employees, directors and officers will enjoy the same immunities as employees, directors and officers of traditional public schools.

II. Parental Involvement: Ref. Idaho Code § 33-5205(3)(f)

The Board will establish policies to ensure parental involvement. These requirements will not require the payment of tuition or mandatory service requirements, but will include requirements for parental participation in enrollment procedures, school policy recommendation, and student

discipline. NVA is a public school of choice and parents who choose this school for their students are agreeing to abide by the policies of the school.

The Board will establish or recognize an official Parent-Faculty Association (PFA). All parents of students enrolled in the North Valley Academy charter school and full-time faculty will be members of the PFA. Officers of that committee will be elected annually by the members according to policy to be set by resolution of the Board. The PFA will be authorized to make recommendations regarding any aspect of the school. The PFA will assist and counsel the Board in the creation, implementation, and evaluation of school policy.

III. Annual Financial and Programmatic Audits: Ref. Idaho Code § 33-5205(3)(k) and 33-5206(7) and 33-5210(3)

NVA will contract to conduct an annual financial audit as defined in Idaho Code 33-701 subsection 6. The audit will be a full and complete audit conducted yearly by a qualified and independent CPA chosen by the Board and contracted by the school. Appropriate financial statements will be prepared throughout the year and presented at the audit. The audit will be conducted in accordance with generally accepted auditing standards. The audit will be included in an annual report to the Authorized Chartering Entity, after approval by the Board, and submitted no later than October 15.

During the March or April Board meeting, NVA's Board, with assistance from the Principal, will appoint a committee consisting of at least one Board member, the Principal, one teacher, two NVA parents, and one person at large (not affiliated with NVA) who will conduct a programmatic audit each year targeting the parameters of this petition. The audit will be conducted as required by section 33-5205(3)(k), Idaho Code, and the conclusions will be reported to the Authorized Chartering Entity with suggestions for policy and program changes intended to improve the educational services provided to the students.

The programmatic audit report will also be included in an annual report to the Authorized Chartering Entity and submitted no later than October 15.

I. Employee Qualifications

A. General Qualifications and Practices

NVA's staff will meet or exceed qualifications required by state law, including the following:

1. All individuals to be employed by NVA will possess the personal characteristics, knowledge base, and successful experiences necessary for meeting the requirements of this Charter.
2. Administrative and instructional staff will be certified teachers, or a waiver or another limited certification option will be obtained as provided by rules of the Idaho State Board of Education. All instructional staff will be highly qualified as required by the "No Child Left Behind Act."
3. NVA will follow the same personnel practices as are required by the Idaho Code. This will include supervision, evaluation, and dismissal as detailed by the Idaho Code.
4. Those required by Idaho Code § 33-5210(4)(d), 33-130, & 33-512 and others the Board or Administrator require will undergo State of Idaho criminal background checks including the FBI finger-printing checks.
5. Teachers will be evaluated according to the procedures outlined in Idaho Code § 33-513. The Parent Committee may make recommendations regarding teacher and/or administrator evaluations.
6. The school will employ as many teachers as course loads demand and as qualified applicants are available. All staffing decisions will be made with the needs of the students being the highest priority.
7. Student/Teacher ratios will be recommended by the Administrator or Parent Committee and subject to Board approval. Student/Teachers ratios established may require the Board to hire additional staff to ensure adequate services or dismiss staff members to ensure fiscal responsibility.
8. An experienced Clerk of the Board will be hired to be responsible for payroll, data entry, and records management.

II. Professional Development

A. General Trainings

A series of professional and in-house professional development sessions will be conducted to train personnel in the unique aspects of NVA. Training may include, but is not limited to:

- a. Instructional models methodology to insure the consistency of instruction
- b. The systems approach to school climate
- c. The Math Concept Board
- d. Language Arts
- e. Vocabulary
- f. Expectations training
- g. Classroom pacing
- h. Rules and Reasons – Student Behavior Plans
- i. Memorization and dramatization
- j. Citizen of the Week/Citizen of the Month
- k. Hall of Fame
- l. Homework
- m. Utilizing parent volunteers
- n. Effective use of educational assistants
- o. Modeling as a staff
- p. Capturing teaching time

B. Learning Management System (LMS) Training (See Appendix AH)

NVA staff will be attending a training on June 15, 2011, to learn the BrainHoney system that will replace Moodle as the learning management system used to present course content online. The LMS training and operation will be facilitated by Idaho Digital Learning Academy (IDLA). IDLA will maintain the pre-packaged courses students will use. The NVA tech person will manage/update the software. The annual seat license will be funded by NVA from M&O.

NVA has incorporated professional development into the “Merit Pay Policy” by requiring all teachers to teach a professional development course to the other staff members as the leadership piece of the upcoming merit pay section of the Students Come First program. NVA is beginning this year by hiring IDLA to teach all teachers to use our new LMS “Brain Honey.”

Hardware or network support for homebound students will be offered by the provider first, and NVA staff second. NVA will not provide any hardware for students participating in the NVA blended program courses at home. (See Also, Tab 10)

III. Standards for Teachers of Online Courses (See Also, Tab 10)

Teachers of online courses will be trained to meet the ten standards as recommended by the State Board of Education as well as being Idaho Certified teachers. (Onsite teachers who will be teaching or supervising delivery of online courses will be trained to meet the ten standards identified by the State Board of Education as needed.) Teachers will either take professional development which addresses the standards or show proof of having taken such a course or have experience in online teaching.

IV. Health and Safety Procedures: Ref. Idaho Code § 33-5205(3)(h)

NVA complies with the provisions of Idaho Code to ensure the health and safety of staff and students by implementing health and safety policies and procedures.

The policy/procedure in its entirety may be found in NVA's Policy Manual, the bulk of which will be modeled after the "Charter School Model Policy Manual" created by the Idaho School Board Association. Applicable policies and procedures will be included in the student handbook. Some of NVA's applicable health and safety policies and procedures and their references are listed below:

1. Criminal History/Background Check Policy (See Appendix)
2. Equal Employment Opportunity and Non-Discrimination Policy (See Appendix)
3. Sexual Harassment/Sexual Intimidation in the Workplace Policy (See Appendix)
4. Staff Complaints/Uniform Grievance Procedure (See Appendix)
5. Substance- and Alcohol-Free Workplace Policy (See Drug Policy in "Health and Safety Policies & Procedures" section in *North Valley Academy Student Handbook*)
6. Tobacco-Free Policy (See Appendix)
7. Weapons Policy (See Code of Conduct in "Health and Safety Policies & Procedures" section in *North Valley Academy Student Handbook*)
8. Facilities Inspection Policy (See Tab 3 , II, A, 2, a)
9. First Aid/Emergency Treatment Policy (See Appendix)
10. Medication Administration Policy (See Medications in "Health and Safety Policies & Procedures" section in *North Valley Academy Student Handbook*)
11. Discipline Policies (See *Tab 7* and Discipline Procedures in "Health and Safety Policies & Procedures" section in *North Valley Academy Student Handbook* for additional information), including, but not limited to, Truancy, Detention, Suspension, and Expulsion

V. Employee Benefits: Ref. Idaho Code § 33-5205(3)(m)

All employees who currently are members of PERSI will continue their participation. All new employees will become members of PERSI. Employees will contribute at the rate established by PERSI. All employees will contribute to the Social Security System. NVA will make all employer contributions as required by PERSI, and Federal Social Security. NVA will also pay for workers compensation insurance, unemployment insurance, and any other payroll obligations of an employer as required by Idaho Code 33-1279. NVA will also allow for accumulation of sick leave as allowed by Idaho Code 33-1217. The Board will provide health insurance and may establish other benefits.

VI. Transfer Rights: Ref. Idaho Code § 33-5205(3)(o) & 33-1217

The transfer rights of an employee choosing to work at NVA and the rights of such employees to return to any non-charter school after employment at NVA will be dependent upon the school district from which an employee might transfer. NVA claims no transfer rights.

The Board for NVA will provide coverage for their employees with the Public Employee Retirement System, federal social security, unemployment insurance, and worker's compensation insurance.

VII. Collective Bargaining: Ref. Idaho Code § 33-5205(3)(p)

The staff of NVA will be considered a separate unit for purposes of collective bargaining.

VIII. Teachers and Administrators Under Contract: Ref. Idaho Code § 33-5206(4)

All teachers and administrators will be on a written contract approved by the Superintendent of Public Instruction.

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TAB 7: ADMISSION PROCEDURES: Ref. Idaho Code § 33-5205(3)(j)

I. Admission Procedures

NVA will be open to all students, on a space available basis within each grade level as established by the Board. The school will not discriminate based on race, creed, color, gender, national origin, or ancestry. Special needs of students will not be a factor in admission decisions. The school will not charge tuition for students residing in the state of Idaho, levy taxes, or issue bonds. The Board may choose to charge student fees as allowed by state law. The parameters and procedures set forth in the following Items A-I, are applicable to students wishing to enroll in both NVA and NVA's blended program courses. NVA will conduct a separate lottery for students wishing to enroll in NVA's blended program courses. (See Also, Tab 10)

A. Enrollment Deadline

NVA will establish an enrollment deadline by which date all requests for admission to attend NVA for the next school year must be received. Late applications will be accepted for admission for slots remaining open and/or in addition to waiting lists at any time.

B. Requests for Admission

A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a student in Idaho, may make a request in writing for such student to attend NVA. The request for admission will contain the name(s) and grade(s) of student(s) seeking enrollment in NVA, address, and telephone number of each prospective family. In the case of a family with more than one student seeking to attend NVA, a single request for admission must be submitted on behalf of all siblings.

If the initial capacity of NVA is insufficient to enroll all prospective students, then an equitable selection process, such as a lottery or other random method, will be utilized to determine which prospective students will be admitted to NVA, as described in IDAPA 08.02.04.203.09. Only those written requests for admission submitted on behalf of prospective students that are received prior to the enrollment deadline established by NVA will be permitted to participate in the equitable selection process.

C. Admissions Preference

NVA will establish admission preference as authorized by Section 33-5205(3)(j), Idaho Code, for students returning to NVA, students of founders, siblings of students already selected to attend NVA, and those in the primary attendance area.

1. Founders

Founders will be defined as those persons:

- a. involved in the initial writing of the petition for the Charter of NVA, by:

- i. researching start-up facilities sites
 - ii. budget planning
 - iii. writing policies and definitions
- b. Those individuals who have made a significant contribution to the development and establishment of NVA as defined by the Board.

D. Priority of Preferences for Initial Enrollment

1. *Selection Hierarchy*

Admission preferences for initial enrollment of students for NVA will have the selection hierarchy as described in Section 33-5205 of the Idaho Code and IDAPA 08.02.04.203.

2. *Attendance Areas*

The primary attendance area for NVA will be Gooding School District boundaries.

3. *Re-enrollment*

Once enrolled in NVA, students will not be required to reapply each year thereafter. Hence, once admitted, a student will not be removed because another student seeks admission.

E. Priority Preferences for Subsequent Enrollment Periods

NVA will have admission preferences for enrollment of students in subsequent school years, with the selection hierarchy with respect to such preferences outlined in Section 33-5205 of the Idaho Code:

1. First priority group: students returning to NVA;
2. Second priority group: children of founders, provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of the public charter school;
3. Third priority group: siblings of pupils already selected by the lottery or other random method;
4. Fourth priority group: applicants in primary attendance area; and
5. Fifth priority group: applicants outside of primary attendance area

Beginning with the 2010-2011 school year, North Valley Academy amends the priority preference as follows:

Children of full-time employees of the public charter school will be included within the first priority group, subject to the limitations therein. Otherwise, such children shall be included in the third priority group, subject to the limitations therein.

North Valley Academy will include the following children within the second priority group, subject to the limitations therein:

1. Children of full-time employees of NVA, and
2. Children who attended NVA within the previous three (3) school years, but who withdrew as a result of the relocation of a parent or guardian due to an academic sabbatical, employer or military transfer or reassignment.

F. Proposed Attendance List

Each year NVA will maintain a proposed attendance list containing the names of all prospective students on whose behalf a timely request for admission was received, separated by grade level. The proposed attendance list may contain columns next to the name of each student, in which NVA will designate admission preferences applicable to each prospective student. The columns might designate “A” for returning preference; “B” for founders preference; “C” for sibling preference, with a corresponding cross-reference to each of the siblings of the prospective student; and “D” for attendance area preference.

G. Provision for Over Enrollment: Equitable Selection Process

If the initial capacity of NVA is insufficient to enroll all prospective students, or if capacity is insufficient to enroll all prospective students in subsequent school years, then NVA will determine who will be offered admission to NVA by conducting a fair and equitable lottery selection process.

H. Final Selection List

The names of the persons in highest order on the final selection list will have the highest priority for admission to NVA in that grade, and will be offered admission to NVA in such grade until all seats for that grade are filled.

1. *Notification and Acceptance Process*

- a. Within seven days after conducting the selection process, NVA will send an offer letter to the parent, who submitted an admission request on behalf of the student, advising the person that the student has been selected for admission to NVA. The offer letter must be signed by the student’s parent, and returned to NVA by the date designated in the offer letter from NVA.
- b. Within seven days after conducting the selection process, NVA will send a letter to the parent, or other person who has submitted an admission request on behalf of the student, advising them that the perspective student is not eligible for admission, but will be placed on a waiting list and may be eligible for admission at a later date if a seat becomes available. Ref. Idaho Code § 33-5205(3)(j)
- c. If a parent receives an offer letter on behalf of a student and declines admission, or fails to sign and return the offer in a timely manner by the date designated in the offer letter, then the name of that student will be stricken from the final selection list, and that seat will be made available to the next eligible student on the final selection list.

- d. If a student withdraws from NVA during the school year for any reason, then the seat that opens in that grade will be made available to the next eligible student on the final selection list.

2. *Subsequent School Years*

The final selection list for a given school year will not roll over to the next subsequent school year. If the capacity of NVA is not sufficient to enroll all prospective students during the next subsequent school year, then a new equitable selection process will be conducted by NVA for that year.

All prospective students who miss the enrollment deadline will be placed at the bottom of the final selection list in the order in which they are received. They will only receive admittance to NVA when all prospective students on the final selection list have been given the option of acceptance and there are still vacancies in the grade level needed.

I. Amendments

NVA has the right to amend these admission procedures as needed with the approval of the Authorized Chartering Entity. Any changes will conform to the laws of the State of Idaho and applicable rule of the Idaho State Board of Education.

II. **Disciplinary Procedures:** Ref. Idaho Code § 33-5205(3)(l) & 33-210

A. Due Process

When school begins in the fall of each year, the Principal/Designee will review with staff and students NVA's expectations of students. At that time, the material contained in this handbook will be reviewed as well as any other information that may be pertinent. This review will constitute the basis for informing students of policies and procedures, and should they fail to adhere to them, the disciplinary action that will occur.

B. Consequences

Discipline actions and consequences for violations of school rules, regulations, and procedures include, but are not limited to, the following:

1. Student conference with the Principal.
 - a. Loss of privileges
 - b. Detention (lunch hour or before or after school)
 - c. Phone call to parent
 - d. Letter sent to the parent
 - e. Student and parent conference with Principal
 - f. Suspension from extracurricular activities
 - g. In-school suspension
 - h. Out-of-school suspension

- i. Referral to Status Offenders Service
 - i. Behavioral
 - ii. Attendance
 - iii. Truancies, etc.
 - j. Referral to Counselor or Student Specialist for intervention
2. Recommendation to Board for expulsion

The Principal determines appropriate consequences for infractions.

Both the seriousness of the violation and the number of violations will be considered in determining the proper disciplinary action(s) to be taken.

C. Suspension Policy

The Principal may temporarily suspend any pupil for disciplinary reasons. Procedure used for suspension will conform to the minimal requirements of due process.

1. *Temporary Suspension:*

NVA's Principal may temporarily suspend any student for disciplinary reasons or for other conduct disruptive of good order or of the instructional effectiveness of NVA. A temporary suspension by the Principal shall not exceed five (5) school days in length; and the Board may extend the temporary suspension an additional ten (10) school days. If the Board finds that immediate return to NVA by the temporarily suspended student would be detrimental to other students' health, welfare or safety, the Board may extend the temporary suspension for an additional five (5) school days. Prior to suspending any student, the Principal or Board will grant an informal hearing on the reasons for the suspension and the opportunity to challenge those reasons. Any student who has been suspended may be readmitted to NVA by the Principal or Board who suspended him upon such reasonable conditions as said Principal or Board may prescribe. The Board will be notified of any temporary suspensions, the reasons therefore, and the response, if any, thereto. The Board shall be notified of the reasons for and response, if any, to any temporary suspensions.

2. *In-school Suspension:*

In-school suspension can be for one (1) period to five (5) days. The student is assigned to a study area during the suspension. The missed period(s) or days do not count as absences and the student is allowed to complete all work for full credit.

D. Expulsion Policy

The Principal or Board may deny attendance at North Valley Academy by expulsion of any student who is a habitual truant, or who is incorrigible, or whose conduct, in the judgment of the Principal or Board, is such as to be continuously a discipline problem, or who may be harmful to the other students. Any student having been expelled may be readmitted to North Valley

Academy by the Principal or Board upon such reasonable conditions as may be prescribed by the Principal or Board; but such readmission will not prevent the Principal or Board from again expelling such pupil for cause.

No student will be expelled nor denied enrollment without the Principal or Board having first given written notice to the parent of the student, which notice shall:

1. State the grounds for the proposed expulsion;
2. Indicate the time and place where such parent may appear to contest the action of the board to deny school attendance; and
3. State the rights of the pupil to be represented by counsel, to produce witnesses and submit evidence on his own behalf, and to cross-examine any adult witnesses who may appear against him.

Within a reasonable period of time following such notification, the Principal or Board will grant the student and his parents a full and fair hearing on the proposed expulsion. However, the board will allow a reasonable period of time between such notification and the holding of such hearing to allow the student and his parents to prepare their response to the charge.

Any student who is within the age of compulsory attendance, who is expelled as herein provided, will come under the purview of the Juvenile Corrections Act, and the Principal or representative designated by the Board will, within five (5) days, give written notice of the student's expulsion to the Prosecuting Attorney of the county of the student's residence.

E. Reenrollment to School Following Expulsion

A student who has been expelled may appeal to the Board to hear a petition for reenrollment in school. NVA's Board will have the right to deny reenrollment for disciplinary or attendance reasons.

III. Alcohol, Tobacco, Drug Policy

NVA recognizes that substance abuse, the harmful use of drugs, tobacco and alcohol, and the problems associated with it are becoming increasingly commonplace in our society. We recognize that a student's involvement with drugs and alcohol may cause problems in their daily lives. We also recognize that in many instances a student's involvement can lead to the illnesses of chemical dependency and alcoholism. We support prevention, early intervention, and appropriate referral. Our intent is to identify and document any behavior/appearance that would be considered problematic to the student. We will be involved in disciplinary action when needed as outlined in the policy manual and student handbook. (See "Drug Policy" in "Health and Safety Policies & Procedures" section in *North Valley Academy Student Handbook*)

IV. Attendance Alternatives: Ref. Idaho Code § 33-5205(3)(n)

Because NVA is a new entity and not a conversion of an existing school, the attendance alternative will be the same as for those presently residing within the area. Students located

within the attendance area of NVA will have the option to enroll in existing public schools presently serving the area. No student will be required to attend NVA.

V. Public Notification of Enrollment Opportunities

In accordance with Idaho Code § 33-5205(3)(s), all advertising and promotion processes for NVA will include the dissemination of enrollment information, in English and possibly other language(s) taking into consideration the demographics of the area, at least three (3) months in advance of the enrollment deadline established by NVA each year, to be posted in highly visible and prominent locations within the area of attendance of NVA.

In addition, NVA will ensure that such process includes the dissemination of press release and/or public service announcements to media outlets that broadcast within, and/or disseminate printed publications within, the NVA area(s) of attendance.

NVA will ensure that such announcements are broadcast and/or published by such media outlets on not fewer than three (3) occasions, beginning not later than fourteen (14) days prior to the enrollment deadline each year.

Finally, such enrollment information will advise that all prospective students will be given the opportunity to enroll in NVA, regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs.

VI. Denial of School Attendance: Ref. Idaho Code § 33-5205(3)(i), 33-205, 33-206

NVA is a public school, open to all students based on the provisions provided within this petition. Strict adherence to NVA's Code of Conduct for Students as described in the student handbook is required for optimum learning to be achieved. We will strongly encourage new/incoming students and parents to signify their acceptance of and willingness to comply with the conditions and consequences of NVA's Code of Conduct. Students who are truant, incorrigible, disruptive to the learning process, or present a health or safety risk will follow the provisions set forth under Disciplinary Procedures in this petition.

Except in extenuating circumstances as presented to the Board, a student expelled from another school or district in this state or any other state will be denied the right to enroll in NVA.

Written notice to the parent of the student will state the grounds for the denial of enrollment and will indicate a time and place where parents may appear to contest the action of the Board.

VII. Parental Access to Student Handbook

Upon approval of a charter, the Board will appoint a committee to further develop the student handbook to ensure it reflects the vision and purpose of NVA, and will continue to be in compliance with Idaho School Board Policies and the laws of the State of Idaho. The student handbook will be available in hard copy and on the NVA website. All new students will receive

a copy of the student handbook upon enrollment. A copy of the student handbook can be found in the appendix.

VIII. School-Provided Access to Electronic Information, Services, and Networks: Ref. Idaho Code § 33-131(1)

A. General

Internet access and interconnected computer systems are available to NVA's students and faculty. Electronic networks, including the Internet, are a part of NVA's instructional program in order to promote educational excellence by facilitating resource sharing, innovation, and communication.

In order for NVA to be able to continue to make its computer network and Internet access available, all students must take responsibility for appropriate and lawful use of this access. Students utilizing school-provided Internet access are responsible for good behavior online. The same general rules for behavior apply to students' use of school-provided computer systems. Students must understand that one student's misuse of the network and Internet access may jeopardize the ability of all students to enjoy such access. While the NVA's teachers and other staff will make reasonable efforts to supervise use of network and Internet access, they must have student cooperation in exercising and promoting responsible use of this access.

B. Curriculum

The use of NVA's electronic networks will be consistent with the curriculum adopted by NVA, as well as the varied instructional needs, learning styles, abilities, and developmental levels of the students, and will comply with the selection criteria for instructional materials and library-media center materials. Staff members may, consistent with NVA's educational goals, use the Internet throughout the curriculum.

NVA's electronic network is part of the curriculum and is not a public forum for general use.

C. Acceptable Uses

1. **Educational Purposes Only.** All use of NVA's electronic network must be (a) in support of education and/or research, and in furtherance of NVA's stated educational goals; or (b) for a legitimate school business purpose. Use is a privilege, not a right. Students and staff members have no expectation of privacy in any materials that are stored, transmitted, or received via NVA's electronic network or computers. NVA reserves the right to monitor, inspect, copy, review and store, at any time and without prior notice, any and all usage of the computer network and Internet access and any and all information transmitted or received in connection with such usage.
2. **Unacceptable Uses of Network.** The following are considered unacceptable uses and constitute a violation of this policy:

- a. Uses that violate the law or encourage others to violate the law, including but not limited to transmitting offensive or harassing messages; offering for sale or use any substance the possession or use of which is prohibited by NVA's student discipline policy; viewing, transmitting or downloading pornographic materials or materials that encourage others to violate the law; intruding into the networks or computers of others; and downloading or transmitting confidential, trade secret information, or copyrighted materials.
- b. Uses that cause harm to others or damage to their property, including but not limited to engaging in defamation (harming another's reputation by lies); employing another's password or some other user identifier that misleads message recipients into believing that someone other than you is communicating, or otherwise using his/her access to the network or the Internet; uploading a worm, virus, other harmful form of programming or vandalism; participating in "hacking" activities or any form of unauthorized access to other computers, networks, or other information.
- c. Uses that jeopardize the security of student access and of the computer network or other networks on the Internet.
- d. Uses that are commercial transactions. Students and other users may not sell or buy anything over the Internet. Students and others should not give information to others, including credit card numbers and social security numbers.
- e. Students may be prohibited from using e-mail (except NVA e-mail accessed through a web browser) .E-mail access may be given to students on a case-by-case basis (e.g., foreign exchange students keeping in contact with home). Students are prohibited from joining chat rooms, unless it is a teacher-sponsored activity.

IX. Internet Safety

Each NVA computer with Internet access will have a filtering device that blocks entry to visual depictions that are (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students, as defined by the Children's Internet Protection Act and as determined by the Principal/Designee.

NVA will also monitor the online activities of students, through direct observation and/or technological means, to ensure that students are not accessing such depictions or other material that is inappropriate for minors. The Principal/Designee will enforce the use of such filtering devices.

A. Definition of "Harmful to Minors"

The term "harmful to minors" is defined by the Communications Act of 1934 (47 USC Section 254 [h][7]), as meaning any picture, image, graphic image file, or other visual depiction that:

- 1. taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;

2. depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals;
3. taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

B. Methods of Ensuring Acceptable Internet Usage

Filtering will only be viewed as one of a number of techniques used to manage student's access to the Internet and encourage acceptable usage. It will not be viewed as a foolproof approach to preventing access to material considered inappropriate or harmful to minors. Filtering will be used in conjunction with:

1. educating students to be "Net-smart;"
2. using recognized Internet gateways as a searching tool and/or homepage for students in order to facilitate access to appropriate material;
3. using "Acceptable Use Agreements;"
4. using behavior management practices for which Internet access privileges can be earned or lost; and
5. appropriate supervision, either in person and/or electronically.

The system administrator and/or Principal/Designee will monitor student Internet access.

C. Confidentiality of Student Information

Personally identifiable information concerning students may not be disclosed or used in any way on the Internet without the permission of a parent or, if the student is 18 or over, the permission of the student himself/herself. Users should never give out private or confidential information about themselves or others on the Internet, particularly credit card numbers and social security numbers. A supervising teacher or administrator may authorize the release of directory information, as defined by law, for internal administrative purposes or approved educational projects and activities.

D. Internet Access Conduct Agreements (See *Appendix J*)

Each student and his/her parent will be required to sign and return to the school at the beginning of each school year the Internet Access Conduct Agreement prior to having access to NVA's computer system and/or Internet Service.

E. Warranties/Indemnification

NVA makes no warranties of any kind, express or implied, in connection with its provision of access to and use of its computer networks and the Internet provided under this policy. NVA is not responsible for any information that may be lost, damaged, or unavailable when using the network, or for any information that is retrieved or transmitted via the Internet. NVA will not be responsible for any unauthorized charges or fees resulting from access to the Internet, and any user is fully responsible to NVA and will indemnify and hold NVA, its trustees, administrators,

teachers, and staff harmless from any and all loss, costs, claims, or damages resulting from such user's access to its computer network and the Internet, including but not limited to any fees or charges incurred through purchases of goods or services by the user. The user or, if the user is a minor, the user's parent agrees to cooperate with NVA in the event of the school's initiating an investigation of a user's use of his/her access to its computer network and the Internet.

F. Violations

If any user violates this policy, the student's access will be denied, if not already provided, or withdrawn and he/she may be subject to additional disciplinary action. The system administrator and/or Principal/Designee will make all decisions regarding whether or not a user has violated this policy and any related rules or regulations and may deny, revoke, or suspend access at any time, with his/her/their decision being final.

TAB 8: BUSINESS PLAN

I. Business Plan

A. Description

An organizing group of founders has written the initial petition for a Charter for North Valley Academy Charter School and has recruited and appointed an initial Board of Directors. The founders will continue to be a data gathering entity, recommending curriculum, teaching instruction, professional development and/or daily operations that will reflect the vision, purpose and mission of NVA Charter School to the NVA Board. Additional Founding Members may be recruited prior to the official opening of the first school year in order to accomplish the goals of NVA Charter School. This group will remain as advisors to the Board. The number of Founding Families is anticipated not to exceed ten families.

North Valley Academy, Inc. is a non-profit organization organized and managed under the Idaho Nonprofit Corporation Act. The Corporation is organized exclusively for educational purposes within the meaning Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provisions of any future federal income tax code.

B. Marketing Plan

According to Idaho Code § 33-5205(3)(s), all advertising and promotion processes for NVA will include the dissemination of enrollment information, in both English and other languages as required by the demographics of the area, at least three (3) months in advance of the enrollment deadline established by the public charter school each year, to be posted in highly visible and prominent locations within the area of attendance of the public charter school.

In addition, NVA will ensure that such process includes the dissemination of press release and/or public service announcements to media outlets that broadcast within and/or disseminate printed publications within the area of attendance of the public charter school. NVA will ensure that such announcements are broadcast and/or published by such media outlets on not less than three (3) occasions, beginning not later than fourteen (14) days prior to the enrollment deadline each year.

Finally, such enrollment information will advise that all prospective students will be given the opportunity to enroll in the public charter school, regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs.

Advertising for North Valley Academy may actively recruit students for enrollment using, but not limited to, the following methods:

1. Advertising with public schools located within the target area using flyers upon administrative approval.

2. North Valley Academy website that will introduce information about the school. Brochures promoting the curriculum and methods used at North Valley Academy.
3. Public informational meetings about North Valley Academy held in accordance with Idaho Statute §67-23.
4. Other methods that may include: news releases, newspapers, news conferences, and newsletters.
5. Web, e-newsletters, and social media

C. Management Plan

1. *Operations*

NVA will be organized as outlined in detail under Tab 2, and will generally follow the model of traditional single-grade classrooms starting with grades K–8, and expanding to include grades 9–12 in fall 2009.

If our enrollment falls short of the target class size we may combine grades, 1-2, 3-4, 5-6, 7-8. We like the concept of the “Elders and the Youngers” as used by the ANSER Charter School in Boise, Idaho. This will be determined by enrollment and the Board and Principal.

The Principal will determine the day-to-day operations of the school including but not limited to the school calendar, schedule, and hours of operation in accordance to State required hours of attendance and Board approval.

2. *Board Policy*

Upon approval of a charter, the Board will be charged with developing a policy manual modeled after the Idaho School Board Association Model Policy Manual. This manual will include policies including, but not limited to: Instruction, Students, Community Relations, Personnel, Administration, Financial Management, Non-instructional Operations, School Facilities, and Philosophy. Board Policy will be made available to the public either as a hard or electronic copy or both.

3. *Class Size*

In North Valley Academy’s initial school year we will have a cap of 216 students, kindergarten through eighth grade, with one class of 24 students per grade level. NVA plans to open offering grades K-8, adding grades 9-12 in fall 2009 depending upon total enrollment, facility and budget needs, surveyed parental support, and student pre-registration.

We believe that students benefit from a small school setting. Although our total population will be small, our classrooms may be considered large. The methods we will use benefit from

relatively large classrooms. The effectiveness of our character education plan makes it possible to turn what often is seen as negative (i.e. large, hard to control classrooms) into a more positive, energetic, and vibrant place in which to learn.

We anticipate drawing upon a large number of local students enrolled in home school and private schools in neighboring communities. Market research conducted as of September 1, 2007, supports our belief that parents want educational options for their students. Persons attending the 2007 Gooding County Fair & Rodeo were given an opportunity to ask questions about NVA, and/or indicate in writing their interest in enrolling their student(s) in NVA. That initial effort gleaned the following information:

Grade*	K	1	2	3	4	5	6	7	8	9	10	11	12
Number of Prospective Enrollees	6	8	10	8	9	7	9	9	10	(6)	(5)	(2)	(5)

*Five students were listed as pre-school

4. *Maximum North Valley Academy Face-to-Face School Enrollment Capacity*

NVA seeks to increase face-to-face enrollment as follows: K-1, remain the same at 24; 2-3 to 26; 4-6 to 28; and 7-12 to 30.

Year	Grades	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2011-12	K-12	24	24	26	26	28	28	28	30	30	30	30	30	30	364
2012-13	K-12	24	24	26	26	28	28	28	30	30	30	30	30	30	364

5. *Maximum NVA Blended Program Enrollment Capacity*

NVA wishes to establish an enrollment cap of no more than six (6) students per grade in a blended program, which is by definition:

Enrollment in the minimum number of online courses required to meet the hourly ADA requirements for half-day attendance set forth by the Idaho State Department of Education, **and** a requirement to participate in courses and activities at school.

Proposed Maximum Blended Program Student Capacity		
All Grades	Maximum Enrollment Per Grade	Total Students
K-12	6	↓
Total Blended Program Students		78
Total Proposed Maximum Enrollment Cap, Including Blended Program Students		442

NVA has budgeted for an anticipated ten (10) blended students for the second half of FY12, or beginning January 2012, and twenty (20) blended students for FY13 and FY14 each (See

Appendix AE). These numbers represent NVA's best guestimate as to the number of students who may enroll in our blended program.

NVA Anticipated Blended Enrollment FY12*					
	Grades				Total
	1-3	4-6	7-8	9-12	
No. of Students	1	3	2	4	10
*Enrollment per grade is a guestimate. Actual enrollment may vary across the grades, but will not exceed the approved cap.					

D. Resumes of Directors

(See Appendix L)

E. Financial Plan

(See Appendix O)

F. Start-up Budget with Assumptions

(See Appendices X and AE)

G. Three-Year Operating Budget Form

(See Appendix X and AE)

H. First Year Month-by-Month Cash Flow Form

(See Appendix X)

II. **Transportation:** Ref. Idaho Code § 33-5205(3)(t) & 33-5208(4)

A. Transportation Services

NVA will provide transportation services to students within our primary attendance area (Gooding School District) when they live more than one and one-half (1 ½) miles from the facility. In accordance with Idaho Code, students who live less than one and one-half (1 ½) miles from the nearest established bus stop must provide their own transportation to such bus stop. That distance shall be determined by the nearest and best route from the junction of the driveway of the student's home and the nearest public road, to the nearest door of the building he attends, or to the bus stop, as the case may be. NVA may transport any student a lesser distance when in its judgment the age or health or safety of the student warrants.

A day care center, family day care home, or a group day care facility, as defined in section 39-1102, Idaho Code, may substitute for the student's residence for student transportation to and

from school. NVA will not transport students between child care facilities and home in accordance to 33-1501, Idaho Code.

B. Student Travel To or From an Extracurricular or Co-Curricular Activity

Unless other travel arrangements are authorized, students will board the contracted bus at the school designated as point of origin for the trip and will return to the point of origin in the bus. There will be no stops along the designated route to pick up or discharge students.

The only variation allowed in this regulation is the release of students to parents in a face-to-face situation at the close of the activity before buses begin the return trip. Such release will require a signed, dated note from the parent.

III. School Lunch Program

A. Student Nutrition

NVA is offering hot lunch that qualifies under the guidelines of the local health district and follow the guidelines of the National School Lunch Program.

B. Free and Reduced Lunch

The Board will approve policies for determining eligibility of students for free and reduced prices for meals, verification reporting, and record keeping before the implementation of such program. Any such policies will be consistent with guidance from the Idaho State Department of Education.

C. Lunchroom Climate

NVA will provide an environment that provides students with a place where they have adequate space to eat.

D. Meal Times and Scheduling

NVA will provide:

1. Students with at least 20 minutes to eat after sitting down for lunch.
2. Meal periods scheduled at appropriate times, e.g., lunch will be scheduled between 11 a.m. and 1 p.m.
3. Lunch periods scheduled to follow recess periods (for grades kindergarten through sixth).
4. Access to water during mealtimes, at least through water fountains.
5. Access to hand washing or hand sanitizing before students eat meals or snacks.
6. Reasonable accommodations of the tooth-brushing regimens of students with special oral health needs (e.g., orthodontia or high tooth decay risk.)

TAB 9: BUSINESS PRACTICES

I. Cooperative Business Arrangements

A. Professional-Technical Education Courses Offered In Conjunction With Bliss School District

North Valley Academy is offering a professional-technical education (PTE) Information Technology program. NVA is partnering with Bliss School District to offer additional PTE classes.

1. Curriculum

The curriculum is offered under the Agricultural, Business, and Family Consumer Science State of Idaho PTE programs.

2. Transportation

Since the classes NVA students will be able to utilize are PTE classes, the State of Idaho pays for the busing between Bliss and North Valley Academy.

3. Special Education

The needs of students requiring special education services will be met as outlined in Tab 3, Section V.

4. School Lunch

If needed to save time, NVA will serve a sack lunch to their students who choose to enroll in Bliss classes.

5. ADA

The ADA being earned at Bliss School District is going to be collected by North Valley Academy because Bliss needs more students to be able to justify class offerings for their students.

II. Additional Information

A. State Compliance

NVA will comply with the Idaho State Board of Education and State Department of Education as they relate to Charter Schools and all state statutes applying to public education unless exempt through charter legislation.

B. Right to Evaluate Contract Compliance

The Public Charter School Commission will retain the right at any time to evaluate the degree to which NVA is meeting the terms of the charter. The Board (or Designee) may choose to have a district representative(s) or an independent evaluator(s):

1. visit NVA;
2. review NVA's records and data;
3. directly survey NVA's parents, students, or employees;
4. audit the books of NVA;
5. pursue other reasonable means of determining accountability for NVA contract.

III. Plan for Termination: Ref. Idaho Code § 33-5205(3)(u) & 5206(8)

It is the responsibility of the Board of NVA to maintain communications with the Authorized Chartering Entity regarding any changes, problems, or difficulties in the operations of the school.

The Authorized Chartering Entity and NVA will resolve disputes relating to provisions of the Charter following the procedures set forth in section 33-5209, Idaho Code, and the applicable rules of the Idaho State Board of Education and the Authorized Chartering Entity for notice of defect and submission of a corrective action plan.

Copies of any complaints filed against NVA, including lawsuits, will be provided to the Authorized Chartering Entity within five (5) business days of receipt by NVA.

A. Dissolution

Dissolution of NVA Corporation will be conducted by NVA's Board and will follow the NVA Amended Articles of Incorporation as stated under Tab 1, Item A, Article XI.

In the event of dissolution of the school, all parents will be notified in writing. NVA will offer advice in the placing of students in alternate education settings.

B. Disposal of Assets

“Upon the winding up and dissolution of this Corporation, after paying or adequately providing for the debts and obligations of the Corporation, pursuant to Sections 30-3-114 and 30-3-115 of Idaho Code, the remaining assets will be distributed as outlined in NVA's Amended Articles of Incorporation, Article XI. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for public charitable or educational purposes.” (Reference Amended Articles of Incorporation, Tab 1, Item A, Article XI. Items purchased with federal money will be turned over to the authorizer for distribution.

C. Payment of Creditors

The Corporation will pay or adequately provide for the debts and obligations of the Corporation, pursuant to Sections 30-3-114 and 30-3-115 of Idaho Code.

D. Transfer of Student Records

In the event of dissolution of the school, all parents will be notified in writing. NVA will offer advice in the placing of students in alternate education settings. It will be the responsibility of the President of the Board to ensure that all student school records will be forwarded to the local school district or to the school where the student will be attending. Parents will be given instructions on how to request a transfer of student records to a specific school.

E. Transfer of Personnel Records to the Employees

Personnel records will be mailed to employees at the address on file upon termination of the charter.

TAB 10:

NVA BLENDED EDUCATIONAL PROGRAM: Ref. Idaho Code § 33-5202(a)(6)

I. Introduction to NVA Blended Educational Program: Ref. Idaho Code 33-5202(a)(6)

A. Statement of Purpose

North Valley Academy plans to extend the free, rigorous, patriotic education offered to our current face-to-face students to students in a blended program, which is by definition:

Enrollment in the minimum number of online courses required to meet the hourly ADA requirements for half-day attendance set forth by the Idaho State Department of Education, **and** a requirement to participate in courses and activities at school.

NVA's blended program will move North Valley Academy Charter School forward in our vision to "Create Patriotic and Educated Leaders," and evidences our stated belief in James Madison's statement that... "The advancement and diffusion of knowledge is the only guardian of true liberty."

NVA's mission—in part—is to strive "to provide an excellent educational choice where students have the opportunity to become an informed and involved citizenry." We are eager to embrace technology in our delivery as a means to fulfill our vision and mission.

We believe NVA's blended program will make North Valley Academy Charter School more financially sound and will give the parents of students more educational choices. The target population remains the residents of Gooding School District.

We believe that being able to offer North Valley Academy's "free, rigorous, and patriotic education" online, in combination with required classes and activities at school, supports the goals of the State of Idaho to offer innovation and choice in education! As a school of choice, we must look to the future.

North Valley Academy seeks to be the 21st Century School model where technology and the human touch come together to move education forward to the highest possible level!

B. Background

In the summer of 2010, the administration and members of the NVA Board attended the *National Charter School Conference*. Additionally, the administrator attended a *High Schools That Work Conference* as supported by Federal Charter School Grant funds. Warned at that time of looming budgetary cuts, NVA administrators and supporters began looking for ways to save money and still offer a well-developed program. "Student's Come First" legislation necessitates the most expeditious method of making online courses available to students. The most viable and responsible solution is blended course offerings.

The NVA administrator created online courses during employment for previous employers, which were utilized by students during the course of their regular school day. Additionally, the administrator served as co-creator of a dual credit IDLA course, and has taught an online IDLA course.

The Technology Director for NVA created courses to be accessed electronically as another teaching method in the classroom, and this prompted a decision to create online course content for secondary course offerings.

Current face-to-face students at NVA in grades 7-12 are already taking advantage of assignments and content available online during the course of the class. Teachers 7-12 prepare all of their lessons online on Moodle currently. When it is appropriate in the classroom, as determined by the teacher, NVA students login to the class on Moodle. The approach was conceived so students have the opportunity of learning at their own speed, and yet, have the benefit of the teacher's presentations. NVA will be using BrainHoney beginning fall of 2011 instead of Moodle.

C. Definitions

1. "Online education coursework" shall meet the criteria as provided for in Section 33-5205(6)(a) through (h), Idaho Code.
2. "Online teacher" means a person who holds a teaching credential as provided for in Sections 33-1201 and 33-1207, Idaho Code, and who is separated from students by distance and/or time. Teachers of online courses for NVA will receive training which incorporates the ten standards for online teaching outlined by the State Department of Education (see Tab 10).
3. "Online instruction" in the blended program context shall mean a course taught at a distance by a teacher who is separate from students by distance and/or time. Online instruction shall meet the criteria as provided for in Section 33-5205(6)(a) through (h), Idaho Code. This is not to be confused with face-to-face students accessing coursework or assignments over the Internet during the course of a class.

D. Terms and Conditions for Online Courses in Blended Program: Ref. Idaho Code 33-5202(a)(8), 33-5205 (6)(a through h)

As determined by school policy, NVA students applying for permission to take online courses may only do so as participants in the blended program and must meet the following conditions:

1. Students choosing to enroll in NVA blended program courses must enroll in the minimum number of courses required to meet the hourly ADA requirements for half-day attendance set forth by the State Department of Education **and** participate in required activities and courses at the school.

2. Students will complete prerequisites and provide teacher/counselor recommendations to confirm the student possesses the maturity level needed to function effectively in an online learning environment.
3. The express approval of the Principal/Designee will be obtained before a student enrolls in online courses. The student may only switch from face-to-face to blended program participation (or vice-versa) with approval from the principal and the parent(s). The classroom cap will apply.
4. The school must receive an official record of the final grade before credits earned for coursework completed through online instruction will be recognized.

II. NVA Blended Program Plan

North Valley Academy may use an existing online program to supplement the coursework offered to blended program students to offer a continuum of curriculum and services to help educators with their core mission – to serve all students.

NVA's blended model requires participation at our school, which may include additional Core Knowledge curriculum for K-8, "We the People" patriotism program, and others of our unique programs under the direction of our onsite teachers in cooperation with the parent and online instructor as needed.

A. Program Overview

1. The offerings will be pre-packaged courses with electives purchased from a provider to be delivered online in a synchronous and asynchronous manner. NVA will also supply our blended program students with textbooks as needed and access to appropriate technology. Face-to-face time for the blended program student will vary according to the program chosen by the parent, but will be required as part of the NVA blended program student's grade.
2. NVA blended program students will have equal access to necessary hardware, software, and internet connectivity required for participation in online coursework onsite from 8:00 a.m. to 4:00 p.m. Monday through Friday when school is in session. (Ref. 33-5205(6)(g), Idaho Code.) NVA will not provide any hardware for online courses taken offsite.
3. Teachers will post and maintain virtual office hours for synchronous interaction with NVA blended program students to provide guidance with course material via phone, e-mail, and face-to-face. (Ref. section 33-5205(6)(b), Idaho Code.) These, and frequent, required interactions, in addition to receipt of required coursework, will be the means whereby teachers will verify student attendance. (See Appendix AG for a comprehensive list of interactions).

4. NVA blended program students will be assessed, graded, and awarded course credit in the same manner and by the same standards as face-to-face students (Ref. section 33-5205(6)(e), Idaho Code and Tab 10.II.I.6).
5. NVA blended program students will receive appropriate teacher-to-student interaction, including timely, frequent feedback about student progress, in accordance with Idaho Code 33-5205(6)(d), through: E-mail, class discussion board, announcements, chat room, IdahoLive, Web logs; an activity log sheet that will be maintained by the student to be turned in as assigned; weekly posting of grades, and regularly required attendance at school (See also, Appendix AG).
6. NVA blended program students needing technical support relevant to the delivery of online courses will contact their teacher at NVA who will coordinate efforts between the student and content provider. Students participating in online courses onsite will receive technical support as needed from staff. (Ref. 33-5205(6)(f), Idaho Code.)
7. Special education services will be provided to all blended program students who are eligible for services pursuant to the federal Individuals with Disabilities Education Act (IDEA). All requirements for IDEA, as well as Idaho's Special Education Manual Guidance will be followed and implemented as appropriate. Delivery of process, such as meetings or consented assessments, will allow for accommodations to parents and students regarding meeting times and places, including: Face-to-face meetings on- or off-campus at arranged meeting places, telephone conference calls, live meetings online, or a combination thereof to provide student access to all services.

For example: Students enrolled in NVA's blended program may access speech services as delivered over the Internet in a live session with a speech language pathologist. Another option for delivery of speech services to blended program students may include a meeting in the student's home or an arranged meeting place between the student and NVA's contracted onsite speech language pathologist.

Disciplinary procedures will be as directed by IDEA process and Idaho SDE guidelines for students eligible for special education services. Necessary communication with parents and students will be facilitated as directed with a combination of methods, such as: meetings on- and off-campus as arranged, online, or telephone conference calls.

If special education students are in 100% attendance at NVA, all special education requirements per IDEA are provided. If students are not attending NVA 100%, the district in which they reside/enrolled will provide special education services as required by IDEA. NVA will deliver services toward goals and accommodations as directed by IEP for the courses delivered by NVA. (See Tab 3.V.A for additional information about services for Special Education Services).

8. NVA's principal in conjunction with the director of technology will monitor the satisfaction of parents and students with the provider of the online core curriculum. Parent-teacher conferences will be held with blended program students who are enrolled

in online courses at the school face-to-face with the principal/designee three times a year during our regularly scheduled parent-teacher conferences. The required onsite visits will also provide opportunities for interaction with administration and staff. NVA will insist that our provider posts grades and updates to parents with acceptable frequency. All complaints will come to NVA, who will work with the online provider to remedy the situations as they arise.

B. NVA Blended Program Marketing Plan

NVA will not be doing extensive marketing as we are not trying to compete with the five state-wide virtual schools for students. Our population will self-select by having a desire to participate onsite as required.

1. In accordance with Idaho Code § 33-5205(3)(s), all advertising and promotion processes for NVA's blended program will include the dissemination of enrollment information, in both English and other languages as required by the demographics of the area, at least three (3) months in advance of the enrollment deadline established by the public charter school each year, to be posted in highly visible and prominent locations within the area of attendance of the public charter school.
2. In addition, NVA will ensure that such process includes the dissemination of press release and/or public service announcements to media outlets that broadcast within and/or disseminate printed publications within the area of attendance of the public charter school. NVA will ensure that such announcements are broadcast and/or published by such media outlets on not less than three (3) occasions, beginning not later than fourteen (14) days prior to the enrollment deadline each year.
3. Finally, such enrollment information will advise that all prospective blended program students will be given the opportunity to enroll in courses, regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs.
4. Advertising for North Valley Academy may actively recruit students for enrollment in blended program courses using, but not limited to, the following methods:
 - a. Advertising with public schools located within the target area using flyers upon administrative approval.
 - b. North Valley Academy website that will introduce information about the school.
 - c. Brochures promoting the curriculum and methods used by NVA's blended program.
 - d. Public informational meetings about NVA's blended program held in accordance with Idaho Statute § 67-23.
 - e. Other methods that may include: news releases, newspapers, news conferences, and newsletters.

f. Web, e-newsletters, and social media.

C. Admissions Procedures: Ref. Idaho Code § 33-5205(3)(j)

1. *Admission Procedures*

NVA blended program offerings will be open to all students, on a space available basis within each grade level as established by the Board. The school will not discriminate based on race, creed, color, gender, national origin, or ancestry. Special needs of students will not be a factor in admission decisions. The school will not charge tuition for students residing in the state of Idaho, levy taxes, or issue bonds. The Board may choose to charge student fees as allowed by state law.

2. *Enrollment Deadline*

NVA will establish an enrollment deadline by which date all requests for admission to enroll in blended program courses for the next school year must be received. Late applications will be accepted for admission for slots remaining open and/or in addition to waiting lists at any time.

3. *Requests for Admission*

A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a student in Idaho, may make a request in writing for such student to participate in NVA's blended program courses. The request for admission will contain the name(s) and grade(s) of student(s) seeking enrollment in blended program courses, address, and telephone number of each prospective family. In the case of a family with more than one student seeking to enroll in blended program courses, a single request for admission must be submitted on behalf of all siblings.

If the initial capacity of NVA is insufficient to enroll all prospective blended program students, then an equitable selection process, such as a lottery or other random method, will be utilized to determine which prospective students will be enrolled in NVA blended program courses, as described in IDAPA 08.02.04.203.09. Only those written requests for admission submitted on behalf of prospective students that are received prior to the enrollment deadline established for enrollment in blended program courses will be permitted to participate in the equitable selection process.

4. *Admissions Preference*

NVA will establish admission preferences for blended program participation as authorized by Section 33-5205(3)(j), Idaho Code, for students returning to NVA blended program courses, students of founders, siblings of students already participating in blended program courses, and those in the primary attendance area. Founders have already been identified as set forth in Tab 7.

5. *Priority of Preferences for Initial Enrollment*

a. Selection Hierarchy

Admission preferences for initial enrollment of students in NVA blended program courses will have the selection hierarchy as described in Section 33-5205 of the Idaho Code and IDAPA 08.02.04.203.

b. Attendance Areas

The primary attendance area for students participating in NVA's blended program courses will be Gooding School District boundaries.

c. Re-enrollment

Once enrolled in NVA's blended program, students will not be required to reapply each year thereafter. Hence, once admitted, a student will not be removed because another student seeks admission.

6. *Priority Preferences for Subsequent Enrollment Periods*

NVA will have admission preferences for enrollment of students in blended program courses in subsequent school years, with the selection hierarchy with respect to such preferences outlined in Section 33-5205 of the Idaho Code:

- a. First priority group: students returning to NVA's blended program;
- b. Second priority group: (1) children of founders, provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of the public charter school, followed by: (2) children of full-time employees of NVA, and finally: (3) children who attended NVA within the previous three school years, but who withdrew as a result of the relocation of a parent or guardian due to an academic sabbatical, employer or military transfer or reassignment;
- c. Third priority group: siblings of pupils already selected by the lottery or other random method;
- d. Fourth priority group: applicants in primary attendance area; and
- e. Fifth priority group: applicants outside of primary attendance area

7. *Proposed Attendance List*

Each year NVA will maintain a proposed blended program attendance list containing the names of all prospective students on whose behalf a timely request for admission was received, separated by grade level. The proposed attendance list may contain columns next to the name of each student, in which NVA will designate admission preferences applicable to each prospective blended program student. The columns might designate "A" for returning preference; "B" for founders preference; "C" for sibling preference, with a corresponding cross-reference to each of the siblings of the prospective student; and "D" for attendance area preference.

8. *Provision for Over Enrollment: Equitable Selection Process*

If the initial capacity of NVA is insufficient to enroll all prospective blended program students, or if capacity is insufficient to enroll all prospective blended program students in subsequent school years, then NVA will determine who will be offered admission to NVA blended program courses by conducting a fair and equitable lottery selection process.

9. Final Selection List

The names of the persons in highest order on the final selection list will have the highest priority for admission to NVA blended program courses in that grade, and will be offered admission to NVA blended program courses in such grade until all seats for that grade are filled.

a. Notification and Acceptance Process

- i. Within seven days after conducting the selection process, NVA will send an offer letter to the parent who submitted an admission request in the blended program on behalf of the student, advising the person that the student has been selected for admission to NVA. The offer letter must be signed by the student's parent, and returned to NVA by the date designated in the offer letter from NVA.
- ii. Within seven days after conducting the selection process, NVA will send a letter to the parent, or other person who has submitted an admission request for the blended program on behalf of the student, advising them that the perspective student is not eligible for admission, but will be placed on a waiting list and may be eligible for admission at a later date if a seat becomes available. Ref. Idaho Code § 33-5205(3)(j)
- iii. If a parent receives an offer letter on behalf of a student and declines admission, or fails to sign and return the offer in a timely manner by the date designated in the offer letter, then the name of that student will be stricken from the final selection list, and that seat will be made available to the next eligible student on the final selection list.
- iv. If a student withdraws from NVA blended program courses during the school year for any reason, then the seat that opens in that grade will be made available to the next eligible student on the final selection list.

10. Subsequent School Years

The final selection list for a given school year will not roll over to the next subsequent school year. If the capacity of NVA is not sufficient to enroll all prospective blended program students during the next subsequent school year, then a new equitable selection process will be conducted by NVA for that year.

All prospective blended program students who miss the enrollment deadline will be placed at the bottom of the final selection list in the order in which they are received. They will only receive admittance to NVA when all prospective blended program students on the final selection list have been given the option of acceptance and there are still vacancies in the grade level needed.

11. *Amendments*

NVA has the right to amend these blended program admission procedures as needed with the approval of the Authorized Chartering Entity. Any changes will conform to the laws of the State of Idaho and applicable rule of the Idaho State Board of Education.

D. Secondary Blended Program Offerings, Grades 7-12

In addition to online course offerings by the provider(s) selected by NVA, onsite teachers will prepare online lessons using BrainHoney LMS. Professional development will be administered by IDLA (See Appendix AH).

E. Supplemental Secondary Blended Program Requirements: Ref. Idaho Code § 33-5205(6)(g)

1. NVA blended program secondary students will be expected to attend school in NVA uniform to participate in the “Above and Beyond” secondary program where they will join students in like grades for recitation of patriotic poetry and readings, as well as, singing of patriotic songs.
2. NVA blended program secondary students will be required to attend at least one, all-school activity per trimester. Some of the current all school activities offered at NVA are drama productions, sports, academic fair, invention convention, winter holiday program, graduation ceremony and production, school sanctioned dances, Project Rudolph Military Support, etc.
3. NVA blended program secondary students will also be required to participate in our all-school service opportunities and/or an approved family/community service opportunity every trimester.

F. Elementary Blended Program Offerings, Grades K-6

1. The online portion of the blended program looks somewhat different for students K-6 than it does for the students 7-12. In grades K-6, North Valley Academy plans to purchase courses that are already created. Our teachers will add charter-driven coursework, which will be delivered with regular textbooks and online support in the form of lesson plans related to the added program.
2. NVA K-6 blended program students will be required to attend the weekly “Rise and Shine” ceremony where they (in full dress code compliance) and NVA full-time, face-to-face students will join together in activities such as: recitation of patriotic poetry and readings, as well as, singing of patriotic songs. Programs such as the Great Expectations Character Education program is reinforced in this setting. This can include the Word-of-the-Week, a Hero of the Month, and recitation of the school creed.

3. NVA K-6 blended program students will be required to participate in all-school activities and all-school/family/community service opportunities per year. Age-appropriate activities are offered several times each semester, such as: Academic Fair, Invention Convention, drama productions, monthly Hero nights, Veteran's Program, Project Rudolph Veteran Support, etc.

G. Class Size

NVA anticipates a minimum enrollment of ten, full-time, blended program students in grades K-12 no sooner than January 2012. NVA seeks a cap of no more than six (6) students per grade.

NVA Anticipated Blended Program Enrollment 2011-2012 School Year *Student enrollment at specific grade levels is a guestimate. The actual enrollment may vary, but will not exceed the cap.					
	Grades				Total
	1-3	4-6	7-8	9-12	
No. of Students	1	3	2	4	10

H. Transportation Services

The State Department of Education indicated in the sufficiency review completed 5/27/2011, "NVA will not be eligible for the on-line transportation reimbursement."

I. Operating Procedures

Upon approval of the PCSC, NVA will partner with an accredited provider of online content as we grow into offering our current curriculum (offered to our full-time, face-to-face students) to NVA blended program students. At that time NVA will start advertising by print and word of mouth the addition of NVA blended program course offerings. The response will determine in part the method of delivery.

1. Vendors

NVA will utilize an online vendor with experience in Idaho for the online course portion of its blended program. NVA is still investigating options, but may be using IDLA and either Connections Academy or K-12 to fill the need of K-6 synchronous and asynchronous online curriculum and possibly 7-12 classes. Both providers include textbooks and NVA will add the Core Knowledge Sequence for grades K-8 that will be monitored by NVA's site coordinator for progress. Attendance in courses and activities at the school will be a graded requirement.

- a. *Connections* is the most economical provider of a full deal including the teacher. They will allow NVA to pay monthly for their service and adjust the fee if students drop out of the program. *Connections* also has a reputation for making AYP. If NVA uses *Connections*, we would need to hire a site coordinator or use one of our current staff.
- b. *K-12* offers training for local teachers to monitor the class or they will supply the teacher for an additional cost. NVA will hire teachers as needed depending on the delivery

method chosen. *K-12* also offers a payment plan spaced over 10 months on a month-to-month basis to reflect fluctuating enrollment. Again, NVA will need to hire a site coordinator or use a current staff member.

- c. *IDLA* is the most economical program without a teacher. NVA would provide the certified teacher under this option.

2. *Character Education*

We may also incorporate the character education programs currently in use at NVA, i.e. “Great Expectations”, Ron Clark’s “Essential 55”, “Excellent 11”, and James Owens’ “Cowboy Ethics.” This will be accomplished in part by attendance at the K-6, “Rise and Shine” ceremony or the 7-12, “Above and Beyond” ceremony.

3. *Personnel Standards*: Ref. Idaho Code § 33-5205(6)(c)

Upon approval of the PCSC, NVA will sign a contract with a provider and start advertising by print and word of mouth the addition of NVA blended program courses. The response will determine in part the method of delivery.

The online teachers will be employees of the curriculum provider the first year. These teachers will teach the “core” classes. NVA certified onsite teachers will teach some electives during the required onsite attendance. NVA staff and teachers will be the ones to communicate and teach our specific mission/values during the onsite attendance. These values are instilled by everything NVA does at our school, from the uniforms, to the character education, to the rooms themselves. That is why NVA has decided that only a blended program will work for us. We believe in education through online courses as a solid choice for some parents and kids, but NVA needs to see them often to really do a thorough job of “creating patriotic and educated leaders”. By the second year of offering blended program courses, NVA hopes to have its teachers trained to take over “some” of the online classes offered in the blended program. All teachers of core curriculum will be required to be certified as required.

NVA’s online teachers will be trained to meet the ten standards as recommended by the State Board of Education as well as being Idaho Certified teachers. (Onsite teachers who will be teaching or supervising delivery of online courses will be trained to meet the ten standards identified by the State Board of Education as needed.) Teachers will either take professional development which addresses the standards or show proof of having taken such a course or have experience in online teaching. Those standards are:

- a. **Standard #1: Knowledge of Online Education** - The online teacher understands the central concepts, tools of inquiry, and structures in online instruction and creates learning experiences that take advantage of the transformative potential in online learning environments.

- b. Standard #2: Knowledge of Human Development and Learning - The online teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.
- c. Standard #3: Modifying Instruction for Individual Needs - The online teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners with diverse needs.
- d. Standard #4: Multiple Instructional Strategies - The online teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.
- e. Standard #5: Classroom Motivation and Management Skills - The online teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- f. Standard #6: Communication Skills, Networking, and Community Building - The online teacher uses a variety of communication techniques including verbal, nonverbal, and media to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.
- g. Standard #7: Instructional Planning Skills - The online teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- h. Standard #8: Assessment of Student Learning - The online teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.
- i. Standard #9: Professional Commitment and Responsibility - The online teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of online teaching.
- j. Standard #10: Partnerships - The online teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

4. *Proposed Partnerships*

See Appendices AA-AD

5. *Financial Statement*

See Appendix AE

6. *ADA (Blended Program Funding and Accountability for Funding)*

Students choosing to enroll in NVA blended program courses must enroll in the minimum number of courses required to meet the hourly ADA requirements for half-day attendance set forth by the State Department of Education **and** participate in activities and courses at school as required.

NVA will receive ADA based on coursework completion:

- a. Since the classes at NVA are delivered in trimesters, blended program courses will be delivered in trimester sections.
- b. A trimester equates with three months of our school calendar.
- c. One-third ($1/3$) of the course must be completed each month. The teacher of the course **WILL** keep records recording student success and a monthly cumulative grade report. If the student has completed 100% of the coursework due for each month, NVA receives full ADA seat time. If the student completes 75% of the coursework due each month, NVA receives 75% of the ADA.
- d. The teacher will keep the monthly documentation and that documentation will be given to the school clerk at the end of the month to include in the ISEE report.
- e. ISEE information is uploaded to the State Department of Education monthly.

Appendix C: IPCSC Closure Protocol

DRAFT



Closure Protocol

Idaho Public Charter School Commission

514 West Jefferson Street, Ste. 303

Boise, Idaho 83702

208-332-1561

pcsc@osbe.idaho.gov

Alan Reed, Chairman

Jenn Thompson, Director

Purpose

This document provides guidance on the public charter school closure process.

Authority

Title 33, Chapter 52 of Idaho Code, known as the Charter School Act provides for public charter school operations based on a contractual agreement between a charter school board of directors and a state authorized chartering entity, such as the Idaho Public Charter School Commission (IPCSC).

Operating contracts, known as Performance Certificates are granted by state authorized chartering entities to the governing board of a non-profit corporation that serves as the charter holder. Performance certificates are limited to five-year terms.

Closure protocol is enacted when:

- an authorized chartering entity chooses to non-renew a school's charter pursuant to I.C. § 33-5209B;
- an authorized chartering entity chooses to exercise its right to revoke a charter pursuant to I.C. § 33-5209C; or
- a charter holder chooses to relinquish its charter by approval of a resolution.

Each authorized chartering entity is required to maintain a closure protocol and is tasked with oversight of the closure process.

If closure is due to an IPCSC nonrenewal or revocation decision, written notice will be issued to the school within 14 days of the decision and this closure protocol must begin within 5 days.

Roles

Authorizer: the authorized chartering entity is responsible to maintain closure protocol and to oversee the closure process.

Charter Holder: the charter holder is responsible to ensure that all closure tasks are complete and all deadlines are met. The school is responsible for any and all costs associated with closure.

Note

Please note that every closure situation is different. This guidance document may need to be expanded or adjusted to accommodate the specifics of a particular closure.

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I. Closure Protocol Team

A. Initial Meeting

within 5 business days of the date on which written notice of closure is issued, a meeting of the closure protocol team will be held.

B. Team Members

The Closure Protocol Team shall meet at least once a month between the date of the decision to non-renew, revoke, or relinquish the charter and the final dissolution of the board. Meetings shall be organized and chaired by the “team lead”. The team lead is also responsible for compiling meeting minutes and all documentation for the final closure report.

Required members of this team shall include:

1. The school’s Board Chair;
2. The school’s Lead Administrator;
3. The school’s Business Manager;
4. The IPCSC Director
5. A Team Lead (appointed by the IPCSC Director); and
6. The State Department of Education’s School Choice Coordinator.
7. Additional members may be added to the closure protocol team by mutual agreement of the required members.

C. Subcommittees

1. Subcommittees shall be established for the purpose of managing closure tasks in the following areas:
 - i. Communication – student, teacher, family
 - ii. Financial – vendors and assets
 - iii. Business – employer and corporation
 - iv. Records – student and employee records

D. Meeting Agenda

The meeting agenda for the initial meeting of the closure protocol team shall include the following:

1. Review of the closure protocol guidance document;
2. Review of the final closure report template;
3. Review the roles and responsibilities of each party and subcommittee throughout the process;
4. Assign liaisons from both the school and the IPCSC to the Closure Protocol Team and any subcommittees;
5. Establish due dates for all tasks listed in Section I.E of these procedures; and
6. Review notification letter drafted by IPCSC Staff.

E. Important Dates

Due dates to be established at the initial meeting of the Closure Protocol Team shall include the following:

1. The date of the school's last allowable draw on public funds;
2. The date on which the school shall cease to provide services to students;
3. The date by which records to be retained beyond the closure date are to be transferred the authorizer;
4. The date by which all assets purchased with federal dollars must be transferred to the authorizer for redistribution to other charter schools;
5. the date on which all employee contracts are to be ended and all communication on behalf of the school must cease;
6. The date on which benefits will end;
7. The date by which the final audit must be completed;
8. The date by which all financial activity must be ended, including cutting the final checks and closing all bank accounts;

9. The date by which all W2s will be issued for the school's final operating year; and
10. The date by which the non-profit corporation must be dissolved.

Communication

A. Initial Stakeholder Notification

1. Within 7 business days of the date written notice of closure is issued, the school is responsible to issue a letter (drafted by the IPCSC) notifying stakeholders of closure. This letter shall minimally include:
 - a. Where and when the final order will be posted online for transparency of the reasons for closure;
 - b. The last date of student services;
 - c. Transfer procedures;
 - d. Explanation of the appeal process and when a decision regarding an appeal would be published; and
 - e. Contact information for the school's administrator and the IPCSC.
2. The school may choose to include a supplemental letter drafted by the school's board, and if so, such draft must be provided to the IPCSC prior to distribution to stakeholders.
3. The school is responsible to distribute the IPCSC's letter (and the school board issued supplemental letter, if applicable) to the following recipients:
 - a. All Parents of current students and all parents currently on a waitlist;
 - b. All Teachers, Staff, and Volunteers;
 - c. All Vendors with whom the school has an active contract or has engaged with in the past 12 months;
 - d. All Lease and Loan/bond holders; and
 - e. Any Educational Services Providers with whom the school contracts.
4. The authorizer is responsible to issue a letter informing stakeholders of the closure situation to the following recipients:

- a. All potentially impacted school districts and charter schools;
 - b. The State Department of Education;
 - c. The State Board of Education;
 - d. The Office of the Governor;
 - e. The Public Employment Retirement Service of Idaho;
 - f. The chairpersons of the House and Senate Education committees; and
 - g. The Senators and Representatives serving the state legislature on behalf of the district in which the school maintains student occupied facilities or business offices.
5. Within 7 days of the date written notice of closure is issued, the IPCSC's letter informing stakeholders of the closure situation shall be posted in a prominent location on the school's website and the IPCSC's website.

B. Staff Meeting

1. Within 7 days of the date written notice of closure is issued, the school's administrator, board chair, and business manager shall hold a meeting with all staff to discuss the following:
 - a. Media contact protocol
The Director of the IPCSC is the authorized media contact for the IPCSC. The school is encouraged to establish a single point of contact to manage public relations on behalf of the school.
 - b. Maintenance of normalcy (to the best possible level) for students through the last day of student services
All instructional and student services are required to be provided in full through the last day the school is allowed to provide such services. The student experience should remain as normal as possible through this process. It is recommended that the school provide guidance for teachers and staff early-on to ensure common language and tone is used when discussing this situation with students and families.
 - c. End of Employment Impact
This date is established by the Closure Protocol Team. When determining the end of contract dates, please consider the impact of this date on health

insurance and PERSI. When at all possible, August 31st is recommended as this will allow teachers who re-employ at another school the best opportunity for uninterrupted health insurance coverage. However, this decision must be balanced with the urgency of the closure and the school's obligation to spend as little as necessary during the closure period.

2. The meeting agenda for this staff meeting should include the following:

- a. Notification of closure timeline and timeline of parallel appeal if the school has chosen to or is considering appealing the closure decision.
- b. Review of media protocol and how to discuss the issue with parents and students.
- c. Date of last paychecks and whether/who will remain on staff after end of student services and end of contract dates.
- d. Timeline for more information regarding sick leave, vacation time, and health insurance; Cobra may not be available when the charter school providing the original health insurance ceases to exist.
- e. Timeline for more information regarding any impacts to PERSI; Employees whose last place of work prior to retirement was the school being closed may lose the ability to transfer accrued sick leave into funds used for medical coverage.
- f. Timeline for winding-down and transition of duties, including, but not limited to facility access and security, access to email and software, hardware returns, and asset management of furniture, fixtures, equipment, and curriculum.
- g. Social emotional services for staff and students if the school has chosen to make such available; We acknowledge that closure can be traumatic for staff and students. Schools are encouraged to consider making additional counseling services available.
- h. Assistance with employment transition for staff (such as access to hiring fairs or letters of recommendation) if the school has chosen to make such available.

C. Ongoing Communication

1. Additional communication with stakeholders will be necessary throughout the closure process.
2. The Communication subcommittee is responsible for ensuring that any necessary communication is timely and accurate.

F. Financial Dissolution

A. Expenses

1. Within 15 business days of the date on which written notification of closure was issued a meeting shall be held between the school's business manager, the IPCSC's Finance Manager, and the Team Lead.
2. Additional attendees (such as the school's auditor) may be invited to the meeting by mutual agreement of both required attendees. Any related costs are the responsibility of the school.
3. No later than the start of the scheduled meeting, the school's business manager shall make the following available to the IPCSC:
 - a. A list of every vendor the school has paid in the last 12 months;
 - b. A copy of all arrangements with vendors including: contracts, service agreements, grants, and/or MOUs with all services providers that are currently active or that have been active in the past 12 months;
 - c. A copy of all lease agreements and all long-term loans;
 - d. A list of all insurance policies held by the school (including liability, directors and officers, worker's comp, etc.), including company, policy number, and coverage specifics; and
 - e. All bank statements for the previous 12 months.
4. The meeting agenda for this meeting shall include the following:
 - a. A review of statute, rule, policy, and regulations related to closure as presented by the Closure Team Lead.

This part of the discussion should consider requirements of the IRS, the Department

of Labor, the Government Accounting Standards Board, as well as the Idaho Charter School Act and rules and policy established by the State Board of Education and the State Department of Education.

- b. A review of projected cash flow through end of operations as presented by the school's Business Manager.

There will be time to revise this initial projection as closure progresses, and the numbers are expected to shift throughout the process, but this exercise establishes a starting place. Please consider the last allowable draw of funds, payroll through end of contracts, and note that there may be additional closing costs, such as a PERSI buy out, storage costs, or penalties on early lease termination.

- c. Development of a plan for immediately reducing spending to necessities only, which may require board action to suspend or change policies to allow for changes in who has spending authority and at what amounts.
- d. Prioritization of payment of anticipated expenditures, pursuant to Idaho Code.
- e. Documentation of a list of items requiring follow-up and who is responsible for the workload or costs.
- f. Establishment of approximate deadlines for when each account is to be closed.

- 5. Following the initial meeting, the school's Business Manager shall be responsible to provide the following documentation:

- a. Verification that the school's account has been paid in full with each vendor as accounts are closed;
- b. Verification that the school has met with PERSI and has established a final transmission date;
- c. Documentation that any outstanding PERSI fees are paid;
- d. Verification that the school has met with the board approved auditor and has established a final audit timeline. Note that the timing of this audit may be later than usual; and
- e. Verification of end dates for leases and liability coverage (including property and directors/officers).

B. Accounting of Assets

- i. The IPCSC shall provide to the school a written guidance document with regard to the sale and dissolution of assets.
- ii. The school shall be responsible to provide the IPCSC and the SDE with a full inventory of all physical assets owned by the corporation within 30 days of the date on which the notice of closure was issued.
- iii. The inventory shall include:
 - a. A description of the item;
 - b. The fund with which each item was purchased; and
 - c. An estimate of the current value of the item.
- D. The Team Lead, the IPCSC's Finance Manager, a representative from the SDE, and the school's Business Manager shall meet to review this inventory within 15 days of receipt of the inventory, and may verify accuracy via thorough on-site review.

C. Dissolution of Assets

1. All viable special education testing materials shall be distributed to the SDE for redistribution to charter schools based on the agency's determination of need.
2. Property owned by the ESP will be claimed by the ESP. The lease by which this equipment was provided to the school must include an itemized inventory and shall be provided to the IPCSC.
3. Any items purchased with federal funds (excluding special education testing materials) shall be returned to the IPCSC for redistribution to other charter schools. The IPCSC shall retain record of what was received and to whom it was redistributed.
4. The school is responsible to arrange for delivery of assets in an organized and well-labeled manner.
5. All assets purchased with state funds shall be liquidated to the greatest degree possible. Please see the IPCSC's guidance on the sale and dissolution of assets for procedural expectations.
6. When all assets have been redistributed and liquidated, and all creditors have been paid, any remaining funds shall be returned to the Public School Income Fund via the State Department of Education.

D. Reporting

1. The school shall ensure that an audit completed by an independent auditor is conducted, the audit report is approved by the school's board, and submitted to both the State Department of Education and the authorizer.
2. The school shall ensure that all documentation required to dissolve the school as a business is filed with the IRS, including dissolution of the 501c3.
3. After the sale of assets, and the all checks are cut, any remaining funds shall be returned to the State Department of Education for distribution to operational schools.
4. File final tax reports.
5. Issue W2s for previous tax year.

IV – Records Management

i. Records Retention Procedures

1. The school's Lead Administrator is responsible to ensure the proper retention and destruction of records in accordance with the State of Idaho's records retention schedule.
2. The public charter school shall make every effort to transfer all active student records (including the cumulative file and the special education file) to the student's next school of choice prior to the date on which records are scheduled to transfer to the authorizer.
3. The public charter school shall ensure that every student file (active or inactive) includes an official transcript (signed, embossed, etc.) or final report card and a record of where and when the student's records were transferred out of the public charter school's care. This information shall be compiled in a single spreadsheet.
4. The public charter school shall ensure that all records to be transferred to the authorizer (cumulative and special education) are scanned into an electronic format. Costs incurred are the responsibility of the school.

5. The public charter school shall ensure that all records are transferred to the authorizer via a secure file transfer protocol.
6. No employee or former employee of the school shall retain copies or have access to student, employee, or financial records after the employee's end of contract date.

ii. Records to be Retained

1. Student Records:

- a. Student cumulative files shall be retained for five years beyond the student's exit date.
- b. Student special education files shall be retained for five years beyond the student's exit date.
- c. Official transcripts or final report cards for all students who attended the school shall be retained permanently and shall include the name and address of the student, the name of the student's parent(s)/guardian(s), the student's date of birth, the courses attempted by the student and grades earned by the student.
- d. Record of student records transfer shall be retained permanently;

2. Personnel Records:

- a. Personnel files shall be retained for five years beyond the employee's termination date.
- b. Personnel files shall include the name, address, and contact information of the employee; employment agreements or contracts signed by the employee, verification of certification (if applicable), and all employee evaluations. No other documentation shall be retained.

3. Financial Records:

- a. Monthly expenditure reports for the five years preceding the school's closure date shall be retained. Records shall be destroyed after five years.
- b. Monthly deposit records for the five years preceding the school's closure date. Records shall be destroyed after five years.
- c. All bids received and contracts awarded in the five years preceding the school's closure date. Records shall be destroyed after five years.

- d. Medicaid reimbursement records for seven years prior to the school's closure date. Records shall be destroyed after seven years.
- e. Bank statements for all accounts for five years preceding the school's closure date. Records shall be destroyed after five years.
- f. Tax documents shall be retained for the seven years prior to the school's closure date. These documents include but are not limited to IRS forms 941 and 1099. Records shall be destroyed after seven years.
- g. Annual financial audit reports and annual board approved budgets shall be retained permanently for all operational years. These documents are submitted to the IPCSC annually, and may not need to be re-submitted.

4. Governance Records:

- a. All meeting agendas shall be retained permanently.
- b. All meeting minutes shall be retained permanently.
- c. A complete copy of the most recent set of board policy shall be retained permanently.
- d. A copy of the board bylaws and articles of incorporation shall be retained permanently.

5. School Culture Records

- a. The school's lead administrator shall be responsible to make arrangements for the permanent retention of all school newspapers, yearbooks, and student handbooks through the Idaho Historical Society. The school is responsible for all costs incurred.

6. Records Requests After Closure

- a. The IPCSC shall manage records requests for student transcripts and for personnel files after the school has closed.
- b. The school shall ensure that the school's URL redirects to the IPCSC's records request page for a minimum of 3 years after the school's closure, at the school's expense.

V. Governing Board

iii. Final dissolution

1. Final Board Meeting

- a. In accordance with OML notice a final meeting of the governing board and pursuant to I.C. § 30-30-1001, a vote to dissolve a nonprofit corporation shall be properly noticed and accompanied by the dissolution plan. In this case, the dissolution plan is the closure protocol, which should be near completion by the time this motion is made. This section of Idaho Code also requires that the agenda state that the purpose, or one of the purposes, of the meeting is to consider a resolution to dissolve of the non-profit corporation.
- b. I.C. § 33-5212 addresses the order in which payments shall be made, and state that any remaining assets after all creditors have been paid shall be distributed to the Public School Income Fund. This information should be incorporated into the dissolution motion as it is required to be noticed by the Non-Profit Corporation Act.
- c. A vote in favor of dissolution passes with a majority vote of the board directors.
- d. A copy of the resolution must be provided to the IPCSC with 24 hours of the vote.

2. Meeting Agenda

- a. Approval of the financial audit report (if not already complete).
- b. Approval of any final contracts to be paid (i.e. for the Business Manager to return at the end of the calendar year to prepare final tax documents and distribute to employees).
- c. Appointment of a designee to file dissolution of the school's 501c3 with the IRS and articles of dissolution with the Idaho Secretary of State.
- d. Appointment of a designee to complete any and all final activities that may be necessary.
- e. Signature of any final checks.

3. Articles of Dissolution

- a. Pursuant to I.C. § 30-30-1003, after the dissolution has been authorized, a designee (identified in the dissolution plan) shall files articles of dissolution with the Idaho

Secretary of State. These articles shall minimally include:

- i. The name of the corporation;
 - ii. The date dissolution was authorized;
 - iii. A statement that dissolution was approved by a sufficient vote of the board.
- b. A corporation is effectively dissolved as of the date of its articles of dissolution.
- c. The school shall provide a copy of the filed articles of dissolution to the IPCSC.
4. A dissolved corporation may continue its corporate existence but may not carry on any activities except those appropriate to wind up and liquidate its affairs.

B. Claims against a dissolved Corporation

- iv. After the date on which the articles of dissolution are filed, the corporation may dispose of the known claims against it by sending written notice, pursuant to I.C. § 30-30-1005. Written notice must include:
 - a. A description of the information that must be included in a claim;
 - b. A mailing address where a claim may be sent;
 - c. The deadline, by which the dissolved corporation must receive the claim; and
 - d. State that the claim will be barred if not received by the deadline, which may not be fewer than one hundred twenty (120) days from the effective date of the written notice.
- v. The corporation must address any unknown claims against it by publishing a notice Pursuant to I.C. 30-30-1006. The notice must:
 1. Be published one (1) time in a newspaper of general circulation in the county where the dissolved corporation's principal office is or was located, or, if none in this state, in Ada county;
 2. Describe the information that must be included in a claim and provide a mailing address where the claim may be sent; and
 3. State that a claim against the corporation will be barred unless a proceeding to enforce the claim is commenced within five (5) years after publication of the notice.

- vi. Claims will be enforced if the corporation's assets have be distributed in liquidation to any party other than a creditor. A claim may be made by a creditor against the recipient, not to exceed the amount received by the recipient.

C. Reporting

1. The school shall ensure that all state and federal reporting is complete prior to dissolution. Verification of completed reports shall be made by the IPCSC. Required reports include, but are not limited to the following:
 - a. ISEE final data upload including, but not limited to student, course, teachers, and financial data sets;
 - b. Federal programs final reporting;
 - c. Grant final reporting; and
 - d. The school shall ensure that dissolution of the charter holder's non-profit organization is filed with the secretary of state and shall provide the IPCSC with a copy of this filing;
2. The school shall ensure that the dissolution of the school's 501c3 is on file with the IRS and shall provide the IPCSC with a copy of this filing.

VI. Final Closure Report Outline

Throughout the closure protocol process, the Closure Team Lead will collect the required documentation and build a final report. The final report will be permanently retained by IPCSC and posted on the IPCSC's website.

i. Cover Sheet

1. A final closure report must include a cover sheet with the following information:
 - a. The legal name of the school;
 - b. The legal name of the charter holder;
 - c. The address(s) that the school occupied at time of closure;
 - d. Contact information for future questions;

- e. The following links and a statement that more information can be found at these locations,
 - i. [PCSC webpage for this school],
 - ii. [webpage for the meeting at which the charter was approved],
 - iii. [webpage for the meeting at which the charter was nonrenewed or revoked, if applicable], and
 - iv. [webpage for any related hearings]; and
- f. A description of where requests for student transcripts can be made after closure.
- g. A list of the complete closure protocol team.
- h. A list of the following key dates:
 - i. The date on which the charter was approved;
 - ii. The first and final dates on which the school was authorized to serve students;
 - iii. The date on which the school received its final distribution of state funding;
 - iv. The date on which teacher contracts ended; and
 - v. The date on which the charter holder's corporation was dissolved.

B. Required Attachments, Redacted

1. Final IPCSC Closure Order
2. Final appeal decision (if applicable)
3. IPCSC Notification of Stakeholders Letter
4. List of all vendors, including the name and address of the vendor, a description of the services provided/purchased, and the date on which the IPCSC verified account closure.
5. A list of insurance coverages, including company and the last date of coverage (including health, liability, etc.)
6. A list of all contracts, service agreements, grants, and MOUs to be retained by the IPCSC, including verification of date received.
7. A list of all lease agreements and all long-term debt held by the school at the beginning of the closure protocol, including the company and amount.
8. Documentation of the termination of any leases or loans.
9. Final bank statements indicating account closure.

10. Expense reports for the 12 months preceding dissolution.
11. A copy of the final check cut to the SDE, if applicable.
12. Inventory of assets, including the fund with which each item was purchased, the date of purchase, the estimated value.
13. For assets purchased with federal dollars, also include the final recipient of the asset, and the date of transfer.
14. The charter holder's final dissolution resolution.
15. A copy of the articles of dissolution.
16. A copy of the 501c3 dissolution notification.
17. A copy of the newspaper notice to unknown claimants.
18. Meeting minutes from all meetings of the closure protocol team and all subcommittee meetings attended by the Closure Team Lead.
19. Any other documentation that may provide important details.

CHARTER SCHOOL PERFORMANCE CERTIFICATE

This Performance Certificate (“Certificate”) is executed on **June 8, 2023**, by and between the Idaho Public Charter School Commission (the “Authorizer”) and **Project Impact STEM Academy, Inc.** (the “Charter Holder”) for the purpose of operating **Project Impact STEM Academy** (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Act of 1998, Idaho Code section 33-5201 *et seq.*, as amended (the “Charter Schools Act”).

RECITALS

WHEREAS, **Project Impact STEM Academy, Inc.** is a non-profit entity incorporated with a board of directors; and

WHEREAS, on **December 14th, 2017**, the Authorizer approved the charter petition (the “Charter”) subject to conditions;

WHEREAS, the School began operations in the year **2018**; and

WHEREAS, on **February 23, 2023**, the Authorizer conditionally renewed the School’s charter for a subsequent five-year term of operations to begin July 1, 2023 and end on June 30, 2028.

NOW THEREFORE in consideration of the foregoing recitals and the mutual understandings contained herein, the Authorizer and **Project Impact STEM Academy, Inc.** agree as follows:

SECTION 1: TERMS OF AUTHORIZATION

- A. Establishment of School.** The Charter Holder is hereby authorized to implement at the School the program described in the Charter, attached to this Certificate as Appendix C and incorporated herein by this reference. Any significant changes to any section of the Charter, including the educational program, facilities plan, financial plan, or the management plan, during the School’s pre-operational period or first operational term shall be treated as an amendment in accordance with the Authorizer’s policy.
- B. Term of Agreement.** The School’s operational term shall be from July 1, **2023** and end on June 30, **2028**. Subsequent terms of operation may be issued by the Authorizer in accordance with Idaho Code and Authorizer policy.
- C. Renewal Conditions.** The School is conditionally approved to operate. Applicable conditions are attached as **Appendix B** and incorporated herein by this reference. If all renewal conditions have been completed to the satisfaction of the Authorizer by the stated due date, the School shall continue operations through the remainder of the current Certificate term. In the event that all renewal conditions have not been completed to the satisfaction of the Authorizer by the stated due date, the Authorizer will consider whether to exercise its authority to revoke the School’s Charter at its next regularly scheduled meeting.

SECTION 2: EDUCATIONAL PROGRAM

- A. **School Mission.** The mission of the School is as follows: Project Impact STEM Academy will provide an engaging, adaptive learning environment through the use of personalized learning plans, intentionally integrated curriculum, mastery-based progression, and with authentic projects embedded in science, technology, engineering and math. In this environment, students will gain confidence, practice failure until it is no longer intimidating, and become invested in the life-long pursuit of knowledge.
- B. **Grades Served.** The School may serve students in grades Kindergarten through 12.
- C. **Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- STEM will be developed as a school-wide culture through a focus on inquiry, problem solving, and flexible scheduling. This can be measured via observation and lesson plans.
 - Curriculum will be Mastery-Based and Personalized. This can be measured via curriculum review.
 - Curriculum will be integrated across subjects through use of project-based learning strategies as well as reading and writing projects. This can be measured via observation and lesson plans.
 - Expanded assessment methodologies will be used school-wide, including portfolios, presentations, and rubrics that focus on Critical thinking, Communication, Collaboration, and Creativity. This can be measured via observation, lesson plans and policy review.
- D. **Standardized Testing.** Students of the School shall be tested with the same standardized tests as other Idaho public school students.
- E. **Accreditation.** The School shall be accredited as provided by rule of the State Board of Education. The School shall be accredited or appropriately credentialed by Cognia. All reports issued to the School from the accrediting agency shall be submitted to the Authorizer within five days of receipt.

SECTION 3: SCHOOL GOVERNANCE

- A. **Governing Board.** The School shall be governed by a non-profit board of directors (the “Board”) incorporated by the Charter Holder. The Board shall serve as public agents authorized by the Authorizer, in a manner that is consistent with the terms of this Certificate, so long as such provisions are in accordance with state and federal laws, rules and regulations. The Board shall have final authority with respect to the School’s operation, and shall have the responsibility of overseeing academic achievement, financial stability, and operational management of the School. The Charter Holder shall also be responsible for maintaining and enforcing a compliant Board and providing overall Board stewardship for the School.
- B. **Articles of Incorporation and Bylaws.** The articles of incorporation and bylaws of the Charter Holder shall provide for governance of the operation of the School as a nonprofit corporation and a public charter school, and shall at all times be consistent with all applicable laws, rules, regulations, and this Certificate. The Charter Holder shall notify the Authorizer of any modification to the articles of incorporation or bylaws within five business days of approval by

the Charter Holder.

- C. **Charter Board Composition.** The composition of the Board shall at all times be determined by and consistent with the articles of incorporation and bylaws, and all applicable laws, rules, regulations, and policies. The Charter Holder shall notify the Authorizer of any changes to its composition and provide an amended School Leadership Roster within five business days of it taking effect.

SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

- A. **Oversight Allowing Autonomy.** The Authorizer's role shall be to evaluate the School's performance outcomes according to this Certificate and the Performance Framework, and shall be to provide compliance oversight. The Authorizer shall comply with the provisions of the Charter Schools Act and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School.
- B. **Charter School Performance Framework.** The Charter School Performance Framework ("Performance Framework") is attached and incorporated into this agreement as Appendix A. The Performance Framework shall be used to annually evaluate the School's academic achievement, Board stewardship, operational management, and financial stability. The specific terms of the Performance Framework are determined by the Authorizer and shall be binding on the School.
- C. **Separate Academic Evaluations.** The academic performance outcomes of the K-12 on-site program operated by the School shall be aggregated across all grades for reportability.
- D. **Identified Comparison Group.** For purposes of evaluating the School against the metrics and measures established in the Performance Framework, the School's comparison group shall be identified as described below and shall be established for the length of the Certificate term.
Kuna Joint School District (003).
- E. **Authorizer to Monitor School Performance.** The Authorizer shall monitor and report on the School's progress in relation to the indicators, measures, metrics, and targets set out in the Performance Framework. A formal report of the School's academic, financial, and operational performance ("Performance Report") shall be provided to the school and the public by the Authorizer annually. Data necessary to conduct this evaluation will be collected throughout the year. Additional reviews may be necessary if compliance concerns arise.
- F. **School Performance.** The School shall meet standard on all measures of the Performance Framework. The Authorizer shall renew any charter in which the School met all the terms of its Certificate, including all appendices, at the time of renewal.
- G. **Performance Framework as Basis for Renewal of Charter.** The School's performance in relation to the Performance Framework shall provide the basis upon which the Authorizer shall decide whether to renew the School's Charter at the end of the Certificate term.
- H. **Required Reports.** The School shall prepare and submit reports as required by the Authorizer's policy.
- I. **Authorizer's Right to Review.** The Authorizer maintains the right to request and review additional documentation if such becomes necessary in the course of regular oversight duties or to investigate the validity of a compliance concern. The Authorizer shall conduct its reviews in a

manner that does not unduly inhibit the autonomy granted to the School.

- J. Site Visits.** The Authorizer may conduct site visits in accordance with the Authorizer's policy. Reports from any site visit shall be made available to the School and shall be included in the School's annual Performance Report.

SECTION 5: SCHOOL OPERATIONS

- A. In General.** The School and the Charter Holder shall operate at all times in accordance with all federal and state laws, rules, regulations, local ordinances, and Authorizer policies applicable to public charter schools.
- B. Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be 429 students.
- C. Equitable Enrollment Procedures.** The School shall make student recruitment, admissions, enrollment, and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or proficiency in the English language. If there are more applications to enroll in the School than there are spaces available, the School shall select students to attend using a random selection process that shall be publicly noticed and open to the public.
- Calendar.** The School shall operate on a traditional nine-month calendar in which the last day of the regular term shall fall on or before June 30
 - The School will not offer a summer school session for the purpose of acceleration and/or credit recovery.
- D. School Facilities.** The School shall operate at the following location(s): 1422 S Tech Ln, Meridian, ID 83642. The School shall provide the Authorizer with facilities documentation, including occupancy permits, fire marshal reports, building inspection reports, and health department reports for any facility newly occupied by the School, and any remodeling or construction project for which such documentation is necessary in accordance with Authorizer policy and in accordance with law, rule, regulations, and authorizer policy.
- E. Attendance Area.** The School's primary attendance area shall be used for the purposes of determining applicability of this enrollment preference category.
Pi STEM's primary attendance area boundaries will correspond with the boundaries of the Kuna School District with an expansion that encompasses the area from Robinson Rd. (West Side) to Eagle Rd. (East Side), to Franklin Rd. (North), and an eastward extension from Robinson Rd. (East Side) to Cloverdale Rd. (West Side), and E. Amity Rd. (North) to E. Lake Hazel Rd. (South).
- F. Staff.** Instructional staff shall be certified as provided by rule of the State Board of Education. All full-time staff members of the School shall be covered by the Public Employee Retirement System of Idaho, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.
- G. Alignment with All Applicable Law.** The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are amended,

the School shall be bound by any such amendment upon the effective date of said amendment.

SECTION 6: SCHOOL FINANCE

- A. General.** The School shall comply with all applicable financial and budget laws, rules, regulations, and financial reporting requirements, as well as the requirements contained in the School's Performance Framework.
- B. Financial Controls.** At all times, the Charter Holder shall ensure that the School maintains appropriate governance, managerial procedures, and financial controls, which shall include, but not be limited to: (1) commonly accepted accounting practices and the capacity to implement them; (2) a checking account; (3) adequate payroll procedures; (4) procedures for the creation and review of monthly and quarterly financial reports, which procedures shall specifically identify the individual who will be responsible for preparing such financial reports in the following fiscal year; (5) internal control procedures for cash receipts, cash disbursements and purchases; and (6) maintenance of asset registers and financial procedures for grants, all in accordance with state and federal laws, rules, regulations, and Authorizer policy.
- C. Financial Audit.** The School shall submit audited financial statements from an independent auditor to the Authorizer no later than November 1 of each year.
- D. Annual Budgets.** The School shall adopt a budget for each fiscal year, prior to the beginning of the fiscal year. The budget shall be in the Idaho Financial Accounting Reporting Management Systems (IFARMS) format or any other format as may be reasonably requested by the Authorizer.

SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION

- A. Relinquishment.** Should the Charter Holder choose to relinquish its Charter before the expiration of this Certificate, it may do so upon written notice to the Authorizer. In such a case, the Authorizer's closure protocol shall begin immediately following written notification.
- B. Nonrenewal.** The Authorizer may non-renew the Charter at the expiration of the Certificate if the School failed to meet one or more of the terms of its Certificate, including the Performance Framework. The Charter Holder may appeal a decision to non-renew directly to the State Board of Education.
- C. Revocation.** The School's Charter may be revoked by the Authorizer if the School has failed to meet one or more of the renewal conditions, included in Appendix B, by the stated due date. The School's Charter may be revoked as provided by Idaho Code section 33-5209C. In such an event, the Authorizer shall consider whether to revoke the School's Charter at its next regularly scheduled meeting. The decision shall be made at that time. The Charter Holder may appeal a decision to revoke directly to the State Board of Education.
- D. Closure.** The Authorizer's closure protocol shall begin immediately after a decision to relinquish is made by the Charter Holder, or a decision to revoke or non-renew or is made by the Authorizer. Closure protocol shall begin regardless of whether the Charter Holder appeals the decision. In the event that closure protocol begins, the School shall cease operations no later than the following June 30. Closure protocol shall only cease if the State Board of Education overturns the Authorizer's decision.

SECTION 8: MISCELLANEOUS

- A. No Employee or Agency Relationship.** None of the provisions of this Certificate will be construed to create a relationship of agency, representation, joint venture, partnership, ownership, or employment between the Authorizer and the School.
- B. Additional Services.** Except as may be expressly provided in this Certificate, as set forth in any subsequent written agreement between the School and the Authorizer, or as may be required by law, neither the School nor the Authorizer shall be entitled to the use of or access to the services, supplies, or facilities of the other.
- C. No Third-Party Beneficiary.** This Certificate shall not create any rights in any third parties, nor shall any third party be entitled to enforce any rights or obligations that may be possessed by either party to this Certificate.
- D. Amendment.** This Certificate may be amended by agreement between the School and the Authorizer in accordance with Authorizer policy. All amendments must be in writing and signed by the School and the Authorizer.

IN WITNESS WHEREOF, the Authorizer and the Charter Holder have executed this Performance Certificate to be effective **June 8, 2023.**

Chairman
Idaho Public Charter School Commission

Chairman
Project Impact STEM Academy, Inc. Governing Board

Appendix A: Performance Framework

Appendix B: Conditions

Appendix C: Charter

Appendix D: IPCSC Closure Protocol

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Appendix A: Performance Framework

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PERFORMANCE FRAMEWORK GUIDANCE: ACADEMIC MEASURES

Adopted 8/13/2020

Revised 4/14/2022

Idaho Public Charter School Commission

514 W Jefferson, Suite 303

Boise, Idaho 83720

Phone: (208)332-1561

pcsc@osbe.idaho.gov

Alan Reed, Chairman

Jenn Thompson, Director

ACADEMIC MEASURES

All School Measures

1. Math Proficiency
2. ELA Proficiency
3. Math Growth
4. ELA Growth
5. Literacy Proficiency
6. College and Career Readiness

Comparison Group: Specific to school.

1. MATH PROFICIENCY

Proficiency Rate: The IPCSC will use the proficiency rates as determined by the Idaho Accountability Framework and reported via the Idaho Report Card.

Math and ELA Proficiency Rubric	
Exceeds Standard	The school's proficiency rate is greater than one standard deviation above the mean of the identified comparison group, OR The school's proficiency average is in 90 th percentile of all Idaho schools.
Meets Standard	The school's proficiency rate is equal to the mean or falls between the mean and one standard deviation above the mean of the identified comparison group.
Approaches Standard	The school's proficiency rate falls between the mean and one standard deviation below the mean of the identified comparison group.
Does Not Meet Standard	The school's proficiency rate is more than one standard deviation below the mean of the identified comparison group, OR the school has been identified for comprehensive or targeted support for three consecutive years as per the Idaho Consolidated Plan.

2. ELA PROFICIENCY

Proficiency Rate: The IPCSC will use the proficiency rates as determined by the Idaho Accountability Framework and reported via the Idaho Report Card.

Math and ELA Proficiency Rubric	
Exceeds Standard	The school's proficiency rate is greater than one standard deviation above the mean of the identified comparison group, OR The school's proficiency average is in 90 th percentile of all Idaho schools.
Meets Standard	The school's proficiency rate is equal to the mean OR Falls between the mean and one standard deviation above the mean of the identified comparison group.
Approaches Standard	The school's proficiency rate falls between the mean and one standard deviation below the mean of the identified comparison group.
Does Not Meet Standard	The school's proficiency rate is more than one standard deviation below the mean of the identified comparison group, OR the school has been identified for comprehensive or targeted support for three consecutive years as per the Idaho Consolidated Plan.

3. MATH GROWTH

Growth Rate: The IPCSC will use the proficiency rates as determined by the Idaho Accountability Framework and reported via the Idaho Report Card.

Growth Rubric Math	
Exceeds Standard	The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment but who did make adequate growth toward proficiency is greater than one standard deviation above the mean of the identified comparison group, OR The school's growth rate is in the 90 th percentile of all Idaho public schools.
Meets Standard	The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment but who did make adequate growth toward proficiency is equal to the mean or falls between the mean and one standard deviation above the mean of the identified comparison group, OR The growth rate increased by at least 10% over the previous year.
Approaches Standard	The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment but who did make adequate growth toward proficiency falls between the mean and one standard deviation below the mean of the identified comparison group.
Does Not Meet Standard	The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment made adequate growth toward proficiency is more than one standard deviation below the mean of the identified comparison group.

4. ELA GROWTH

Growth Rate: The IPCSC will use the proficiency rates as determined by the Idaho Accountability Framework and reported via the Idaho Report Card.

Growth Rubric ELA	
Exceeds Standard	The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment but who did make adequate growth toward proficiency is greater than one standard deviation above the mean of the identified comparison group, OR The school's growth rate is in the 90 th percentile of all Idaho public schools.
Meets Standard	The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment but who did make adequate growth toward proficiency is equal to the mean or falls between the mean and one standard deviation above the mean of the identified comparison group, OR The growth rate increased by at least 10% over the previous year.
Approaches Standard	The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment but who did make adequate growth toward proficiency falls between the mean and one standard deviation below the mean of the identified comparison group.
Does Not Meet Standard	The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment made adequate growth toward proficiency is more than one standard deviation below the mean of the identified comparison group.

5. LITERACY PROFICIENCY

Literacy Proficiency Rate: The IPCSC will use the proficiency rates as determined by the Idaho Accountability Framework and reported via the Idaho Report Card.

Literacy Proficiency Rubric	
Exceeds Standard	<p>One of the following is true:</p> <ul style="list-style-type: none">• The school's proficiency rate on the spring administration of the statewide literacy assessment is greater than one standard deviation above the mean of the identified comparison group;• the school's proficiency rate on the spring administration of the statewide literacy assessment is at or above 90%; OR• The fall to spring change in proficiency rate is 20% or greater.
Meets Standard	<p>The school's proficiency on the spring administration of the statewide literacy assessment is equal to the mean or within one standard deviation above the mean of the identified comparison group; OR The school's fall to spring change in proficiency rate is between 10%-19%.</p>
Approaches Standard	<p>The school's proficiency on the spring administration of the statewide literacy assessment falls within one standard deviation below the mean of the identified comparison group.</p>
Does Not Meet Standard	<p>The school's proficiency rate on the spring administration of the statewide literacy assessment is more than one standard deviation below the mean of the identified comparison group.</p>

6. COLLEGE AND CAREER READINESS

Adjusted Cohort Graduation Rate (ACGR): Alternative schools will be evaluated based on their 5-Year ACGR. All other schools will be evaluated based on their 4-Year ACGR.

Graduation Rate: The IPCSC will use either the 4-Year ACGR as determined by the Idaho Accountability Framework and reported via the Idaho Report Card.

C&C Readiness Rubric	
Exceeds Standard	The school's 4-Year ACGR is greater than one standard deviation above the identified comparison group, OR The school's ACGR is 90%.
Meets Standard	The school's 4-Year ACGR is equal to the mean OR Falls between the mean and one standard deviation above the mean of the identified comparison group.
Approaches Standard	The school's 4-Year ACGR falls between the mean and one standard deviation below the mean of the identified comparison group.
Does Not Meet Standard	The school's 4-Year ACGR is more than one standard deviation below the identified comparison group.

OPERATIONAL MEASURES

BOARD STEWARDSHIP

1. Governance Structure
2. Governance Oversight
3. Governance Compliance

OPERATIONAL MANAGEMENT

4. Student Services
5. Data Security and Information Transparency
6. Facility and Services
7. Operational Compliance

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BOARD GOVERNANCE

1. Governance Structure Rubric

Data Sources: Board bylaws, articles of incorporation, and any courtesy letters or notifications issued to the school by entities responsible for oversight or enforcement.

Governance Structure Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• Board Bylaws are compliant with ID law.• Articles of Incorporation are current.• No investigations were conducted into either ethical behavior or conflict of interest regarding any board director.• The board did not experience an Open Meeting Law violation that needed to be cured this year.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

2. Governance Oversight Rubric

Data Sources: Board meeting minutes, school policies, continuous improvement plan (or other strategic planning evidence if submitted by the school), and verification of submission of annual administrator evaluation.

Governance Oversight Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• The board reviews academic data in a timely and thorough manner.• The board reviews financial reports in a timely and thorough manner.• The board maintains compliant policies.• The board engages in strategic planning.• The board conducts a compliant annual evaluation of their school leader and/or management organization.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

3. Governance Compliance Rubric

Data Sources: If applicable, courtesy letters/notifications of concerns, investigation, or findings issued to the school by entities responsible for oversight or enforcement, and any documentation of correction provided by the school.

Governance Compliance Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	The IPCSC did not issue any courtesy letters or notify an external investigative body of compliance concerns this year.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

OPERATIONAL MANAGEMENT

4. Student Services Rubric

Data Sources: If applicable, any notifications or courtesy letters issued by the SDE or SBOE which required corrective action with regard to the school's ELL, SPED, or College and Career Readiness programs, as well as any documentation submitted by the school evidencing correction.

Student Services Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	All of the following are true: <ul style="list-style-type: none">• The school's English Language Learner program is in good standing;• The school's Special Education program is in good standing; The school's college and career readiness program is in good standing; and• The school's federal programs are in good standing.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

5. Data Security and Information Transparency Rubric

Data Sources: periodic desk audit of school website, and any formal notifications regarding data security or public records compliance.

Data Security and Information Transparency Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• The school's website is compliant with I.C. 33-133(7) (data collection, access, and security policy); I.C. 33-320 (continuous improvement plan); and I.C. 33-357 (expenditures updated monthly, contracts, performance reports, and annual budgets).• The school did not experience any issues involving data security this year.• The school did not experience any compliance issue regarding public records requests this year.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

6. Facility and Services Rubric

Data Sources: Verification of meal service program and transportation services via public documents and/or school website, and any notifications of concerns regarding occupancy or safety issued to the school by entities responsible for oversight or enforcement.

Facility and Building Services Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• The school's occupancy certificate is current.• The school maintains current safety inspections and drills.• The school provides daily transportation to students in compliance with Idaho Code. The school provides a compliant lunch program.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

7. Operational Compliance Rubric

Data Sources: Periodic observation of enrollment lottery, and if applicable, any corrective action plans issued by the SDE not related to special education, ELL, or college and career readiness (as these are captured elsewhere), or formal notification of late reports or enrollment violations.

Operational Compliance Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• Required reports are submitted accurately and on time.• The school maintains a compliant enrollment process.• No correct action plans were issued by the SDE this year.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

FINANCIAL MEASURES

NEAR TERM HEALTH

1. Current Ratio
2. Unrestricted Days Cash
3. Default
4. Enrollment Variance

SUSTAINABLE HEALTH

5. Total Margin and 3Yr Aggregated Total Margin
6. Cash Flow and Multi-Year Cash Flow
7. Debt Service Coverage Ratio
8. Debt to Asset Ratio
9. Financial Compliance Rubric

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NEAR-TERM HEALTH

1. Current Ratio

Calculation: Current Assets divided by Current Liabilities

Data Source: Annual Fiscal Audit Report

Current Ratio Rubric	
Exceeds Standard	The school has a current ratio of more than 1.5
Meets Standard	The school has a current ratio of at least 1.1 (or between 1.0 and 1.1 with a 1-year positive trend)
Approaches Standard	The school has a current ratio of between .9 and 1.0 (or between 1.0 and 1.1 with a 1-year negative trend)
Does Not Meet Standard	The school has a current ratio of .9 or less.

2. Unrestricted Days Cash

Calculation: Unrestricted Cash and investments divided by ((Total Expenses minus Depreciation Expense) / 365)

Data Source: Annual Fiscal Audit Report

Unrestricted Days Cash Rubric	
Exceeds Standard	The school has more than 60 days cash on hand
Meets Standard	The school has 60 days cash OR Between 30- and 60-days cash and one-year trend is positive. *Note: Schools in their first or second year of operation must have a minimum of 30 days cash.
Approaches Standard	The school has between 15-30 days cash OR Between 30-60 days cash, but one-year trend is negative.
Does Not Meet Standard	The school has fewer than 15 days cash on hand.

3. Default

Calculation: No calculation.

Data Source: Annual Fiscal Audit Report, Terms of Debt, Other Formal Notifications Received by School.

Default Rubric	
Exceeds Standard	The school has met standard for at least 3 consecutive years, including the most recently completed school year.
Meets Standard	The school is not in default of any financial obligations and did not experience any instances of default during the fiscal year. Financial obligations include, but are not limited to, making payments to vendors and utility services on time, complying with all loan covenants, filing any reports required for maintenance of grants or philanthropic funds, meeting all tax obligations, and operating without financial judgements or property liens.
Approaches Standard	The school experienced one or more instances of minor default during the fiscal year (such as making late payments); however, the school is not currently in default of any financial obligations.
Does Not Meet Standard	School is currently in default of financial obligations.

4. Enrollment Variance

Calculation: Actual enrollment as of the first Friday in November (drawn from ISEE) divided by enrollment projections as submitted directly to the IPCSC in July.

Data Source: ISEE and direct school report

Enrollment Variance Rubric	
Exceeds Standard	The school has met standard for at least 3 consecutive years, including the most recently completed school year.
Meets Standard	Enrollment variance is equal to or greater than 95%.
Approaches Standard	Enrollment variance was between 90% and 95%, OR The enrollment variance was less than 90% and the school provided a mid-year amended budget evidencing at least a break-even budget based on mid-term enrollment and any resulting revenue adjustments.
Does Not Meet Standard	Enrollment variance was less than 90% and the school did not provide evidence of mid-year budget amendments or operational changes evidencing at least a break-even budget based on mid-term enrollment and any resulting revenue adjustments.

SUSTAINABLE HEALTH

5. Total Margin and 3Yr Aggregated Total Margin

Calculation:

Most Recent Year Total Margin: 2019 Net Income divided by 2019 Total Revenue.

3-Year Aggregated Total Margin: (2019 Net Income +2018 Net Income +2017 Net Income) divided by (2019 Total Revenue +2018 Total Revenue +2017 Total Revenue)

Data Source: Annual Fiscal Audit Report

Total Margin and 3-Yr Aggregated Total Margin	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. *Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.
Approaches Standard	Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard".
Does Not Meet Standard	Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR The most recent year Total Margin is less than -10 percent.

6. Cash Flow and Multi-Year Cash Flow

Calculation (example years are included as reference):

Most Recent Year Cash Flow: 2020 Cash and Investments minus 2019 Cash and

Investments Previous Year Cash Flow: 2019 Cash and Investments minus 2018

Cash and Investments Multi-Year Cash Flow: 2020 Cash and Investments minus
2018 Cash and Investments

Data Source: Annual Fiscal Audit Report

Cash Flow and Multi-Year Cash Flow	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	Multi-Year Cumulative Cash Flow is positive, and Cash Flow is positive in the most recent year is positive, OR Multi-Year Cumulative Cash Flow is negative, but documentation identifies this as a result of a one-time, planned purchase (such as a facility remodel). *Note: Schools in their first or second year of operation must have positive cash flow.
Approaches Standard	Multi-Year Cumulative Cash Flow is positive, but Cash Flow is negative in the most recent year.
Does Not Meet Standard	Multi-Year Cumulative Cash Flow is negative, and no documentation identifies this as a result of a one-time, planned purchase.

7. Debt Service Coverage Ratio

Calculation:

If school owns its facility or if the school leases its facility and the lease is capitalized:
(Net Income + Depreciation Expense + Interest Expense) divided by (Principal + Interest + Lease Payments)

If school leases its facility and the lease is not capitalized: (Facility Lease Payments + Net Income + Depreciation Expense + Interest Expense) divided by (Principal + Interest + Lease Payments)

Data Source: Annual Fiscal Audit Report

Debt Service Coverage Ratio Rubric	
Exceeds Standard	The school's debt service coverage ratio is 1.5 or greater OR The school operates debt-free.
Meets Standard	Debt Service Coverage Ratio is between 1.1 and 1.49
Approaches Standard	The school's debt service coverage ratio is between .9 and 1.09
Does Not Meet Standard	Debt Service Coverage Ratio is less than .9

8. Debt to Asset Ratio

Calculation: Total Liabilities divided by Total Assets

Data Source: Annual Fiscal Audit Report

Debt to Asset Ratio	
Exceeds Standard	The school has met standard for 3 consecutive years, including the most recently completed school year., OR The school operates debt-free.
Meets Standard	The school's Debt to Asset Ratio is less than 0.9
Approaches Standard	The school's Debt to Asset Ratio is between 0.9. and 1.0
Does Not Meet Standard	The school's Debt to Asset Ratio is greater than 1.0

9. Financial Compliance Rubric

Calculation: Total Liabilities divided by Total Assets

Data Source: Annual Fiscal Audit Report, Desk Audit of Policies, Other Formal Notifications Received by School

Financial Compliance Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• Accounting Practices: finances are managed in compliance with GAAP.• Financial Transparency: expenditures and contracts are posted on the school's site.• Internal Controls: the school's internal controls are compliant.
Approaches Standard	The school was informed of non-compliance with accounting practices, financial transparency, or internal controls, and prompt action to correct is in evidence.
Does Not Meet Standard	<p>The school is operating under a notification of fiscal concern or a notification of possible or imminent closure</p> <p>OR</p> <p>The school was informed of non-compliance with accounting practices, financial transparency, or internal controls and the issues were not corrected within 30 days.</p>

Appendix B: Conditions

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Appendix B: Conditions of Renewal

1. Condition 1: PISTEM must achieve a Meets Standard rating on the Financial Default measure of the Commission's performance framework by November 15, 2024.

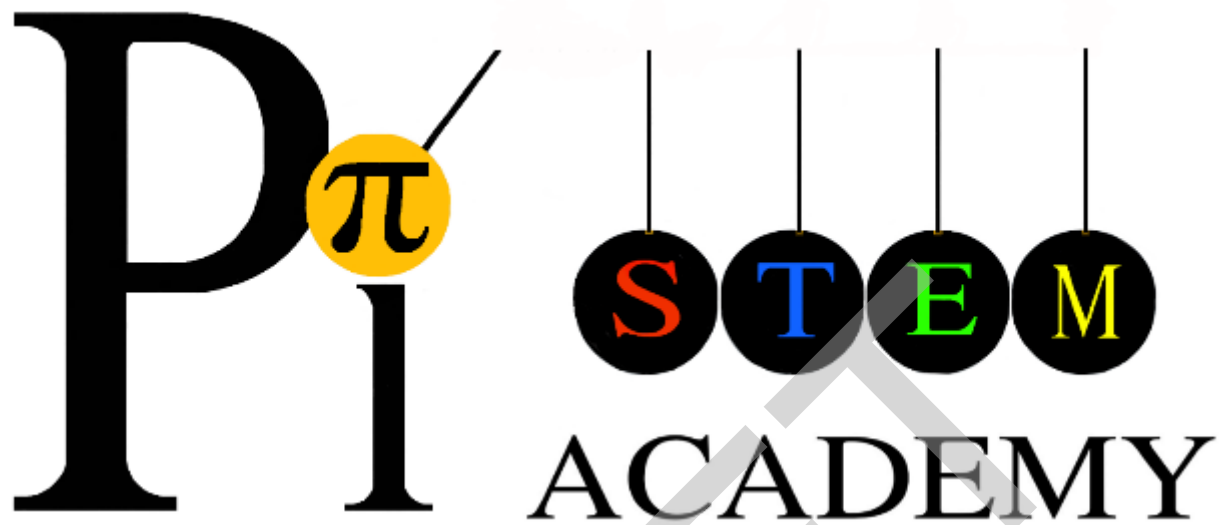
To meet this condition, PISTEM must not be in default of any financial obligations, including, but not limited, facility debt, federal taxes, and payroll obligations. PISTEM is currently in default of a facility lease. To verify that PISTEM is no longer in default of facility debt obligations, PISTEM must evidence that the school is no longer in financial default on the lease of the facility located at 2275 W Hubbard Rd, Kuna, ID 83634.

2. Condition 2: PISTEM must achieve a Meets Standard rating on all financial measures of the Commission's performance framework in fiscal year 2025. Since the corresponding data will be evaluated on or before November 15, 2025, the date by which this condition must be met is November 15, 2025.

PISTEM did not meet standard on the Total Margin or Cash Flow measures in fiscal year 2022. As these two measures are aggregated over a number of years, fiscal year 2025 will be the next opportunity the school has to evidence its ability to meet standard. Financial measures include: Financial Default, Enrollment Variance, Financial Compliance, Current Ratio, Days Unrestricted Cash on Hand, Total Margin, Debt Service Coverage Ratio, Debt to Asset Ratio, and Cash Flow. Financial measures are defined in the performance framework and shall be incorporated into PISTEM's 2023-2028 performance certificate.

Appendix C: Charter

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Serving Grades K-12
Anticipated Opening: July 1, 2018
Kuna School District
Kuna, ID

Specific Location: 2275 W Hubbard Rd, Kuna, ID 83634
Contact: Teresa Fleming, Board Chair
1577 N. Linder Rd. MB 162, Kuna, ID 83634
(208) 576 - 4811
TFleming@PiSTEM.org
Version 3.2 20190313

Project Impact STEM Academy (Pi STEM) does not discriminate on the basis of race, religion, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. Any variance should be brought to the attention of the administration through personal contact, letter, phone, or email.

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Executive Summary

The public education system has seen cycles of change throughout its 120+ years of existence where focusing on the "big ideas" of mathematics and literature gave way to more focused attention and an emphasis on phonics and skills development. Each cycle of change has offered methods that are beneficial for particular types of learners; however, the general process of change has not afforded the flexibility to show benefits for multiple student learner types.

In the past, students have been able to choose which subjects of study they would like to pursue, but apart from a few schools and programs, they have had little to no choice in the way they would like to be taught in those courses. Public education provides many great opportunities for students to be educated in not only their required, core classes but also amazing elective and extracurricular programs. However, public education struggles in meeting the needs of the different learning methods and styles in which the students learn best.

Public education, as a bureaucracy, strives to give all students the opportunity to learn and to be successful, but by the very nature of being a bureaucracy, public education is slow to respond to the differing needs of its students. Most people would agree that each student learns similar material and concepts differently and at different rates. If that is so, then those same people must also agree that a system that forces all students to learn in a similar manner and pace, is not a system designed for all students.

Also, because of bureaucracy, many programs in public schools are only as long-lived as the teachers who lead or administrators who support these programs are there to continue the leadership and support. Often, once the lead teachers or supportive administrators leave the public school, the program quickly dissolves back into the traditional model of learning. The system needs to be flexible and adaptable to this change. For these reasons, the founders of Project Impact STEM Academy (Pi STEM) have collaborated to design a charter school to provide this vehicle for change.

Pi STEM will develop an environment that offers learning through multiple means, methods and speeds. Using structured, personalized learning platforms, Pi STEM will allow students to move at a pace that is appropriate at an individual level. This platform will ensure that concepts are thoroughly understood/mastered before a student progresses onto a more complex concept. Additionally, Pi STEM's environment intends to integrate work that has been typically segmented into standalone subjects. Pi STEM believes this integration will provide a better understanding of the content's purpose, and ultimately provide an improved learning of the materials. This integration will occur using project-based learning. Projects will be based in science, technology, engineering and mathematics (STEM) in an interdisciplinary and applied approach. Other disciplines will also be necessary; artistic skills will be required for presentation, history will be used during project development and research, as well as other subjects.

Pi STEM's environment no longer requires the teacher to be the "sage on the stage" where the teacher becomes the sole provider of information. With information being as ubiquitous

as it is through technology, teachers are now taking on the role of facilitator and life coach. Instead of being masters of retaining facts, students can now be asked to be assessed on their skill levels in communication, collaboration and critical thinking while being creative and innovative.

Pi STEM's founders have reached out to the community of Kuna with the initial intent of building a high school that would provide the above referenced environment. Through many public events, social media contacts and community leader discussions, Pi STEM has decided to follow the public's request of extending the intended charter school to grades K-12.

Before opening its doors, Pi STEM will apply to Northwest Accreditation Commission, a Division of AdvancED for accreditation. Pi STEM will complete the accreditation process review and obtain candidacy status within the first year of operation. Additionally, the accreditation report and/or self-evaluation will be submitted to the authorizer annually.

Pi STEM's founding group is represented by experienced individuals with diverse backgrounds, who are committed to helping students reach their utmost potential. Pi STEM is founded by a group consisting of local community leaders who are actively involved in education, specifically with underserved populations. This can be seen in Appendix D Petitioning Group. As well as the numerous outlined skills, a majority of Pi STEM's founding group are parents. As such the team believes strongly in the connection between student success and parental/family involvement. Pi STEM will work to continually foster strong family engagement through use of communication practices, a parent/teacher organization, and community presentations of student's work.

Pi STEM defines success for their students in being able to own and access their learning while also being able to express their understanding of learning through critical thinking, collaboration, communication, and connection to the community.

Pi STEM's focus is centered on children, allowing each child to become confident and successful in their own educations. Pi STEM will work tirelessly in its endeavor to provide families voice and choice in their academic lives and Pi STEM looks forward to working with our community, community leaders and the public-school system in doing so.

Mission Statement

Project Impact STEM Academy will provide an engaging, adaptive learning environment through the use of personalized learning plans, intentionally integrated curriculum, mastery-based progression, and authentic projects embedded in science, technology, engineering, and math. In this environment, students will gain confidence, practice failure until it is no longer intimidating, and become invested in the life-long pursuit of knowledge.

Educational Program

Educational Philosophy, Instructional Practices and Curriculum

An Educated Person

At Pi STEM the belief is that an “educated person” is one that has an acute appreciation and a multitude of exposure to the skills of gaining knowledge. We feel that becoming educated is not necessarily an achieved status but instead reflective in a self-motivated desire to become a perpetual student of knowledge. In a letter written while a professor at Eton College (1845-72) Master William Cory wrote his belief of the purpose of education; we feel these words can also depict the definition of becoming educated:

“... you go to a great school not so much for knowledge as for arts and habits; for the habit of attention, for the art of expression, for the art of assuming at a moment's notice a new intellectual position, for the art of entering quickly into another person's thoughts, for the habit of submitting to censure and refutation, for the art of indicating assent or dissent in graduated terms, for the habit of regarding minute points of accuracy, for the art of working out what is possible in a given time, for taste, for discrimination, for mental courage, and for mental soberness.”

Pi STEM believes that an educated person will possess the aptitudes necessary to meaningfully contribute to society at large by embodying the following skill sets:

- Initiative and Self-Direction
- Flexibility and Adaptability within Failure
- Leadership and Responsibility within their Community
- Problem Solving through Information Integration
- Productivity and Accountability

How Learning Best Occurs

The philosophy of Pi STEM is grounded in the belief that if provided with a healthy, safe, and encouraging environment, all students can and want to learn. Pi STEM's philosophy is that learning is maximized when:

- focused and integrated investigations are implemented across the curriculum
- compelling projects are designed and guiding questions are asked
- fieldwork, local expertise and service learning are incorporated
- high quality student work is produced and presented to the public
- mastery-based, research-driven instructional practices are used school wide
- reading and writing are taught across the disciplines in K-12
- inquiry-based mathematics and science are taught
- learning is integrated through the STEM related fields
- a school culture of exploration and learning through failure is built and character is fostered
- reflection throughout learning is built-in and expected

- a Professional Learning Community (PLC) is developed
- families are engaged in the life of the school
- time is designed for student, community, and adult learning

Students, parents, and teachers will experience peace of mind in the Pi STEM setting because of a commitment to the concept that each child has the right to attend school in an environment that fosters learning. Each parent has the right to expect a school to provide a healthy and nurturing environment for their child. Each staff member has the right to teach in a respectful environment. Pi STEM is committed to teaching students respect for all people regardless of age, gender, color, race, ability, nationality or religious affiliation. Through respect as a value, Pi STEM believes that students learn best through trial and error, successes and failures, with support from their teachers, family and community.

Instructional Practices

Over the last 120 years in the United States, in traditional schools, students have been placed into groups according to their ages and regional locations. As students progress in their academic skills and learning, most learn and progress at the same rate. Some students do not learn at that rate and are left either bored and wanting for more, or lost and left behind. The traditional school system does not work for all students and it is time for a change.

During the 2015 Idaho Legislative session, House Bill 110 was passed that directed the Idaho State Department of Education to investigate a change in Idaho schools towards a mastery-based educational model. The mastery-based educational model provides a structure that creates flexibility and allows students to progress as they demonstrate mastery of academic content, regardless of time, place, or pace of learning. This approach creates a personalized and differentiated learning experience for all students allowing the students to work at the pace and level that is best for them.

The instructional design principles for Pi STEM will be mastery, competency-driven and real world skills based. Students will work in a fluid, no-bell system where a student can work on the skills and content that they, and the faculty, deem important and appropriate. Students will collaborate with each other, learning how to work best with other individuals (Guskey, 2010). The students' work will be reflective where they can look back upon their experience and learn from their successes and failures.

The traditional academic core subjects will be taught as integrated learning experiences through project based learning (PBL) making the students' learning more relevant and connected (Jones, 1997). Many of the students' projects will come from partnerships with locally based industries and community leaders, allowing students to affect real change in their communities through their work and learning.

The processes of PBL will provide our students the opportunity to access the path of the future, which addresses solving problems through creative innovation. Pi STEM seeks to distill a growth mindset and passion for learning by reinforcing achievement through effort. Pi STEM endeavors to educate students and reinforce the skills of the future through an open and personalized learning atmosphere focusing on the development of 21st Century Skills, experimentation, and presentation.

21st Century Skills have been identified as one of the largest growing needs of the world's workforce. Unfortunately, many students lack these skills which traditional education does not effectively teach (Rotherman, 2009). Without intentional education focused training on soft skills, students will fail in the global community. Not only should 21st Century Skills be taught intentionally, students' learning should also extend beyond the school grounds as they work with industry and community leaders. These connections allow students to provide services and ideas to the community to help solve real world problems, adding considerable value to not only the students' lives but also to the school district and the entire community. As students become better known within the community, their potential to be recruited by industry will be greatly improved.

STEM is known as science, technology, engineering, and math and as such, many people may assume this is the main content and focus of Pi STEM. However, STEM areas revolve around the idea of innovation, trial and error, critical thinking, the design process, computational thinking, and integration of research and resources. For example, science is built on the scientific process of asking questions, building hypotheses, and experimentation. Technology focuses on computational thinking and using the technological tools available in the current society along with the possibility of adding to and/or building new technology. Engineering revolves around the design process which emphasizes growth through failure, constructive criticism, and revision. Mathematics is based on models and critical thinking in all areas of life, providing students with another language in which they may communicate their learning. As such, Pi STEM strives to integrate and develop these STEM processes into students' education and structure.

Pi STEM is not unique in the use of mastery-based education. The State of Idaho has developed the Idaho Mastery Education Network (IMEN) for the purpose of implementing House Bill 110. Idaho schools involved in IMEN have begun training in the use of mastery-based education models.

The curriculum that Pi STEM is investigating is provided by Summit Learning and the Summit Learning Platform. Summit Learning's mission is to prepare their diverse population of students for success in college, career and life, and to be contributing members of society. (Unknown, 2017).

Summit Learning is a leading public charter school system with 11 schools in California and Washington. Summit Learning shares its personalized learning approach to teaching and learning with over 300 schools, free of charge.

Summit Learning has published a recent report titled *The Science of Summit: School models that Drive Student Success* where Summit Learning describes the framework and research that they have used to develop their schools and curriculum. The Summit Learning approach to teaching and learning is based on developing four key student outcomes which Pi STEM will use to measure student's proficiencies. These assessments include Cognitive Skills (interdisciplinary, higher-order, thinking skills with rubrics developed with Stanford University), Content Knowledge (rigorous content across all academic subjects), Habits of Success (behaviors, mindsets, and dispositions), and Sense of Purpose (self-knowledge, values, relationships, and a credible path). This cohesive approach combines what learning

science tells us is best for students with universal human values and Summit Learning's experience as educators and teachers.

Summit Learning's model also mirrors Pi STEM's mission in the three pillars that Summit Learning has chosen to support their teachers and students. These pillars are: project-based learning (where real-world projects are a major component of the Summit experience), one-to-one mentoring (where students work with a designated mentor to create and track goals throughout the student's learning experience) and individualized pathways (which places students at the center of learning empowering them to set goals and deeply understand content by consuming it in a way that they learn best).

The Summit Learning curriculum was developed by teachers. It is a collection of meaningful projects, concept units and playlists of content and assessments that are included in the Summit Learning Platform. The Base Curriculum has been designed as a model curriculum for Summit Learning that is built with flexibility in mind so that partner schools can customize it to meet the expectations of their state standards, district benchmarks, school values and student needs. Teachers can adapt or create new playlists and projects to meet their students' needs. All of us learn in different ways. With Summit Learning, students are able to move at their own pace and learn how they learn best because they have different options to learn the same information, all with the support of their teacher. While the Summit Learning Platform does provide curriculum that surpasses Idaho State and United States Federal graduation requirements, the platform does not include specific STEM focused curriculum. The platform is extremely flexible and Pi STEM faculty can easily modify the curriculum to match our STEM model of integrating the student's lessons into a project-based learning model. The Summit Learning Platform was not chosen primarily for the built-in curriculum, but it was also chosen for its ease in modifying the curriculum and its alignment to Cognitive Skills, Content Knowledge, Habits of Success and Sense of Purpose.

Pi STEM will have the ability to integrate a STEM curriculum within the Summit Learning platform that is more than just an integration of subject areas. A STEM curriculum includes more than just an integration of subject areas. A STEM curriculum develops a set of thinking, reasoning, teamwork, investigative and creative skills that students can use in all areas of their lives. STEM isn't a standalone course, but rather it is a way of intentionally incorporating different subjects across an already existing curriculum (Jolly, 2014). The Summit Learning Platform curriculum is designed to build upon and support project-based learning.

The curriculum at Pi STEM will include projects with rigorous lessons in science and mathematics which by its very nature means that the lessons will be hand-on and inquiry-based. Great STEM projects will need more than just rigorous lessons in order to accomplish Pi STEM's mission. Great STEM projects will include the following components:

1. **STEM lessons focused on real-world issues and problems.** Pi STEM will partner with local businesses and the community of Kuna in finding real-world issues and problems to solve.

2. **STEM lessons are guided by the engineering design process (EDP).** The EDP will be used as a framework for Pi STEM's student to use while creating solutions to real-world issues and problems.
3. **STEM lessons immerse students in hand-on inquiry and open-ended exploration.** A student's path to learning will be open ended with constraints where the student's work will be hands-on, collaborative with decisions about solutions that are student generated.
4. **STEM lessons involve students in productive teamwork.** In order to help the students be productive in their teamwork Pi STEM will intentional instruct students with similar language, procedures and expectations for group work. Students will be assessed by their teachers and peers while working in a group to develop solutions to problems.
5. **STEM lessons apply rigorous math and science content that students are learning into the student's projects.** Students will not see math and science as standalone courses, but work together to solve problems.

STEM lessons allow for multiple right answers and reframe failure as a necessary part of learning. Pi STEM's learning environment will offer students the opportunity to develop solutions to problems without the fear of being wrong or making mistakes. Students will develop many different solutions to problems that they are solving. STEM lesson always provide opportunity for multiple correct answers (Jones, 1997). The Content Knowledge curriculum developed by Summit Learning is in alignment with Common Core and Next Generation Science Standards. For college-level courses, the content is aligned to the AP standards. To ensure that all students cover the full scope of the curriculum, students will be required to demonstrate their mastery of the content standards aligned with Common Core, Next Generation Science Standards and AP, College Board Standards. The flexibility in STEM lessons will come from how the students choose to find solutions to the problems that they are investigating.

Expected Student Outcomes

Assessment occurs in many ways: performance, verbal, and written. It is the intent Pi STEM to make use of all three in every focused investigation. Monitoring the progress of students and evaluating innovations in educational procedures are an important part of the curriculum development process. Pi STEM will provide formative and summative data to demonstrate that the school is meeting performance standards prescribed by the state. This data may also include emerging Idaho State Department of Education standards and/or Pi STEM-developed criteria.

Pi STEM will fully participate in required testing included in the Idaho Assessment Program, currently made up of the following tests:

- Civics Assessment (CA)
- College Entrance Exams (SAT)
- English Language Proficiency (ELP)
- Idaho Reading Indicator (IRI)
- Idaho Standards Achievement Test Comprehensive Assessment System (ISAT)

- National Assessment of Educational Progress (NAEP)
- Science End of Course Exams (EOC)

The teachers will work together throughout each new focused investigation to find the most effective methods of assessment of the content. Students will be given a chance to present everything that they know about each area of content. Students and teachers will work together to make sure that the learning is as effective as possible.

Student self-assessment will provide a unique learning opportunity for Pi STEM students. As active participants in assessment of their own work, learners are encouraged to develop an understanding of their strengths and deficiencies, and an objective view of their accomplishments. This allows for students to learn from their mistakes and recognize the areas that need growth, along with understanding their own abilities.

Pi STEM's Executive Director, will clearly define the essential knowledge and skills for student learning in each program area, making standards subject-specific and transparent to students and families. The Executive Director will also work closely with Pi STEM's Board of Directors to ensure the governing body remains an active participant in the learning of the students.

Pi STEM believes that students learn and work best when the learning is measurable with explicit competencies. The learning outcomes are written in transparent, student friendly statements where differentiated, and timely supports are provided. The assessment and reporting of grades should be meaningful and should reflect what Pi STEM values most; which is student growth and student efficacy in their learning. Foremost, Pi STEM understands that all students learn in differing manners and rates and students should be allowed to learn at the pace and manner that is best for them.

In order to adequately serve students in mastery based education, it is necessary to examine indicators of success that encompass the blended instructional model Pi STEM will employ. Since we engage students in learning through a flexible, and personalized framework, Pi STEM strives to measure our students' progress in ways that extend beyond more traditional methods. In addition to metrics like longitudinal student/school standardized test growth and graduate rates, Pi STEM's students will develop portfolios which will demonstrate evidence of the student's learning and growth.

Research shows that students at all levels see assessment as something that is done to them, on their classwork, by someone else. Beyond "percent correct," assigned letter grades, and grammatical or arithmetic errors, many students have little knowledge of what is involved in evaluating their classwork. Portfolios can provide structure for involving students in developing and understanding criteria for good efforts, in coming to see the criteria as their own, and in applying the criteria to their own and other students' work (Parker White, 2004).

Research also shows that students benefit from an awareness of the processes and strategies involved in writing, solving a problem, researching a topic, analyzing information, or describing their own observations (Parker White, 2004). Without instruction focused on the processes and strategies that underlie effective performance of these types of work, most

students will not learn them or will learn them only minimally. And without curriculum-specific experience in using these processes and strategies, even fewer students will carry them forward into new and appropriate contexts. Portfolios can serve as a vehicle for enhancing student awareness of these strategies for thinking about and producing work--both inside and beyond the classroom.

Students will develop their portfolios based upon evidence from their individual work as well as project based work done in teams. Students will be asked to critically reflect upon their learning through reflection and self-assessment. Students will be asked to display and defend their portfolios during public events, as well as through peer and teacher evaluations.

Students K-5 will be evaluated for progress in the following areas in addition to academic skills covered by the Idaho Thoroughness Standards and the Common Core:

Personal Responsibility

Students will have positive attitudes and perceptions about creating quality work, striving for excellence and interpersonal skills.

Expanding and Integrating Knowledge

Students will acquire and integrate knowledge and experiences from different subject areas. Students will gather and use subject-area information effectively in order to gain new knowledge, classify and organize information, support inferences, and justify conclusions appropriate to the context and audience.

Communication Skills

Students will communicate with clarity, purpose, and an understanding of audience using a variety of communication forms and skills. Students will develop oral and written skills, as well as thinking and reasoning skills. Students will utilize, evaluate, and refine the use of multiple strategies to solve a variety of problems.

Social Responsibility Skills

Students will deal with disagreement and conflict caused by diversity of opinions and beliefs. Students will evaluate and manage their behavior as group members. Students will participate in community service that reflects responsible citizens in a democratic society.

Based upon the above criteria, Pi STEM is currently developing a rubric similar to the 6-12 cognitive skills rubric developed by Summit Learning and Stanford Center for Assessment, Learning and Equity (SCALE). This rubric will be adapted for the K-5 grade levels.

Pi STEM will participate in all state mandated testing, including, but not limited to, the ISAT, ISAT Alt, IRI, WIDA Access 2.0, Science End of Course exams, SAT, and NAEP. The school will have a test coordinator who will oversee the testing program and insure the testing process is followed with fidelity for all tests. Pi STEM will work with stakeholders to help them understand the importance of the assessments and the information that can be gained from them.

Academic Goals

Within three years of operation Pi STEM will expect of its K-5 students:

- 85% to be proficient or above grade level on all State required testing.
- to master 80% of all content material.
- to have the knowledge and skills to successfully transition to the advanced grade levels

Students 6-12 will be evaluated for progress in the following areas in addition to academic skills:

Cognitive Skills

Pi STEM will utilize the Summit Personalized Learning Platform developed by Summit Learning. As Summit Public Schools have defined them, Cognitive Skills are practices necessary for college and career readiness, synthesized from major nationally accepted standards and revised and vetted through their partnership with Stanford Center for Assessment, Learning and Equity (SCALE). The cognitive skills rubric dimensions are broad enough that they have a place in all classrooms (example: all courses have a place for the selection and use of evidence, or finding relevant sources). They are taught and assessed through projects and used to define high-quality final products of these performance assessments. All of Pi STEM's projects are based off of subsets of Cognitive Skills. Refer to Appendix H2 for the full description and rubric for Cognitive Skills.

Cognitive Skills Domains

- 1) Inquiry
 - a) Hypothesizing
 - b) Designing Processes and Procedures
- 2) Analysis and Synthesis
 - a) Identifying Patterns and Relationships
 - b) Comparing/Contrasting
 - c) Modeling
 - d) Interpreting Data/Info
 - e) Making Connections & Inferences
 - f) Critiquing the Reasoning of Others
 - g) Justifying/Constructing an Explanation
- 3) Writing/Composing
 - a) Argumentative Claim
 - b) Informational/Explanatory Thesis
 - c) Narrative
 - d) Counterclaims
 - e) Selection of Evidence
 - f) Explanation of Evidence
 - g) Integration of Evidence
 - h) Organization (Transitions, Cohesion, Structure)
 - i) Introduction and Conclusion
- 4) Speaking and Listening

- a) Discussion/Contribution
- b) Preparation
- c) Norms/Active Listening
- 5) Products and Presentation
 - a) Style and Language (Tone, Academic Language, Syntax)
 - b) Oral Presentations
 - c) Multimedia in Written Production
 - d) Multimedia in Oral Presentation
 - e) Conventions
 - f) Precision

Academic Goals

Within three years of operation Pi STEM will expect of its 6-12 students:

- to pass at least one Advanced Placement exam with a score of three or higher before graduation (While the AP course exam does not completely support our project-based model, continued education does consider these courses to be extremely valuable. Therefore, Pi STEM needs to support its students and their higher academic, educational goals of requiring Advanced Placement courses)
- 85% to be proficient or above grade level on all State required testing
- to master 80% of all content material
- to be prepared to graduate with a high school diploma as described in Appendix H2 Graduation Requirements
- to prepare to apply to a continuing education program after graduation (i.e. college, vocational/technical school)

Plan for Serving All Students

Pi STEM has focused during our public discussions to highlight that our school is a public school available for all children to apply. The personalized learning plan structure adapts to individual needs and can be complimentary to the differing learning styles within the community. All community students will be encouraged to apply at Pi STEM and Pi STEM will use the State regulated lottery process for enrollment. Additional efforts have been placed on defining English Learners, students with a 504 plan, and Special Education procedures. Pi STEM believes that every child deserves an education and with our focus on the individual needs of our students it caters to a large range of different learners. Pi STEM's dedication to our students whether they are fast learners, slow learners, need additional accommodations as would be outlined on a 504 plan, need additional educational supports under an IEP, or are learning the English language will all have access to an education. Pi STEM will ensure that we follow all guidelines as outlined in the Idaho Special Education Manual, and the services that would be offered through IDEA and OELA. Pi STEM feels that this allows students to learn from each other regardless of learning ability and will encourage students to grow academically and socially. They will be able to work within a group and individually to meet the goals of their personalized learning plan and 504/IEP/ELL plans as needed. Pi STEM recognizes the needs of all learners and is able and ready to support their learning and will find the individuals to provide special education and

ELL services and equipment /accommodations that the student may need to access their education.

The Board of Directors of Pi STEM will work closely with the Executive Director to ensure the data collected through the Summit Learning system, the standardized testing, and overall portfolio performance of students is reported yearly, although data collected for IEPs outcomes will be collected multiple times a week and periodic written progress statements related to progress towards the IEP's annual goals will be reported at a minimum, concurrent with the issuance of report cards. These reports will be used to verify that the educational practices are indeed generating the outcomes stated in Pi STEM's mission, as outlined in the table below.

Table 1: Pi STEM School Measurement

1. 90% of students growing 1.25-1.75 years in reading and math per year	Measured via growth tracked through testing scores and IEPs.
2. 90% satisfaction in student, family, community and staff in learning process	Measured based upon presentation feedback and community project response
3. An environment and culture that is safe, and inclusive	Measured in Average Daily Attendance, staff evaluation, Directors evaluation, school surveys
4. Community involvement/partnership	Measured in how much involvement and how many partnerships are developed. Survey data from established partnerships

Professional Development Plan

Pi STEM's vision is to create an environment of growth and high expectations through relevant professional development that results in a measurable increase of student achievement, teacher performance, and leadership capabilities. Pi STEM believes teacher evaluations should be approached with a growth mindset.

According to Section 9101 (34) of the Elementary and Secondary Education Act, professional development means a "comprehensive, sustained, and intensive approach to improving teachers' and principals' effectiveness in raising student achievement." As educators, Pi STEM takes this call very seriously. Pi STEM's Professional Development realizes that our unique program requires specialized training and development to ensure all stakeholders are successful. Pi STEM will offer a spectrum of comprehensive trainings for staff to ensure an understanding of the school culture and their instructional roles in our unique and dynamic program. Training is offered to all staff members with alternate focuses depending on specific duties. Pi STEM's trainings include (but are not limited to):

- Culture & Mission
- Curriculum
- Project-Based Instruction
- Mastery-Based Instruction

- Day to Day Instruction Strategies
- Student Information System/Technology
- Equity
- Time Management
- Center Coordinator
- Compassion and Caring
- Student Advisor
- Formative Feedback
- Teaching As Leadership

Pi STEM staff will receive extensive summer training before students arrive for the school to ensure that they have a clear understanding of Pi STEM's vision and the implementation of the Summit Learning Program.

Summer training will include the following highlights:

- An introduction to the Pi STEM instructional vision, including core values and the importance of mindset.
- Facilitated "team time," during which full teams work to consider school logistics (such as bell schedules), establish team norms, ensure curriculum aligns with local standards, and plan how to introduce students and families to Summit Learning
- Immersion into teaching and facilitating the Summit Learning curriculum, from how to lead skills-based, real-world projects, to facilitate students' learning experience via the Summit Learning Platform
- Modeled practice with 1:1 mentoring — one of three transformational pillars of the Summit Learning approach
- Time to reflect on individual and team experiences and expectations

Professional development will continue throughout the year with team coaching and training in working in the Summit Platform, making data driven decisions to assist students in the learning, as well as academic and technical support from Summit Learning.

For further assistance in professional development, Pi STEM has reached out to other schools which use a project/mastery-based model as well as other schools with a STEM focus (North Idaho STEM Charter Academy, and Columbia STEM Academy). Pi STEM teams will visit these schools where they can shadow other professionals in order learn from their example.

Pi STEM has also begun the process of applying to join in the new cohort of schools who receive training from Summit Learning. Summit Learning provides an extensive training program, free of charge, that provides free support, tools and professional development to support Pi STEM's staff through the change management process.

The application process and deadline is as follows:

- December 8th, 2017-1st Early Submission Deadline

- o Allows for access to additional Summit Learning professional development opportunities
- March 6th, 2018-2nd Early Submission Deadline
 - o Allows for access to special opportunities to connect with schools currently participating in the program
- May 1st, 2018-2018-19 Program Application Deadline
- Summer 2018-Summer Training
 - o Required in-person training for school leaders and teachers joining in the program

Please see Appendix H4 Staffing Professional Development and Evaluation.

Financials and Facilities Plan

Fiscal Philosophy and Spending Priorities

Holding the torch of deciding where tax payers' money is spent is a very serious obligation. Pi STEM feels the Board is up to the task. Specifically related to fiscal responsibility, Pi STEM has several board members with relevant experience, including several private business owners. As business owners, they know how being conservative with numbers allows the company to continue to grow. One member operates a non-profit company and understands the importance of government oversight. Another board member is a government employee that works daily with cost accounting, governmental budgeting and account ledgers. Another is a certified public accountant who has personally audited publicly funded entities like city libraries, charters schools and city's budgets. As such, this individual is a very important part of Pi STEM's board for they have a strong knowledge of the complexities of finance. Together the Board has a balanced level of understanding that will help maintain school finances. All board members understand the importance of training in their jobs and desire to take the same level of training to the governing of Pi STEM. Minimally, Pi STEM will network as a member of the Idaho School Board Association and will participate in the training available through the membership of this Association. Pi STEM has budgeted for this membership in our expenditures.

As expressed in the mission statement, Pi STEM's priority is to provide an engaging, adaptive learning environment. The founders and Board of Directors of Pi STEM believe that the most important aspects to creating this environment are not necessarily found from expenditures in a fancy building, or on expensive textbooks. Pi STEM instead believes the priority for funding should be focused on acquiring the right mentors and staff, and ensuring the necessary training and tools are available for them. Pi STEM will work diligently to provide the tools its staff and students needs to remain adaptive and engaged.

Financial Management Plan

The financial data Pi STEM used for the budget were derived from projections of other charter schools similar in size and location to Pi STEM. Using similar budgets makes sense as projections in staff and students will be parallel to these schools. Pi STEM expects its facility (structure, land, utilities, parking & landscaping) to be similar in size with many of the same needs. Pi STEM understands that projected enrollment is not typically met within

the first few years, therefore the financial budget is more conservative with its plans to prepare for this likelihood. Pi STEM's breakeven enrollment count is 226 students. In the event of low enrollment, Pi STEM is prepared to reduce expenses by cutting the number of paraprofessional employees, facility expenses, or the number of mobiles and furniture. Other negotiable expenses will include salaries and vendor contracts. Pi STEM's fixed costs will consist of personnel, IT, facility expenses and loan repayment(s). Pi STEM's focus will be on its environment, culture and mentoring program. Pi STEM's board understands all monies that fund the school are public funds and will have significant accounting, oversight and audits. Pi STEM's board will be expected to understand the criticality of this financial oversight and the requirements to preserve fiduciary governance. Pi STEM's board members will be trained on the purpose of the following financial reports and value of such reporting to be timely, accurate and comprehensible:

- Balance Sheet
- Cash Flow Statement
- Income and Expense Statement
- Budget versus Actual Report

Pi STEM has adopted a philosophy of transparency and will keep all financial records public.

Pi STEM intends to hire a full-time book-keeper, or contract a bookkeeping service familiar with charter school finance, that will have a strong understanding of requirements for reserves and experience in handling the accounting process. This person will work closely with the Office Manager who will be responsible for communicating the financial reports noted above to the Board. From the information provided, the Board will determine if decisions being made are fiscally responsible and fulfilling the mission of this school.

Pi STEM's budget was created by its founders, many of which are taking an active role on the Governing Board of Trustees. All Board members, including future members, need to have a knowledge of what will be required for Pi STEM to remain financially solvent.

Description of Facility Needs

Pi STEM has a great vision of what the facility will look like and how children will move throughout the building. The Founding Board of Pi STEM also understands that its ideal structure will not be constructed in its early years. Mobile classrooms will likely be the most financially responsible option in the beginning. To keep with the mission and culture, Pi STEM is communicating with mobile classroom companies. These companies can provide large exterior structures with open floor plans allowing a communal atmosphere. These spaces will include break out rooms, a large conference room, spaces for small groups, glass wall separators and large open areas that can work for community expositions.

Pi STEM has had discussions with two different architects in reference to the possible structure designs, and how to best plan. One architect Pi STEM spoke with is willing to work with the mobile company in constructing the mobile classroom structure with the right supports for future alterations. These alterations would make the structure more aesthetically pleasing and fitting to the interior feel as well as allow the mobile classroom

structures to be reused in the permanent structure. The other architect firm has designed multiple structures that incorporate the open design concepts that fit with Pi STEM's model. Figure 1 below is a generic diagram showing the concept of a FLEX model. Figure 2 shows the floor plans of a school designed by the second architect and closely resembles a structure that would work well for Pi STEM in the future.

Pi STEM is aware that a structure will not likely be built for at least a few years. Until that time, Pi STEM will attempt to develop a similar environment within the mobile classroom units, with a separate area for the administrative staff. In such a scenario, as well as with the future permanent structure, Pi STEM has investigated concerns of sound management in the open concept with the architects. The architects provided an acoustical analysis report on the design seen in Figure 2 that can be seen in Appendix H1.

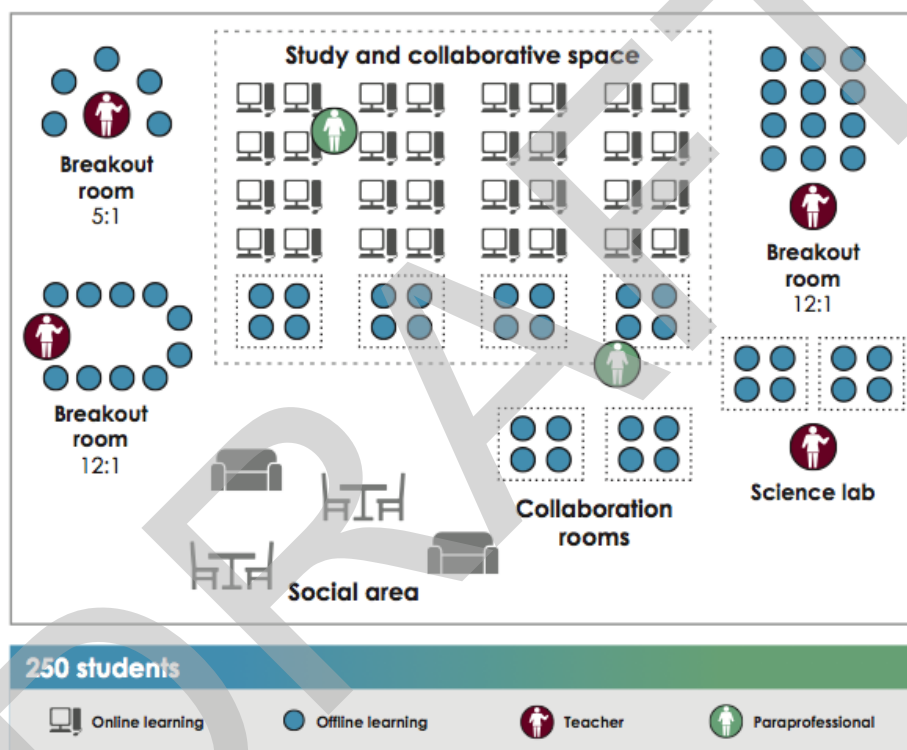


Figure 1: Generic FLEX Model

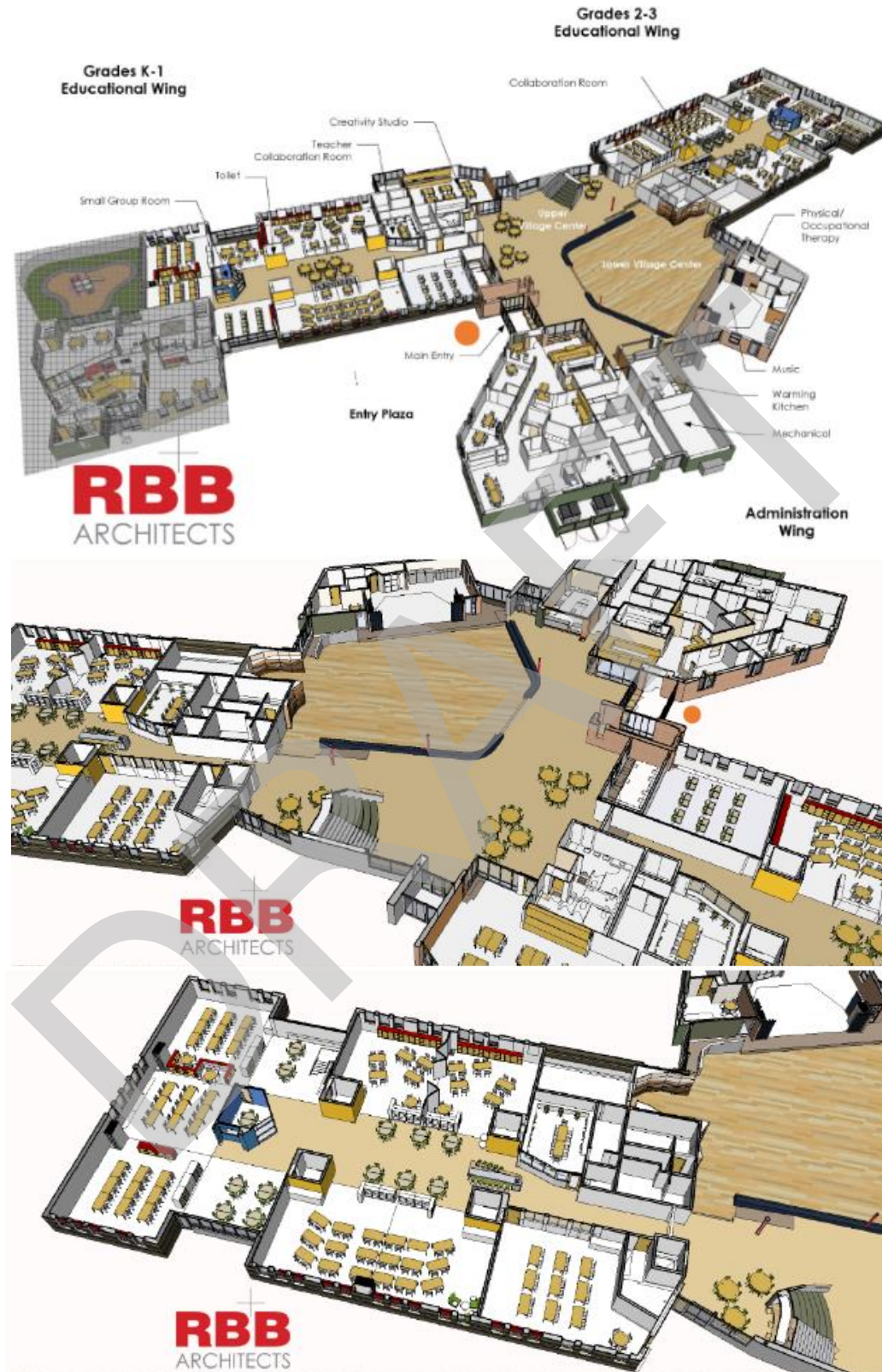


Figure 2: Envisioned Structure using a FLEX model

Board Capacity and Governance Structure

Dr. Carpenter, in his book Charter School Board University, clearly explains the difference between governance and management; simply stated, governance asks “how well” while management determines “how”. He notes that in practice however, maintaining this distinction can be difficult for boards, and that the most successful boards will continually discuss their purpose and note that the method to fulfill this purpose is by governing, not managing.

Description of Governance Structure

The organizational structure of Pi STEM has evolved from a small group of individuals with a common dream to a more structured Founding Board with roles and assigned responsibilities. The Founding Board is a working board that incorporates both the aspects of governing and managing with additional assistance from other founding members (see Appendix D Petitioning Group). Pi STEM's Founding Board will transition to a formal governing board as described in the transition section below. The transition of the board will alter the management aspects however, the board structure will remain similar.

The Board of Directors will be comprised of five to nine voting members, all Idaho residents, who shall monitor all business affairs of Pi STEM. Positions within the board will include Chairman, Vice Chairman, Secretary, Treasurer and Communications Director. The Board will be responsible for all school policy decisions, including ensuring its academic program is implemented effectively and is resulting in quality student achievement, adopting appropriate school policies, reviewing the school's financials, overseeing student discipline, monitoring organizational program performance, and ensuring other policy considerations are implemented as needed or as mandated by state or federal law. Ultimately, the governing body will be responsible for overseeing the academic program's effectiveness, the school's fiscal performance, and ensuring that the school is performing its mission faithfully. Further detailed expectations and goals for the governing body of Pi STEM are set forth in the bylaws found in Appendix B Bylaws. The diagram below depicts the governing structure for Pi STEM.

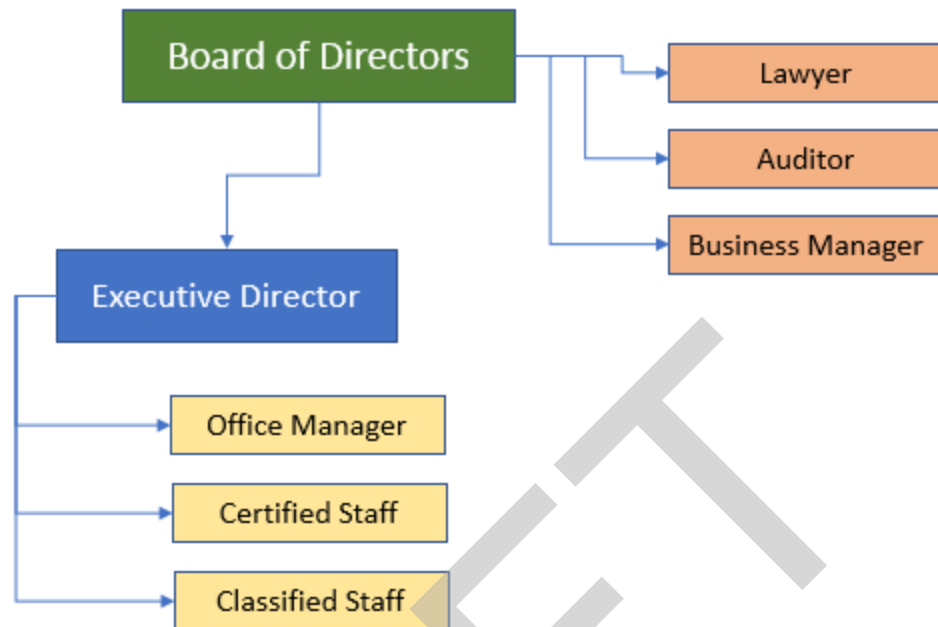


Figure 3: Pi STEM Governance Structure

As legally accountable for the operation of the charter school, the Pi STEM Board of Directors commits to adhering to all federal and state laws and rules and acknowledges its responsibility for identifying essential laws and regulations and complying with them. This includes Idaho's Open Meeting and Public Records laws.

In addition, board members will be expected to do the following:

1. Unrelentingly pursue the goals set forth for the academic achievement of its students
2. Enhance Pi STEM's public standing
3. Serve as ambassadors, advocates and community representatives of the school
4. Ensure legal and ethical integrity and maintain academic accountability
5. Use personal and professional skills, relationships, and knowledge for the advancement of Pi STEM
6. Believe in and be an active advocate and ambassador for the values and mission of Pi STEM
7. Work with fellow board members to fulfill the obligations of board membership
8. Keep informed about the school by attending board meetings

Pi STEM understands the importance and value of a strong governing board. The Founding Board believes through early founder's education, review of other (both successful and unsuccessful) charters, and the development of policies, orientation practices and training for future board members, Pi STEM will effectively maintain its board capacity and governance ability.

Founding Board Qualifications

Pi STEM's founding group is represented by experienced individuals with diverse backgrounds, who are committed to helping students reach their utmost potential. Pi STEM is governed by a board consisting of local community leaders who are actively involved in education, specifically with underserved populations.

The members of Pi STEM's founding group have valuable skill sets for the current roles within the Founding Board as well as those necessary for the later governing Board of Directors. These skills include educational administration, PBL/STEM/PLP teaching, banking, special education, CPA experience, entrepreneurship, real estate, business management, information technology, cost accounting, charter development, parental skills, social work, school board/PTO membership, and multi-lingual skills. The vast array of capabilities has provided Pi STEM multiple viewpoints into the development of its charter. Please refer to Appendix C for Board Member resumes.

While Pi STEM is fortunate to have a group with a diverse area of expertise, the Founding Board agrees there is an opportunity to strengthen specific skills related to operation of a successful board and finances specific to education and charter schools. This knowledge will be beneficial to the Founding Board, with the board transition, as well as the ongoing implementation of Pi STEM's charter. To develop these areas, specific steps have been included in the transition plan detailed in the following section.

Transition Plan

Pi STEM's organizational structure has transitioned as it has progressed through the processes necessary for the development of a new charter school. Lengthy, in-depth discussions related to multitudes of topics and informal agreements have transitioned to delegated planning, research and recommendations, and meetings with predefined agendas for communication and formalized decision-making. And while Pi STEM is no longer functioning as a small informal group it is still very much a 'working' board not solely focused on governing.

To transition the current board into the necessary structure for successful governance, Pi STEM's Founding Board has determined the steps that will be required. The steps are not necessarily chronological however should follow a logical order, for example new members must be selected before being trained.

Current founding board members will discuss and appoint the individuals to the governing board. In some cases, the individuals will be the same as those in the Founding Board. In cases where they will change, adequate time will be allotted for the position's transition.

All governing board members will complete the initial board member training to include topics such as: member roles & responsibilities, board governance & development, Parliamentary Procedure, charter school finances and financial reports, Pi STEM's mission, charter and anticipated measurement standards, as well as other topics noted in the following training section as well as in Pi STEM's Board Member Orientation. In alignment with the founding philosophy, Pi STEM will not dictate the method for the training but

instead allow each member to learn in the method that best meets their learning style. Pi STEM will provide methods such as online instructional videos, books, and one-on-one peer development for each topic. Each member will then be asked to certify their understanding of the topics.

A timeline will be established noting the expected hiring date for the school leaders as well as the date the board will transition. The transition date may be before, but not after, the school leaders hire date.

During the transition process the Founding Board will monitor the progress and determine if adjustments are necessary due to skill gaps or other factors. Founder's Syndrome is one such other factor that will be monitored for and avoided. Symptoms and methods for avoidance of founder's syndrome include:

- Symptom: Appointment of new board members that are not for the benefit of the board but merely due to being 'founder friendly'
 - Avoidance method: Ensuring the board determine the group's strengths and weakness will allow recruitment in areas of weakness
- Symptom: Founder(s) become the sole decision makers
 - Avoidance method: The board will train and continue to improve skills in governance practices and implement parliamentary procedures
- Symptom: "My" statements – "my school", "my staff"
 - Avoidance method: Board members will revisit the agreed ethics commitment and be allowed to voice any concerns if such symptoms are recognized
- Symptom: The board tending to support the founder more than the mission
 - Avoidance method: Reading/public discussion of Pi STEM's mission will become the initiating process for each Pi STEM Board meeting

Pi STEM believes these issues can be avoided by ensuring the board is well versed on signs and symptoms. The associated issues can further be avoided by developing strategic planning and ensuring new board members receive orientation and training.

Pi STEM recognizes that the interdependent nature of the founding board will take time adjusting into roles of an independent 'board' and 'staff' but believes by incorporating this strategic, well-communicated transition plan will improve the process.

Board Training and Recruitment

Pi STEM will have an autonomous Board of Directors dedicated to the successful operation of the school. The Board of Directors will be initially composed of individuals with expertise in education, business, and/or other areas that directly benefit Pi STEM as previously described and reflected in the board member's resumes (Appendix C). Newly appointed Directors shall serve for a minimum two year to three year, staggered, terms with no limit to the amount of terms served.

All Board members will complete an initial orientation, in which they will be asked to certify their understanding of the following topics:

1. Conflicts of Interest

- a. All Board of Directors will be expected to sign a conflict of interest form

2. Board Roles and Responsibilities

3. Models of Governance and Leadership

4. Ethics

- a. The code of ethics will serve as a code of conduct for board members. It will promote values such as: selflessness, integrity, objectivity, accountability, honesty, and leadership. The Board of Directors will use the code of ethics as a guideline for making ethical choices and ensure accountability for those choices. During orientation, the Board of Directors will be given a presentation on the code of ethics and address any questions or concerns. By acknowledging and signing the code of ethics, the Board of Directors will express their commitment to ethical behavior. An initial code of ethics was determined and signed by Pi STEM's founding board members. (Appendix H2)

5. Financial Responsibility & Report Understanding

6. Overview of School Philosophy, Structure and Expected Outcomes (Measurables)

Pi STEM strongly believes in a model of reflection and continuous improvement. The Board of Directors will determine specific training opportunities for the team and develop the process for that training to occur each school year. There are numerous sources, including the Idaho State Public Charter School Commission, to assist Pi STEM in locating the resources necessary to ensure the Board is adequately trained and improving in its skills. The Idaho State Department of Education provides each Public Charter School Board a yearly stipend as a resource for yearly Board training. Pi STEM's board will maintain a reference of valuable training opportunities to include books, links to online videos, and persons available for one-on-one instruction. Time will be allotted within many of the yearly school board meetings to refresh board skills as well as discuss additional learning opportunities.

The founding board has outlined the specific resources below that will be used in the board's training:

- The SPEED of Trust: The One Thing That Changes Everything: Book by Stephen M. R. Covey
 - Members will examine the training materials and develop methods to implement enhancements to the team based on the training
- Charter School Board University: An Introduction to Effective Charter School Governance: Book by Brian L. Carpenter
 - Members will read the book as well as use the tools the book provides to revisit the lessons and improve board functionality on an ongoing basis
- Idaho School Boards Association Training (membership was attained by the board see Appendix H2): [Website listing of development options](#)

Pi STEM's Board became members to the ISBA in October 2017 and will review the valuable tools and training available from membership.

Pi STEM understands the extreme value of a well instructed, well informed, and operational board. Pi STEM believes in the simplest terms, a good board of directors can greatly impact,

if not determine, the overall success of the school. The image below illustrates this thought. It also highlights how continual improvement can improve Pi STEM's board recruitment.



Figure 4: Governance Impact

Pi STEM will maintain solid community connections and seek out potential board candidates early and often. Through internal board reviews, a committee will be developed so that the board will understand both its strengths and weaknesses and strive to fill those areas of weakness with improved educational opportunities as well as with our candidate searches.

Student Demand and Primary Attendance Area

Enrollment Capacity

Pi STEM intends on serving students grades K-12. The minimum enrollment for financial viability is 226 students, or about an average of 33 students per class for grades K-5 (198 students) and 33 students per class for grades 6, 7, and 9 (99), for a total of 297 students. A more precise estimate of Pi STEM's enrollment will be available three months prior to school opening. Year two will roll up 8th and 10th grades adding 66 students to the totals. Year three will roll up 11th grade adding 33 more students. Please refer to Table 2 below for a detailed description. Pi STEM has chosen this enrollment model because 7th and 9th grade years are typical transition stages in education, and would have an improved chance of full enrollment. This way, they will not be supporting a complete K-12 school in the first years of operation. Pi STEM understands the possibility for low enrollment in the secondary grade levels and understands the budgetary concerns with smaller secondary student enrollment. In an effort to balance these concerns, Pi STEM is seeking and hiring highly qualified teachers. More information can be seen in the educational program section of this petition.

Paraprofessionals will be especially useful as mentors to students who need more one-on-one time, especially those who have a 504 plan, an IEP, are ELL learners, or behavioral problems. They will assist in maintaining structure during student break times as well as

guiding small groups of students in various subjects and projects. Pi STEM will look to hire paraprofessionals that are familiar with working with children and have the knowledge and skills to do so. They also must be flexible and willing to learn and adapt if necessary. It will be important that those hired are able to step in when they recognize something is off with students they frequently work with and recognize when a student is at their frustration level and refrain from pushing the student past their abilities.

Pi STEM's future plans are to replicate not expand the school model in an effort to maintain Pi STEM's mission and culture.

Enrollment Preference

Pursuant to Section 33-5206 of Idaho Code, Pi STEM will use the following preference grouping:

- first, to children of founders and Pi STEM staff, provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of the public charter school;
- second, to siblings of pupils already selected by the lottery or other random method;
- third, to pupils seeking to transfer from another Idaho public charter school at which they have been enrolled for at least one (1) year, provided that this admission preference shall be subject to an existing written agreement for such preference between the subject charter schools;
- fourth, to students residing within the primary attendance area of the public charter school; and
- fifth, by an equitable selection process such as a lottery or other random method.

Table 2: Enrollment Plan

Year	Total enrollment	Grades served	# of classes per grade	# of students per class
2018-2019	297	K-7, 9	1	33
2019-2020	363	K-10	1	33
2020-2021	396	K-11	1	33
2021-2022	429	K-12	1	33

Primary Attendance Area

The primary attendance area for Pi STEM will lie within the current boundaries of the Kuna School District, as seen in the map below:

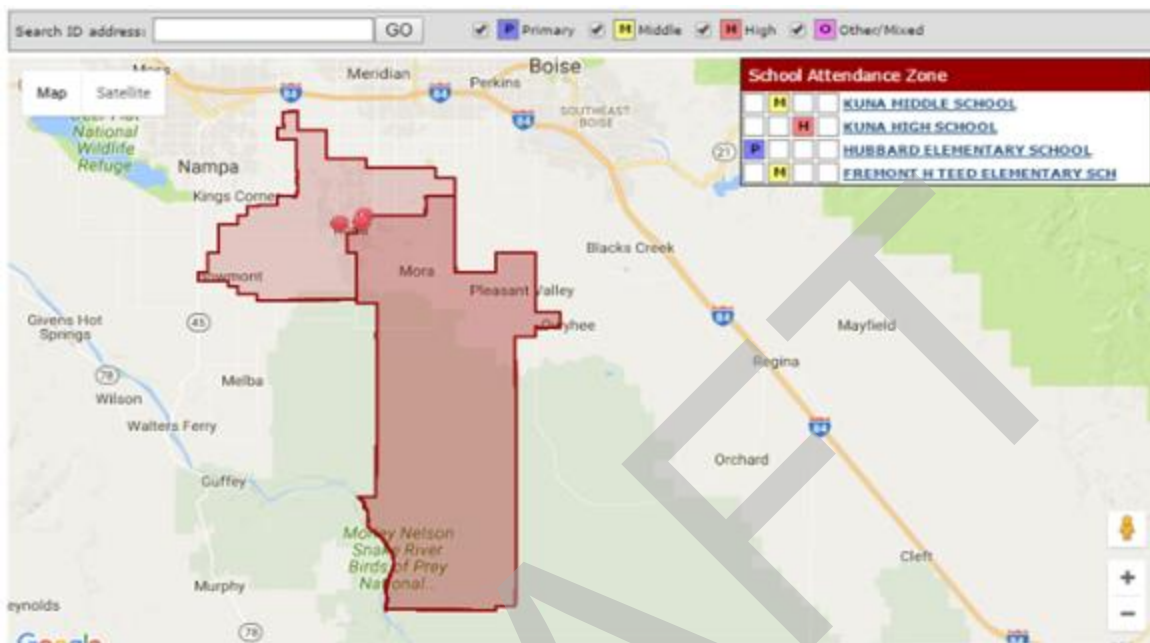


Figure 5: Attendance Map

Pi STEM is located in the Treasure Valley region of Idaho, in the city of Kuna. As of the 2010 Census, there were 15,210 people living in the city. The racial makeup of the city was 91.2% White, 0.6% African American, 0.8% Native American, 0.7% Asian, 0.1% Pacific Islander, 3.6% from other races, and 2.9% from two or more races. Hispanic or Latino of any race was 8.6% of the population.

The demographics of the proposed school will be mixed with no focus on ethnicity, gender, or socioeconomic background. All students will be welcome and all students will have the opportunity to excel in their choice of study.

Community Need and Market Interest

The city of Kuna is a growing bedroom community in the Treasure Valley located in Southwestern Idaho. Kuna's growth rate is outpacing the ability for the local school district to be able to provide a learning environment that is personalized to the individual student's needs. As the city of Kuna and its school district continues to grow, the need for families to be able to choose a form of education that fits their student's needs will also continue to grow.

Wendy Johnson, the current superintendent of the Kuna school district recently stated in a district press release that "The current high school will be approximately 200 students over capacity this year and so our need is profound." (For another school) The current Kuna High

School capacity is 1,600 students which means that there are 1,800 students enrolled (Appendix H1 Online Articles).

An article from the March 6th, 2017 Idaho Statesman highlights the need for more schools for all grades. The full article has been attached in Appendix H3, an excerpt however notes that “Kuna school officials anticipate 1,000 new homes in Kuna over the next three years. The district has 10 schools. New students will enter a district where many schools already are either at or above capacity, so the district’s plan calls for expansion at the elementary, middle and high school levels.

The bond and additional levy that was passed by tax payers in March, 2017 will pay to:

- Build the first third of a new high school to reduce overcrowding at Kuna High, including new classrooms and professional-technical space. \$25 million.
- Convert Teed Elementary to a middle school for grades six to eight; expand Kuna Middle School, which now has grades seven and eight, to include sixth grade. \$6 million.
- Add four new classrooms at Silver Trail and Reed elementary schools, other building updates. \$5 million.
- Other maintenance. \$4 million” (Idaho Statesman Article 136832393).

By converting Teed Elementary School, which currently houses grades 4-6, into a middle school, nearly 200 students in grades 4-5 will be displaced. This is a fact that was not accounted for in the bond or the levy reported plan. The district will begin rezoning meetings on Thursday, October 12th, but this does not solve the problem for these students and families. They are going to be relocated into already crowded elementary schools.

The following tables project growth for the elementary schools currently in Kuna:

Table 10
Projected Resident Elementary Students by Attendance Area

Attendance Area Reed ES														
	ACTUAL				PROJECTED RESIDENT STUDENTS									
	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
K	44	39	40	51	49.7	49.9	51.8	50.8	50.6	50.6	50.7	50.9	50.7	50.7
1	60	45	46	50	54.1	52.7	52.9	54.9	53.9	53.7	53.6	53.8	54.0	53.8
2	43	64	49	47	53.0	57.3	55.9	56.0	58.2	57.1	56.9	56.8	57.0	57.2
3	56	44	64	55	49.3	55.6	60.2	58.7	58.8	61.1	60.0	59.7	59.7	59.9
4	61	54	49	68	57.2	51.3	57.9	62.6	61.0	61.2	63.5	62.4	62.1	62.1
5	56	57	55	48	66.6	56.1	50.3	56.7	61.3	59.8	60.0	62.2	61.1	60.9
6	65	58	61	61	51.4	71.3	60.0	53.8	60.7	65.6	64.0	64.2	66.6	65.4
K-6	385	361	364	380	381.3	394.2	389.0	393.5	404.5	409.1	408.7	410.0	411.2	410.0

Attendance Area Silver Trail ES														
	ACTUAL				PROJECTED RESIDENT STUDENTS									
	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
K	67	68	75	54	60.8	69.3	76.8	85.7	90.1	96.2	102.6	107.4	112.5	118.1
1	84	73	70	77	64.1	75.1	82.8	94.6	100.1	104.6	111.0	115.8	120.7	126.4
2	60	93	76	69	88.6	79.2	89.6	101.7	110.3	116.1	120.8	125.7	130.7	136.2
3	81	67	97	80	81.8	106.7	95.7	110.9	120.0	129.1	135.3	138.5	143.7	149.4
4	84	86	77	100	93.5	99.5	124.9	117.3	129.7	139.4	149.0	153.8	157.3	163.1
5	84	76	85	87	109.3	106.6	111.7	141.3	130.1	142.7	152.4	160.5	165.3	169.2
6	90	92	79	90	101.9	129.8	125.9	135.6	163.4	151.5	165.0	173.6	182.3	187.9
K-6	550	555	559	557	600.0	666.2	707.4	787.1	843.7	879.6	936.1	975.3	1,012.5	1,050.3

Table 10
Projected Resident Elementary Students by Attendance Area

Attendance Area Crimson Point ES														
	ACTUAL				PROJECTED RESIDENT STUDENTS									
	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
K	61	62	56	54	55.5	57.0	59.5	60.9	62.1	63.6	65.3	65.9	64.9	64.9
1	72	61	71	69	63.7	65.2	65.7	70.2	71.4	72.8	74.5	75.0	73.8	72.7
2	65	75	50	78	71.2	65.7	66.2	68.2	72.3	73.6	74.9	75.4	74.3	73.1
3	78	72	79	53	88.2	80.5	73.5	75.6	77.5	82.0	83.4	83.5	82.2	81.0
4	69	82	66	76	55.3	89.9	81.3	75.9	77.7	79.6	84.0	84.2	82.7	81.4
5	56	70	81	75	83.6	61.5	97.1	89.6	83.5	85.4	87.4	90.8	89.2	87.6
6	69	60	74	71	77.1	85.4	62.5	99.3	91.5	85.5	87.4	88.2	89.9	88.3
K-6	470	482	477	476	494.6	505.2	505.8	539.7	536.0	542.5	556.9	563.0	557.0	549.0

Attendance Area Hubbard and Teed Combined ES														
	ACTUAL				PROJECTED RESIDENT STUDENTS									
	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
K	104	96	90	123	120.9	124.7	128.4	128.4	129.4	130.3	131.9	132.8	131.6	131.6
1	100	113	100	97	133.9	134.8	135.7	141.5	141.6	142.2	143.2	144.0	143.4	142.1
2	119	103	124	101	101.9	143.3	141.1	143.9	150.0	149.7	150.3	150.4	149.7	149.1
3	102	115	114	119	101.0	104.7	142.8	142.3	145.1	150.8	150.4	150.2	148.9	148.2
4	99	108	122	121	127.2	111.1	112.0	154.2	153.7	156.3	162.3	160.9	159.2	157.8
5	95	104	103	122	122.0	131.1	112.1	114.6	156.9	156.1	158.6	163.7	160.9	159.2
6	85	103	107	113	130.4	133.4	139.9	121.6	124.4	168.7	167.9	169.6	173.5	170.6
K-6	704	742	760	796	837.3	883.1	912.0	946.5	1,001.1	1,054.1	1,064.6	1,071.6	1,067.2	1,058.6

Attendance Area Indian Creek and Ross Combined ES														
	ACTUAL				PROJECTED RESIDENT STUDENTS									
	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
K	70	66	71	62	62.7	63.7	66.1	65.6	64.9	64.8	65.0	65.2	65.0	65.0
1	80	68	69	66	61.0	61.3	61.4	63.8	62.4	61.6	61.6	61.8	62.0	61.8
2	83	85	72	69	68.9	63.5	62.9	63.1	64.5	63.0	62.2	62.2	62.4	62.6
3	75	80	95	71	70.5	70.1	63.8	63.4	62.5	63.8	62.4	61.6	61.6	61.7
4	68	78	75	97	72.5	71.7	70.3	64.3	62.7	61.9	63.2	61.7	61.0	61.0
5	90	70	77	75	99.2	74.4	72.6	71.4	64.3	62.7	61.9	63.2	61.7	61.0
6	82	86	71	82	77.2	101.1	75.3	73.7	71.4	64.3	62.7	61.9	63.2	61.7
K-6	548	533	530	522	512.0	505.8	472.4	465.3	452.7	442.1	439.0	437.6	436.9	434.8

Figure 6: Kuna Elementary Project Growth

Desire from the community for additional education options is evident. There is currently a program at Kuna Middle School, similarly modeled to what Pi STEM is offering, called Synergy. It is a group of learners using a problem-based learning format and use portfolios as assessment tools. At Kuna Middle School, the teams of students share the learning space of two classrooms and the cafeteria. Students have access to 4 core teachers (math, language arts, science and history) for the entire three blocks of time. The students will not move from class to class on the bell schedule. They will work independently and collaboratively and have learning time scheduled based on their individual need. For more information about their program, you can visit their team page as documented in appendix H1. There are currently ~120 students in the program with many more who had applied.

In a recent survey completed by KSD, nearly 36% of respondents expressed a desire to see STEM/STEAM integrated into each school within the district.

The only other local charter school, Falcon Ridge Charter School, is a K-8 school that uses a different model than Pi STEM as their educational philosophy. In their last lottery, Falcon Ridge had over 500 applications and now has nearly 300 students on a waiting list.

Community members were recently surveyed about their interest in a new charter school. Data from the two key questions asked is seen below. The full Survey Monkey analysis can be found in Appendix H3 Survey Monkey Data Analysis Report.

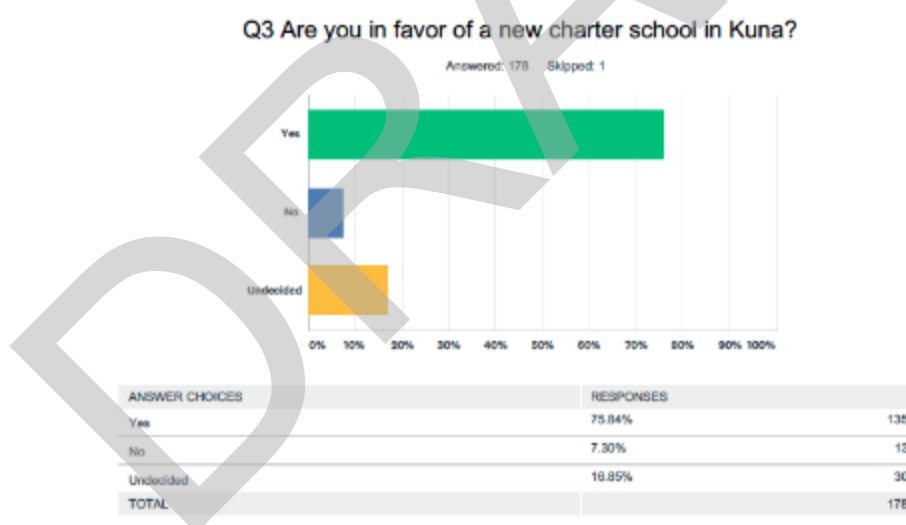


Figure 7: Community Survey Q3

Q4 Project Impact STEM Academy's mission is to provide students with a personalized learning environment which focuses on critical thinking, collaboration, communication and connecting to the community. Would you be interested in sending your kids to a charter school like this?

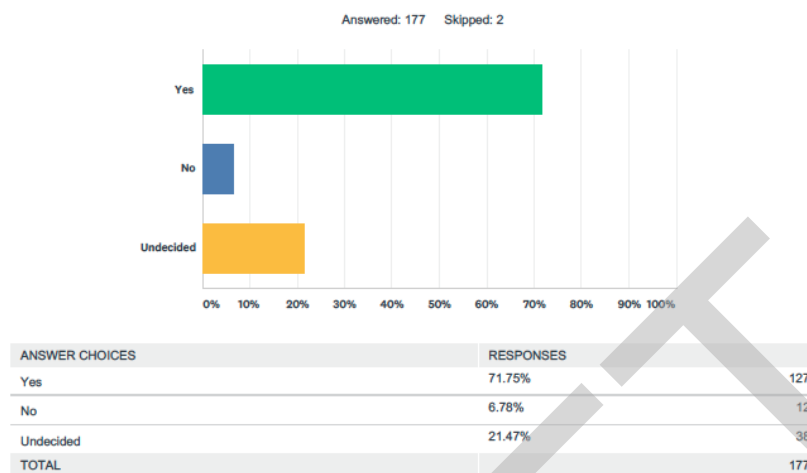


Figure 8: Community Survey Q4

In addition to the community survey, Pi STEM has set up informational booths around the city of Kuna at several events, including local grocery stores, farmers markets, and events at local businesses. At these informational booths, Pi STEM shared information about the school with the public including the emphasis placed on technology and its function as a part of the curriculum as a whole. Interested parties have also filled out intent to enroll forms. Pi STEM currently has had over 110 students register their intent to enroll and Pi STEM has a goal to have 150 or more gathered by November 30th, 2017. The team at Pi STEM will continue to market the school through community events as well as door to door canvassing.

Strategies for Enrolling Underserved Families

STEM offers students interactive, engaging (mind-on and usually hands-on) lessons when compared to traditional, lecture-based classrooms. By the very nature of being interactive and cross-curricular, STEM lessons allow for students who have previously not connected to their learning, connect to it.

According to 2012 statistics from the U.S. Department of Labor, minorities make up less than 5 percent of the STEM-based workforce. On college campuses, black and Latino students make up less than 20 percent of those studying in science- or math-based disciplines. An article written by Joseph P. Williams says, "Unless it ramps up STEM education for all students -- including kids who struggle to obtain it now -- the U.S., once dominant, will fall further behind the world in the fast-growing global technological economy."

The research has shown factors that affect minorities engagement include lunch programs, transportation, and before and after school programs. Pi STEM will strive to provide these important services for all students and families with these needs. Although Pi STEM understands that transportation and lunch options are expensive components for the first year of operation, Pi STEM is committed to providing these services. Additionally,

discussions are in progress with the Boys and Girls Club to provide before and after school programs within Pi STEM facility. The program director, Mrs. Colleen Braga, has supplied a letter of support and expressed her optimism to work with Pi STEM which is available in the appendices.

Pi STEM is committed to maintaining an inclusive student population reflective of the Kuna School District. Pi STEM will institute a recruitment program designed to educate and inform potential students and their families about its instructional program and to ensure that all Kuna residents are given an equal opportunity to enroll their children at the school.

Pi STEM will implement a recruitment campaign to ensure we are fully enrolled prior to our proposed August 2018 opening. We will continue to reach out to the community once the school is operational to maintain enrollment.

The recruitment program will include, but not necessarily be limited to:

- Promotional materials, such as brochures, flyers, advertisements and press kits in English as well as Spanish
- Weekly public meetings to introduce our program and answer questions
- Monthly STEM club opportunity for children and parents to participate in STEM activities organized by Pi STEM
- Secure letters of intent to enroll from interested parties and continue inclusion and communication with these individuals in regards to school operations and events (this data will be made available to PCSC)
- Founder/board visits to preschools, community centers, religious organizations, Chambers of Commerce and community organizations throughout Kuna to publicize the school
- Information booths and distribution of information at community events, community centers, local businesses, social service agencies, faith-based organizations, farmer's markets, grocery stores, and shopping centers to promote the school and to meet prospective students and their families
- Distribution of promotional material to local businesses as well as more lengthy discussions with business owners to gather input
- Open house and school tour visits (once appropriate) on a regular, on-going basis to offer opportunities for prospective students and their families to learn more about the curriculum
- Information is being distributed through door-to-door canvassing, particularly in underserved areas.

Virtual and Blended Programs

Rationale

In educating a new generation of digital learners who are natives to the everyday use of technology, integrating a digital platform for learning becomes practically a necessity. Digital natives have a better understanding of the digital tools that are shaping our world and economy than any other generation before them. Any child that was born after the year 1980

is considered to be a digital native because they have always known a world that has had digital tools and a form of the internet. Just being born during the digital age, though, does not mean that a digital learner properly understands how to use digital tools.

Pi STEM believes that proper training in becoming responsible digital citizens is paramount to the future success of our students. In order to do so, students at Pi STEM will be taught to use digital tools to demonstrate their learning and a learning management system where they will access a large part of their curriculum. Using these tools does not mean that Pi STEM's students will have little contact with teachers though. In fact, with the proper use of digital tools, the time that teachers spend with students becomes richer and more impactful through the use of roles of mentorships, project-based learning and student demonstrations of their learning.

Where the model of blended learning is still new to education, studies has shown that for certain students, the model is very effective. Just as the traditional classroom setting is not appropriate and fit for all students, the blended learning model is not appropriate for all students, either. To determine whether a blended learning model is effective when compared to a traditional, face-to-face model, researchers have investigated learner characteristics/background such as self-regulation, computer competence, workload management, social and family support, attitude towards blended learning, gender and age (Kintu, 2017).

It has been noted, that when regarding knowledge construction, effective learning occurs where learners are actively involve (Nurmela, 2003). To have an effective blended learning model, it would be required for students to initiate, discover and accomplish the processes of knowledge as a precursor to having face-to-face instruction with their teacher (Kintu, 2017). The blended learning model that Pi STEM will adopt in conjunction with Summit Learning, will provide our students the opportunity to prepare for face-to-face instruction so that the student will become more engaged with the teacher and the student's learning.

An environment that provides for effective blended learning is necessary when undertaking innovative pedagogical approaches through the use of technology and learning (Kintu, 2017) The open, and engaging environment of Pi STEM along with the flexible learning platform provided by Summit Learning, will provide the perfect learning environment for Pi STEM's students.

Even with the right learning environment along with having the correct technology, creating an effective blended learning program is not enough without addressing having the correct mindset for growth. Susan O. Moore, supervisor of blended learning at Meriden Public Schools (CT), breaks the implementation of blended learning into five stages which closely mirrors and supports Pi STEM's mission:

1. Build the capacity of staff members to support each other in the transition to a blended learning environment. Provide opportunities for staff to visit each other's classrooms and collaborate.
2. Allow teachers and students the freedom to fail and learn from mistakes.

3. Engage student experts to support each other and their teachers in learning new technologies.
4. Encourage students and teachers to take charge of their learning. Providing control over “time, place, path and/or pace” comes with responsibility. For example, a student might have access to digital content during the high school pep rally, but is that the best time and place to retain the information? Teachers may need additional training in using rotation models or creating digital content. “They need to model extending learning beyond the classroom,” said Moore.
5. Take the first step. As Moore put it, “We have had several reluctant teachers who, after implementing their first blended learning lesson, wondered why they hadn’t tried the approach sooner. (Thompson, 2015)”

Learning Management System

Pi STEM intends to use the curriculum and Learning Management System (LMS) developed by [Summit Learning](#). Pi STEM’s Board of Directors investigated several LMS’s, Edmodo, Moodle, Schoology, and It’s Learning, and decide to choose the Summit Learning Platform because of how the platform supported the elements of Pi STEM’s mission and for the tremendous amount of technical support and training that Summit Learning provides.

Summit Learning is a network of charter schools which originated in Silicon Valley, CA. Summit Public Schools is a leading public school system that equips all students to lead a fulfilled life. It operates 11 schools in California and Washington, and shares its personalized approach to teaching and learning - Summit Learning - with more than 330 schools across the country for free. Summit Learning forms the foundation on which Summit's successful schools were built, with its schools consistently ranking among the best in the nation. Historically, 99 percent of its graduates are accepted into at least one four-year college and complete college at double the national average. To learn more, please visit <http://www.summitps.org/> and www.summitlearning.org.

Summit Learning’s education model places their students in a digital learning environment where their students learn content and skills as they work at a pace that is best for the individual student rather than the class as a group. This learning environment is blended between student’s individual work in the Summit Learning Platform and project time with their teachers and fellow students.

The Summit Learning Platform acts as a digital filing cabinet where students access content material, store project and mentoring materials and academic assessments. After school hours, students will have access to the platform where they can work as fast or as slowly as they choose through their content curriculum and projects. Students will work with their teachers to create goals for their work through the LMS where student progress can be tracked through a powerful data analysis portal. Both teachers and students are able to make real-time decisions on the assistance that the students need in order to be successful in their course studies.

Summit Learning combines core values, what science tells on how students learn best, and cutting-edge research into a school experience that is tailored to every community’s needs.

Summit Learning builds the curriculum, content delivery and assessment based upon three pillars to the student experience:

- Project-based learning-students spend the majority of their time working alongside teachers and classmates on rich, real-world projects
- One-on-one mentoring-students meet weekly with a mentor to ensure daily actions and progress align with long-term goals
- Individualized pathways-Students are empowered to set goals and deeply understand content by consuming it in a way that is best for them

Summit Learning offers a free program to help teachers along their journey where they can collaborate with a community of educators on personalizing learning. Transitioning from a traditional classroom to a personalized learning classroom requires hard work and a strong commitment by teachers and schools leaders. Creating a Summit Learning environment requires a fundamental change to the way teachers and students approach learning, so having enthusiasm and a growth mindset are critical. Everything from grading policies, to weekly schedules, to assessments, to how teachers and students spend their time will need to change to create a successful implementation that empowers teachers to meet the needs of every student.

The free Summit Learning Program includes:

- Summit Learning Platform- A free online tool that supports a personalized approach to teaching and learning for students, teachers and families
- Curricula and assessments- Standards-aligned, customizable projects and content for grades 4-12, made by teachers, for teachers
- Professional Development- In-person and on-demand professional development for Summit Learning educators
- Support and Mentorship-Ongoing support from the Summit Learning team, a dedicated mentor, and a nationwide community of Summit Learning educators

The Summit Learning Platform helps students connect their long term goals to their daily actions. Students move at their own pace to learn skills, apply those skills to real world projects and reflect on their learning.

The Summit Learning Platform contains curriculum developed by teachers in the classroom. It is a collection of meaningful projects, concept units and playlists of content and assessments that are included in the Summit Learning Platform. Summit Learning teachers have access to a complete curriculum in English, math, science, Spanish, and social studies for grades 4-12. Playlists of content (text, videos, and exercises) for each course allow students to choose how they learn best. Online on-demand assessments give teachers and students real-time data to use to improve teaching and learning.

The Summit Learning base curriculum is designed to be the model curriculum for the program and is built with flexibility in mind so partner schools can customize it to meet the expectations of their state standards, school values and student needs. Teachers can adapt or create new playlists and projects to meet their students' needs.

The Summit Learning Platform is designed to facilitate strong relationships between teachers and students through mentoring and ongoing feedback—and between students and their peers. For example, students work in teams to apply what they’re learning to projects that mimic and solve real-world problems. Along the way, they develop strong collaboration, communication and critical thinking skills. The platform also provides teachers with the data to provide individualized instruction.



Figure 9: Summit Platform – Progression through Content

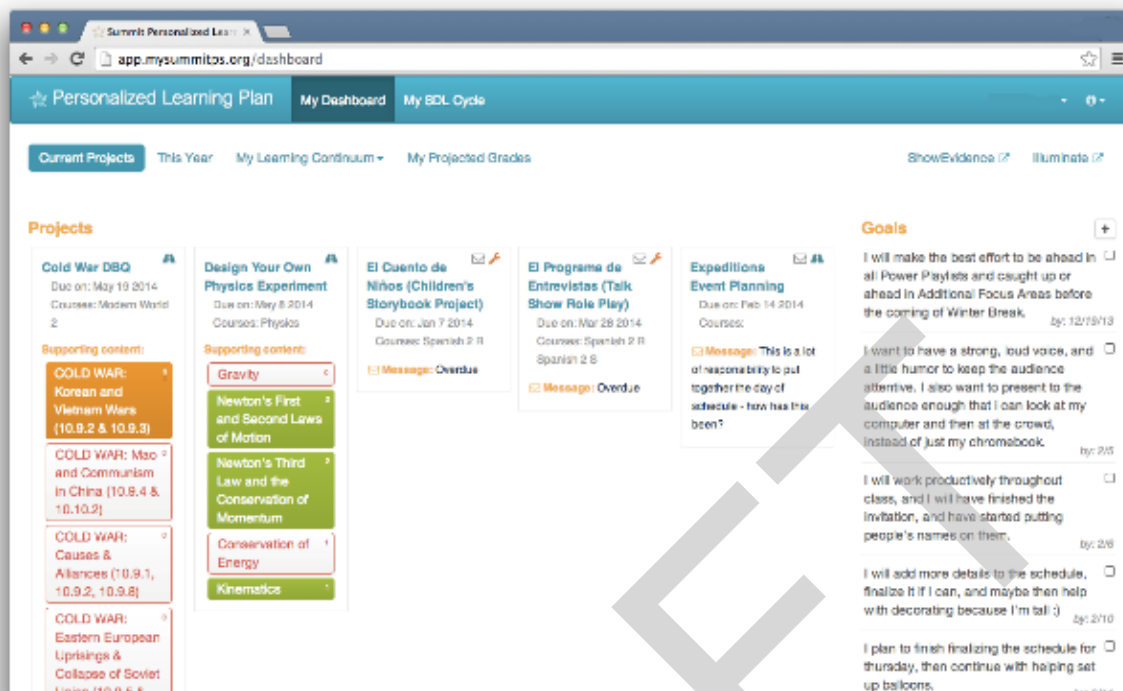


Figure 10: Summit Platform - Dashboard & Goals

Information pertaining to the outcomes of students currently using the Summit Learning Platform can be found at Appendix H1 Reports.

Attendance and Course Credit

Students working in a blended learning environment does not mean that they will be working in a vacuum separated from their teachers and cohorts. Though content is presented to students electronically, students will still provide evidence of their learning through writing, presentation, and other artifacts. Students will be assessed primarily through project work where they can fully demonstrate their understanding of the content that they are studying and skills of the tasks that they are being asked to perform.

Students will attend school in a brick and mortar building where they will have full access to technology, cohorts and teachers. Even though the school can track the time students spend on the LMS, attendance will be taken during the time that the student is in the building, not when they working outside the building.

Professional Development

Through the Summit Learning, students will experience true personalized learning through a powerful platform that has been developed by teachers with engineering assistance with a partnership with Facebook and the Chan Zuckerberg Initiative. Summit Learning provides this platform free of charge to any that wish to use it. Summit Learning also provides training

and year-long assistance in using the platform through a grant application process. Pi STEM intends to apply for this grant in order to provide further professional development for staff and teachers.

Beyond the professional development opportunities through Summit Learning, Pi STEM will have a professional development program designed for a competency-based model. In order to effectively deliver competency-based education to our students, Pi STEM will also need to have a strategy to teach the teachers those same strategies.

Pi STEM's Executive Director will develop, either their own or vendor purchased, professional development program where the teachers will be allowed to have voice and choice in the professional development that they participate in. There will be core training that all teachers will be required to participate in, such as:

- Mission- how the educational model that Pi STEM has selected support the mission of the school
- Student safety protocols-fire drills, lockdown drills, classroom management requirements
- Educator ethical and legal training-Pi STEM educators need to have a good understanding of their ethical and legal requirements that come with being a teacher

Beyond that, Pi STEM teachers will have the opportunities to participate in additional professional development topics such as:

- Leadership-classroom vision and goal setting
- Strategy-planning content curation and design
- Results orientation-student products and classroom outcomes

Teachers will be evaluated using Charlotte Danielson's Framework for Teaching along with the Idaho Core Teaching Standards as required by the State of Idaho. The professional development at Pi STEM will support the teachers in their professional growth and growth towards becoming master teachers themselves.

Student-Student-Teacher Interaction

A student's day will be broken up into segments of time where the student will have the opportunity to interact with their teachers, cohorts as well as having the opportunity to work on content on their own.

Example of a student's typical day at Pi STEM

- 8:00-8:30 Arrival
 - Student arrives at school and checks in with teacher in a home room setting for the news of the day and to set goals for the day
- 8:30-11:00 Personalized Learning Time

- Students will study content material, request to take assessment, work on project material in preparation for Project Time
 - Student will have access to teacher and cohorts for small group instruction
 - Teacher will review data of student's work to determine if and what assistance is required for the student
 - Student will be allowed to take breaks as needed while being observed by teacher or paraprofessional
- 11:00-11:45 Break/Lunch
 - 11:45-3:00 Project Time
- Students will work with teachers in small group practicing cognitive skills
 - Students will work together to solve problems in a Project Based Learning environment
- 3:00 Student completes day

Technical Support

Summit Learning provides excellent support in not only the platform technology but also competency-based educational best practices. Teachers will receive support from Summit Learning when they have questions about:

- Technical glitches and bugs
- Unsure on how to complete a task in the platform
- Having suggestions on how to make the platform perform better
- Needing coaching on personalized learning best practices

If technical issues arise, Pi STEM will have two avenues for providing support to faculty, staff, and students. The first level of support will be provided by the Executive Director. The Executive Director will ensure that the technology used in the classroom is working properly. While Pi STEM will strive to find a Director that is able to keep the technology running, we understand that some technical problems will be beyond their abilities. To overcome this, Pi STEM's second avenue will be to maintain a relationship with a local company to provide support on an as needed basis.

The local company will also be used to provide procurement and setup of classroom technology. They will make sure that each classroom has connections and devices needed so each student will be able to utilize the Summit Learning Platform and any other needed technologies. Please see appendix H1 for an example of such a contract that will be used for support and equipment.

The plan for the training of faculty and staff on the classroom technology will be as follows:

1. The Executive Director will develop a training plan for faculty and staff. This training will include day-to-day operation of all classroom technologies.

2. The Executive Director will provide a training on the Summit Learning Platform and how it is to be utilized in the classroom.

When faculty and staff have completed the training, they will then be prepared to assist students in utilizing classroom technology. Students will not begin utilizing the Summit Learning platform until grade 4, so technology training will have different phases for students:

1. In grades 1-3 students will have occasional technology use to familiarize them with how it will be used in the classroom. Each student will be introduced to the Summit Learning Platform.
2. In 4th grade the students will be official trained on how the Summit Learning Platform will be used in their coursework.
3. For students who enter the school beyond their 4th grade year, there will be special trainings provided to ensure that they will be at the same level as their fellow students.

Pi STEM understands that in the first few years of operation that all students, faculty, and staff will be unfamiliar with the technologies that will be used. The Directors of Education and Operations will provide extra training and support to make sure that everyone is brought up to speed on technology as soon as is feasible. Pi STEM Board of Directors will also work to ensure that the two Directors have the needed training to be able support all the students, faculty, and staff.

Assistive Technology

During the development of an IEP, the team will consider special factors, including the need for the student to receive assistive technology devices and services. Assistive technology devices and services will be made available to the student as needed if required as part of the student's special education, related services, or supplementary aids and services. The IEP team will also make a case by case determination regarding whether the student requires access to an assistive technology device in the home or other settings outside of school for the student to receive FAPE. If the team determines the student may need assistive technology the student will be evaluated by an Assistive Technology Specialist and/or related services provider if needed. Based on the evaluation, an IEP team will determine whether the student requires low tech (highlighters, pencil grips, graphic organizers, color overlays, etc.) or high tech (computer, text to speech, speech to text, word predication, augmented communications, etc.) solution for the student to receive FAPE.

Appendices

The Appendices have been broken out into a separate document. Please refer to the Word file Pi STEM_Appendix_V3.0 additionally attached on the provided drive.

Appendix D: IPCSC Closure Protocol

DRAFT



Closure Protocol

Idaho Public Charter School Commission

514 West Jefferson Street, Ste. 303

Boise, Idaho 83702

208-332-1561

pcsc@osbe.idaho.gov

Alan Reed, Chairman

Jenn Thompson, Director

Purpose

This document provides guidance on the public charter school closure process.

Authority

Title 33, Chapter 52 of Idaho Code, known as the Charter School Act provides for public charter school operations based on a contractual agreement between a charter school board of directors and a state authorized chartering entity, such as the Idaho Public Charter School Commission (IPCSC).

Operating contracts, known as Performance Certificates are granted by state authorized chartering entities to the governing board of a non-profit corporation that serves as the charter holder. Performance certificates are limited to five-year terms.

Closure protocol is enacted when:

- an authorized chartering entity chooses to non-renew a school's charter pursuant to I.C. § 33-5209B;
- an authorized chartering entity chooses to exercise its right to revoke a charter pursuant to I.C. § 33-5209C; or
- a charter holder chooses to relinquish its charter by approval of a resolution.

Each authorized chartering entity is required to maintain a closure protocol and is tasked with oversight of the closure process.

If closure is due to an IPCSC nonrenewal or revocation decision, written notice will be issued to the school within 14 days of the decision and this closure protocol must begin within 5 days.

Roles

Authorizer: the authorized chartering entity is responsible to maintain closure protocol and to oversee the closure process.

Charter Holder: the charter holder is responsible to ensure that all closure tasks are complete and all deadlines are met. The school is responsible for any and all costs associated with closure.

Note

Please note that every closure situation is different. This guidance document may need to be expanded or adjusted to accommodate the specifics of a particular closure.

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I. Closure Protocol Team

A. Initial Meeting

within 5 business days of the date on which written notice of closure is issued, a meeting of the closure protocol team will be held.

B. Team Members

The Closure Protocol Team shall meet at least once a month between the date of the decision to non-renew, revoke, or relinquish the charter and the final dissolution of the board. Meetings shall be organized and chaired by the “team lead”. The team lead is also responsible for compiling meeting minutes and all documentation for the final closure report.

Required members of this team shall include:

1. The school’s Board Chair;
2. The school’s Lead Administrator;
3. The school’s Business Manager;
4. The IPCSC Director
5. A Team Lead (appointed by the IPCSC Director); and
6. The State Department of Education’s School Choice Coordinator.
7. Additional members may be added to the closure protocol team by mutual agreement of the required members.

C. Subcommittees

1. Subcommittees shall be established for the purpose of managing closure tasks in the following areas:
 - i. Communication – student, teacher, family
 - ii. Financial – vendors and assets
 - iii. Business – employer and corporation
 - iv. Records – student and employee records

D. Meeting Agenda

The meeting agenda for the initial meeting of the closure protocol team shall include the following:

1. Review of the closure protocol guidance document;
2. Review of the final closure report template;
3. Review the roles and responsibilities of each party and subcommittee throughout the process;
4. Assign liaisons from both the school and the IPCSC to the Closure Protocol Team and any subcommittees;
5. Establish due dates for all tasks listed in Section I.E of these procedures; and
6. Review notification letter drafted by IPCSC Staff.

E. Important Dates

Due dates to be established at the initial meeting of the Closure Protocol Team shall include the following:

1. The date of the school's last allowable draw on public funds;
2. The date on which the school shall cease to provide services to students;
3. The date by which records to be retained beyond the closure date are to be transferred the authorizer;
4. The date by which all assets purchased with federal dollars must be transferred to the authorizer for redistribution to other charter schools;
5. the date on which all employee contracts are to be ended and all communication on behalf of the school must cease;
6. The date on which benefits will end;
7. The date by which the final audit must be completed;
8. The date by which all financial activity must be ended, including cutting the final checks and closing all bank accounts;

9. The date by which all W2s will be issued for the school's final operating year; and
10. The date by which the non-profit corporation must be dissolved.

Communication

A. Initial Stakeholder Notification

1. Within 7 business days of the date written notice of closure is issued, the school is responsible to issue a letter (drafted by the IPCSC) notifying stakeholders of closure. This letter shall minimally include:
 - a. Where and when the final order will be posted online for transparency of the reasons for closure;
 - b. The last date of student services;
 - c. Transfer procedures;
 - d. Explanation of the appeal process and when a decision regarding an appeal would be published; and
 - e. Contact information for the school's administrator and the IPCSC.
2. The school may choose to include a supplemental letter drafted by the school's board, and if so, such draft must be provided to the IPCSC prior to distribution to stakeholders.
3. The school is responsible to distribute the IPCSC's letter (and the school board issued supplemental letter, if applicable) to the following recipients:
 - a. All Parents of current students and all parents currently on a waitlist;
 - b. All Teachers, Staff, and Volunteers;
 - c. All Vendors with whom the school has an active contract or has engaged with in the past 12 months;
 - d. All Lease and Loan/bond holders; and
 - e. Any Educational Services Providers with whom the school contracts.
4. The authorizer is responsible to issue a letter informing stakeholders of the closure situation to the following recipients:

- a. All potentially impacted school districts and charter schools;
 - b. The State Department of Education;
 - c. The State Board of Education;
 - d. The Office of the Governor;
 - e. The Public Employment Retirement Service of Idaho;
 - f. The chairpersons of the House and Senate Education committees; and
 - g. The Senators and Representatives serving the state legislature on behalf of the district in which the school maintains student occupied facilities or business offices.
5. Within 7 days of the date written notice of closure is issued, the IPCSC's letter informing stakeholders of the closure situation shall be posted in a prominent location on the school's website and the IPCSC's website.

B. Staff Meeting

1. Within 7 days of the date written notice of closure is issued, the school's administrator, board chair, and business manager shall hold a meeting with all staff to discuss the following:
 - a. Media contact protocol
The Director of the IPCSC is the authorized media contact for the IPCSC. The school is encouraged to establish a single point of contact to manage public relations on behalf of the school.
 - b. Maintenance of normalcy (to the best possible level) for students through the last day of student services
All instructional and student services are required to be provided in full through the last day the school is allowed to provide such services. The student experience should remain as normal as possible through this process. It is recommended that the school provide guidance for teachers and staff early-on to ensure common language and tone is used when discussing this situation with students and families.
 - c. End of Employment Impact
This date is established by the Closure Protocol Team. When determining the end of contract dates, please consider the impact of this date on health

insurance and PERSI. When at all possible, August 31st is recommended as this will allow teachers who re-employ at another school the best opportunity for uninterrupted health insurance coverage. However, this decision must be balanced with the urgency of the closure and the school's obligation to spend as little as necessary during the closure period.

2. The meeting agenda for this staff meeting should include the following:

- a. Notification of closure timeline and timeline of parallel appeal if the school has chosen to or is considering appealing the closure decision.
- b. Review of media protocol and how to discuss the issue with parents and students.
- c. Date of last paychecks and whether/who will remain on staff after end of student services and end of contract dates.
- d. Timeline for more information regarding sick leave, vacation time, and health insurance; Cobra may not be available when the charter school providing the original health insurance ceases to exist.
- e. Timeline for more information regarding any impacts to PERSI; Employees whose last place of work prior to retirement was the school being closed may lose the ability to transfer accrued sick leave into funds used for medical coverage.
- f. Timeline for winding-down and transition of duties, including, but not limited to facility access and security, access to email and software, hardware returns, and asset management of furniture, fixtures, equipment, and curriculum.
- g. Social emotional services for staff and students if the school has chosen to make such available; We acknowledge that closure can be traumatic for staff and students. Schools are encouraged to consider making additional counseling services available.
- h. Assistance with employment transition for staff (such as access to hiring fairs or letters of recommendation) if the school has chosen to make such available.

C. Ongoing Communication

1. Additional communication with stakeholders will be necessary throughout the closure process.
2. The Communication subcommittee is responsible for ensuring that any necessary communication is timely and accurate.

F. Financial Dissolution

A. Expenses

1. Within 15 business days of the date on which written notification of closure was issued a meeting shall be held between the school's business manager, the IPCSC's Finance Manager, and the Team Lead.
2. Additional attendees (such as the school's auditor) may be invited to the meeting by mutual agreement of both required attendees. Any related costs are the responsibility of the school.
3. No later than the start of the scheduled meeting, the school's business manager shall make the following available to the IPCSC:
 - a. A list of every vendor the school has paid in the last 12 months;
 - b. A copy of all arrangements with vendors including: contracts, service agreements, grants, and/or MOUs with all services providers that are currently active or that have been active in the past 12 months;
 - c. A copy of all lease agreements and all long-term loans;
 - d. A list of all insurance policies held by the school (including liability, directors and officers, worker's comp, etc.), including company, policy number, and coverage specifics; and
 - e. All bank statements for the previous 12 months.
4. The meeting agenda for this meeting shall include the following:
 - a. A review of statute, rule, policy, and regulations related to closure as presented by the Closure Team Lead.
This part of the discussion should consider requirements of the IRS, the Department

of Labor, the Government Accounting Standards Board, as well as the Idaho Charter School Act and rules and policy established by the State Board of Education and the State Department of Education.

- b. A review of projected cash flow through end of operations as presented by the school's Business Manager.

There will be time to revise this initial projection as closure progresses, and the numbers are expected to shift throughout the process, but this exercise establishes a starting place. Please consider the last allowable draw of funds, payroll through end of contracts, and note that there may be additional closing costs, such as a PERSI buy out, storage costs, or penalties on early lease termination.

- c. Development of a plan for immediately reducing spending to necessities only, which may require board action to suspend or change policies to allow for changes in who has spending authority and at what amounts.
- d. Prioritization of payment of anticipated expenditures, pursuant to Idaho Code.
- e. Documentation of a list of items requiring follow-up and who is responsible for the workload or costs.
- f. Establishment of approximate deadlines for when each account is to be closed.

- 5. Following the initial meeting, the school's Business Manager shall be responsible to provide the following documentation:

- a. Verification that the school's account has been paid in full with each vendor as accounts are closed;
- b. Verification that the school has met with PERSI and has established a final transmission date;
- c. Documentation that any outstanding PERSI fees are paid;
- d. Verification that the school has met with the board approved auditor and has established a final audit timeline. Note that the timing of this audit may be later than usual; and
- e. Verification of end dates for leases and liability coverage (including property and directors/officers).

B. Accounting of Assets

- i. The IPCSC shall provide to the school a written guidance document with regard to the sale and dissolution of assets.
 - ii. The school shall be responsible to provide the IPCSC and the SDE with a full inventory of all physical assets owned by the corporation within 30 days of the date on which the notice of closure was issued.
 - iii. The inventory shall include:
 - a. A description of the item;
 - b. The fund with which each item was purchased; and
 - c. An estimate of the current value of the item.
- D. The Team Lead, the IPCSC's Finance Manager, a representative from the SDE, and the school's Business Manager shall meet to review this inventory within 15 days of receipt of the inventory, and may verify accuracy via thorough on-site review.

C. Dissolution of Assets

1. All viable special education testing materials shall be distributed to the SDE for redistribution to charter schools based on the agency's determination of need.
2. Property owned by the ESP will be claimed by the ESP. The lease by which this equipment was provided to the school must include an itemized inventory and shall be provided to the IPCSC.
3. Any items purchased with federal funds (excluding special education testing materials) shall be returned to the IPCSC for redistribution to other charter schools. The IPCSC shall retain record of what was received and to whom it was redistributed.
4. The school is responsible to arrange for delivery of assets in an organized and well-labeled manner.
5. All assets purchased with state funds shall be liquidated to the greatest degree possible. Please see the IPCSC's guidance on the sale and dissolution of assets for procedural expectations.
6. When all assets have been redistributed and liquidated, and all creditors have been paid, any remaining funds shall be returned to the Public School Income Fund via the State Department of Education.

D. Reporting

1. The school shall ensure that an audit completed by an independent auditor is conducted, the audit report is approved by the school's board, and submitted to both the State Department of Education and the authorizer.
2. The school shall ensure that all documentation required to dissolve the school as a business is filed with the IRS, including dissolution of the 501c3.
3. After the sale of assets, and the all checks are cut, any remaining funds shall be returned to the State Department of Education for distribution to operational schools.
4. File final tax reports.
5. Issue W2s for previous tax year.

IV – Records Management

i. Records Retention Procedures

1. The school's Lead Administrator is responsible to ensure the proper retention and destruction of records in accordance with the State of Idaho's records retention schedule.
2. The public charter school shall make every effort to transfer all active student records (including the cumulative file and the special education file) to the student's next school of choice prior to the date on which records are scheduled to transfer to the authorizer.
3. The public charter school shall ensure that every student file (active or inactive) includes an official transcript (signed, embossed, etc.) or final report card and a record of where and when the student's records were transferred out of the public charter school's care. This information shall be compiled in a single spreadsheet.
4. The public charter school shall ensure that all records to be transferred to the authorizer (cumulative and special education) are scanned into an electronic format. Costs incurred are the responsibility of the school.

5. The public charter school shall ensure that all records are transferred to the authorizer via a secure file transfer protocol.
6. No employee or former employee of the school shall retain copies or have access to student, employee, or financial records after the employee's end of contract date.

ii. Records to be Retained

1. Student Records:

- a. Student cumulative files shall be retained for five years beyond the student's exit date.
- b. Student special education files shall be retained for five years beyond the student's exit date.
- c. Official transcripts or final report cards for all students who attended the school shall be retained permanently and shall include the name and address of the student, the name of the student's parent(s)/guardian(s), the student's date of birth, the courses attempted by the student and grades earned by the student.
- d. Record of student records transfer shall be retained permanently;

2. Personnel Records:

- a. Personnel files shall be retained for five years beyond the employee's termination date.
- b. Personnel files shall include the name, address, and contact information of the employee; employment agreements or contracts signed by the employee, verification of certification (if applicable), and all employee evaluations. No other documentation shall be retained.

3. Financial Records:

- a. Monthly expenditure reports for the five years preceding the school's closure date shall be retained. Records shall be destroyed after five years.
- b. Monthly deposit records for the five years preceding the school's closure date. Records shall be destroyed after five years.
- c. All bids received and contracts awarded in the five years preceding the school's closure date. Records shall be destroyed after five years.

- d. Medicaid reimbursement records for seven years prior to the school's closure date. Records shall be destroyed after seven years.
- e. Bank statements for all accounts for five years preceding the school's closure date. Records shall be destroyed after five years.
- f. Tax documents shall be retained for the seven years prior to the school's closure date. These documents include but are not limited to IRS forms 941 and 1099. Records shall be destroyed after seven years.
- g. Annual financial audit reports and annual board approved budgets shall be retained permanently for all operational years. These documents are submitted to the IPCSC annually, and may not need to be re-submitted.

4. Governance Records:

- a. All meeting agendas shall be retained permanently.
- b. All meeting minutes shall be retained permanently.
- c. A complete copy of the most recent set of board policy shall be retained permanently.
- d. A copy of the board bylaws and articles of incorporation shall be retained permanently.

5. School Culture Records

- a. The school's lead administrator shall be responsible to make arrangements for the permanent retention of all school newspapers, yearbooks, and student handbooks through the Idaho Historical Society. The school is responsible for all costs incurred.

6. Records Requests After Closure

- a. The IPCSC shall manage records requests for student transcripts and for personnel files after the school has closed.
- b. The school shall ensure that the school's URL redirects to the IPCSC's records request page for a minimum of 3 years after the school's closure, at the school's expense.

V. Governing Board

iii. Final dissolution

1. Final Board Meeting

- a. In accordance with OML notice a final meeting of the governing board and pursuant to I.C. § 30-30-1001, a vote to dissolve a nonprofit corporation shall be properly noticed and accompanied by the dissolution plan. In this case, the dissolution plan is the closure protocol, which should be near completion by the time this motion is made. This section of Idaho Code also requires that the agenda state that the purpose, or one of the purposes, of the meeting is to consider a resolution to dissolve of the non-profit corporation.
- b. I.C. § 33-5212 addresses the order in which payments shall be made, and state that any remaining assets after all creditors have been paid shall be distributed to the Public School Income Fund. This information should be incorporated into the dissolution motion as it is required to be noticed by the Non-Profit Corporation Act.
- c. A vote in favor of dissolution passes with a majority vote of the board directors.
- d. A copy of the resolution must be provided to the IPCSC with 24 hours of the vote.

2. Meeting Agenda

- a. Approval of the financial audit report (if not already complete).
- b. Approval of any final contracts to be paid (i.e. for the Business Manager to return at the end of the calendar year to prepare final tax documents and distribute to employees).
- c. Appointment of a designee to file dissolution of the school's 501c3 with the IRS and articles of dissolution with the Idaho Secretary of State.
- d. Appointment of a designee to complete any and all final activities that may be necessary.
- e. Signature of any final checks.

3. Articles of Dissolution

- a. Pursuant to I.C. § 30-30-1003, after the dissolution has been authorized, a designee (identified in the dissolution plan) shall files articles of dissolution with the Idaho

Secretary of State. These articles shall minimally include:

- i. The name of the corporation;
 - ii. The date dissolution was authorized;
 - iii. A statement that dissolution was approved by a sufficient vote of the board.
- b. A corporation is effectively dissolved as of the date of its articles of dissolution.
- c. The school shall provide a copy of the filed articles of dissolution to the IPCSC.
4. A dissolved corporation may continue its corporate existence but may not carry on any activities except those appropriate to wind up and liquidate its affairs.

B. Claims against a dissolved Corporation

- iv. After the date on which the articles of dissolution are filed, the corporation may dispose of the known claims against it by sending written notice, pursuant to I.C. § 30-30-1005. Written notice must include:
 - a. A description of the information that must be included in a claim;
 - b. A mailing address where a claim may be sent;
 - c. The deadline, by which the dissolved corporation must receive the claim; and
 - d. State that the claim will be barred if not received by the deadline, which may not be fewer than one hundred twenty (120) days from the effective date of the written notice.
- v. The corporation must address any unknown claims against it by publishing a notice Pursuant to I.C. 30-30-1006. The notice must:
 1. Be published one (1) time in a newspaper of general circulation in the county where the dissolved corporation's principal office is or was located, or, if none in this state, in Ada county;
 2. Describe the information that must be included in a claim and provide a mailing address where the claim may be sent; and
 3. State that a claim against the corporation will be barred unless a proceeding to enforce the claim is commenced within five (5) years after publication of the notice.

- vi. Claims will be enforced if the corporation's assets have be distributed in liquidation to any party other than a creditor. A claim may be made by a creditor against the recipient, not to exceed the amount received by the recipient.

C. Reporting

1. The school shall ensure that all state and federal reporting is complete prior to dissolution. Verification of completed reports shall be made by the IPCSC. Required reports include, but are not limited to the following:
 - a. ISEE final data upload including, but not limited to student, course, teachers, and financial data sets;
 - b. Federal programs final reporting;
 - c. Grant final reporting; and
 - d. The school shall ensure that dissolution of the charter holder's non-profit organization is filed with the secretary of state and shall provide the IPCSC with a copy of this filing;
2. The school shall ensure that the dissolution of the school's 501c3 is on file with the IRS and shall provide the IPCSC with a copy of this filing.

VI. Final Closure Report Outline

Throughout the closure protocol process, the Closure Team Lead will collect the required documentation and build a final report. The final report will be permanently retained by IPCSC and posted on the IPCSC's website.

i. Cover Sheet

1. A final closure report must include a cover sheet with the following information:
 - a. The legal name of the school;
 - b. The legal name of the charter holder;
 - c. The address(s) that the school occupied at time of closure;
 - d. Contact information for future questions;

- e. The following links and a statement that more information can be found at these locations,
 - i. [PCSC webpage for this school],
 - ii. [webpage for the meeting at which the charter was approved],
 - iii. [webpage for the meeting at which the charter was nonrenewed or revoked, if applicable], and
 - iv. [webpage for any related hearings]; and
- f. A description of where requests for student transcripts can be made after closure.
- g. A list of the complete closure protocol team.
- h. A list of the following key dates:
 - i. The date on which the charter was approved;
 - ii. The first and final dates on which the school was authorized to serve students;
 - iii. The date on which the school received its final distribution of state funding;
 - iv. The date on which teacher contracts ended; and
 - v. The date on which the charter holder's corporation was dissolved.

B. Required Attachments, Redacted

1. Final IPCSC Closure Order
2. Final appeal decision (if applicable)
3. IPCSC Notification of Stakeholders Letter
4. List of all vendors, including the name and address of the vendor, a description of the services provided/purchased, and the date on which the IPCSC verified account closure.
5. A list of insurance coverages, including company and the last date of coverage (including health, liability, etc.)
6. A list of all contracts, service agreements, grants, and MOUs to be retained by the IPCSC, including verification of date received.
7. A list of all lease agreements and all long-term debt held by the school at the beginning of the closure protocol, including the company and amount.
8. Documentation of the termination of any leases or loans.
9. Final bank statements indicating account closure.

10. Expense reports for the 12 months preceding dissolution.
11. A copy of the final check cut to the SDE, if applicable.
12. Inventory of assets, including the fund with which each item was purchased, the date of purchase, the estimated value.
13. For assets purchased with federal dollars, also include the final recipient of the asset, and the date of transfer.
14. The charter holder's final dissolution resolution.
15. A copy of the articles of dissolution.
16. A copy of the 501c3 dissolution notification.
17. A copy of the newspaper notice to unknown claimants.
18. Meeting minutes from all meetings of the closure protocol team and all subcommittee meetings attended by the Closure Team Lead.
19. Any other documentation that may provide important details.

CHARTER SCHOOL PERFORMANCE CERTIFICATE

This Performance Certificate ("Certificate") is executed on **June 8, 2023**, by and between the Idaho Public Charter School Commission (the "Authorizer") and **Palouse Prairie Educational Organization, doing business as Palouse Prairie Charter School or PPCS** (the "Charter Holder") for the purpose of operating **Palouse Prairie Charter School** (the "School"), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Act of 1998, Idaho Code section 33-5201 *et seq.*, as amended (the "Charter Schools Act").

RECITALS

WHEREAS, **Palouse Prairie Charter School** is a non-profit entity incorporated with a board of directors; and

WHEREAS, on **June 26, 2008**, the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year **2009**; and

WHEREAS, the School's charter was renewed on **March 1, 2018**, for a five-year term of operations,

WHEREAS, on **February 23, 2023**, the Authorizer renewed the School's charter for a subsequent five-year term of operations to begin July 1, 2023 and end on June 30, 2028.

NOW THEREFORE in consideration of the foregoing recitals and the mutual understandings contained herein, the Authorizer and **Palouse Prairie Charter School** agree as follows:

SECTION 1: TERMS OF AUTHORIZATION

- A. Establishment of School.** The Charter Holder is hereby authorized to implement at the School the program described in the Charter, attached to this Certificate as Appendix B and incorporated herein by this reference. Any significant changes to any section of the Charter, including the educational program, facilities plan, financial plan, or the management plan, during the School's pre-operational period or first operational term shall be treated as an amendment in accordance with the Authorizer's policy.
- B. Term of Agreement.** The School's operational term shall be from July 1, **2023** and end on June 30, **2028**. Subsequent terms of operation may be issued by the Authorizer in accordance with Idaho Code and Authorizer policy.

SECTION 2: EDUCATIONAL PROGRAM

- A. School Mission.** The mission of the School is as follows: **to engage the children and the**

community of the Palouse in a rigorous and collaborative education of the highest standards by fostering a spirit of inquiry, a persistence towards excellence, a responsibility for learning, and an ethic of service.

B. Grades Served. The School may serve students in grades Kindergarten through 8.

C. Design Elements. The School shall implement and maintain the following essential design elements of its educational program:

- The design principles of Expeditionary Learning are the best short statement of our philosophy of education. They focus our attention on what is important and give us something to go back to when we need guidance. This can be measured via observation.
- Primacy of Self-Discovery - Learning happens best with emotion, challenge and the requisite support. People discover their abilities, values, passions, and responsibilities in situations that offer adventure and the unexpected. In Expeditionary Learning schools, students undertake tasks that require perseverance, fitness, craftsmanship, imagination, self-discipline, and significant achievement. A teacher's primary task is to help students overcome their fears and discover they can do more than they think they can. This can be measured via observation and lesson plans.
- The Having of Wonderful Ideas - Teaching in Expeditionary Learning schools fosters curiosity about the world by creating learning situations that provide something important to think about, time to experiment, and time to make sense of what is observed. This can be measured via observation and lesson plans.
- The Responsibility for Learning - Learning is both a personal process of discovery and a social activity. This can be measured via observation.
- Service and Compassion - We are crew, not passengers. Students and teachers are strengthened by acts of consequential service to others, and one of an Expeditionary Learning school's primary functions is to prepare students with the attitudes and skills to learn from and be of service. This can be measured via observation and lesson plans.

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 3: SCHOOL GOVERNANCE

A. Governing Board. The School shall be governed by a non-profit board of directors (the "Board") incorporated by the Charter Holder. The Board shall serve as public agents authorized by the Authorizer, in a manner that is consistent with the terms of this Certificate, so long as such provisions are in accordance with state and federal laws, rules and regulations. The Board shall have final authority with respect to the School's operation, and shall have the responsibility of overseeing academic achievement, financial stability, and operational management of the School. The Charter Holder shall also be responsible for maintaining and enforcing a compliant Board and providing overall Board stewardship for the School.

B. Articles of Incorporation and Bylaws. The articles of incorporation and bylaws of the Charter Holder shall provide for governance of the operation of the School as a nonprofit corporation and a public charter school, and shall at all times be consistent with all applicable laws, rules,

regulations, and this Certificate. The Charter Holder shall notify the Authorizer of any modification to the articles of incorporation or bylaws within five business days of approval by the Charter Holder.

- C. Charter Board Composition.** The composition of the Board shall at all times be determined by and consistent with the articles of incorporation and bylaws, and all applicable laws, rules, regulations, and policies. The Charter Holder shall notify the Authorizer of any changes to its composition and provide an amended School Leadership Roster within five business days of it taking effect.

SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

- A. Oversight Allowing Autonomy.** The Authorizer's role shall be to evaluate the School's performance outcomes according to this Certificate and the Performance Framework, and shall be to provide compliance oversight. The Authorizer shall comply with the provisions of the Charter Schools Act and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School.
- B. Charter School Performance Framework.** The Charter School Performance Framework ("Performance Framework") is attached and incorporated into this agreement as Appendix A. The Performance Framework shall be used to annually evaluate the School's academic achievement, Board stewardship, operational management, and financial stability. The specific terms of the Performance Framework are determined by the Authorizer and shall be binding on the School.
- C. Separate Academic Evaluations.** The academic performance outcomes of the K-8 on-site program operated by the School shall be aggregated across all grades for reportability.
- D. Identified Comparison Group.** For purposes of evaluating the School against the metrics and measures established in the Performance Framework, the School's comparison group shall be identified as described below and shall be established for the length of the Certificate term. Moscow School. District (281).
- E. Authorizer to Monitor School Performance.** The Authorizer shall monitor and report on the School's progress in relation to the indicators, measures, metrics, and targets set out in the Performance Framework. A formal report of the School's academic, financial, and operational performance ("Performance Report") shall be provided to the school and the public by the Authorizer annually. Data necessary to conduct this evaluation will be collected throughout the year. Additional reviews may be necessary if compliance concerns arise.
- F. School Performance.** The School shall meet standard on all measures of the Performance Framework. The Authorizer shall renew any charter in which the School met all the terms of its Certificate, including all appendices, at the time of renewal.
- G. Performance Framework as Basis for Renewal of Charter.** The School's performance in relation to the Performance Framework shall provide the basis upon which the Authorizer shall decide whether to renew the School's Charter at the end of the Certificate term.
- H. Required Reports.** The School shall prepare and submit reports as required by the Authorizer's policy.
- I. Authorizer's Right to Review.** The Authorizer maintains the right to request and review

additional documentation if such becomes necessary in the course of regular oversight duties or to investigate the validity of a compliance concern. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.

- J. Site Visits.** The Authorizer may conduct site visits in accordance with the Authorizer's policy. Reports from any site visit shall be made available to the School and shall be included in the School's annual Performance Report.

SECTION 5: SCHOOL OPERATIONS

- A. In General.** The School and the Charter Holder shall operate at all times in accordance with all federal and state laws, rules, regulations, local ordinances, and Authorizer policies applicable to public charter schools.
- B. Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be 216 students.
- C. Equitable Enrollment Procedures.** The School shall make student recruitment, admissions, enrollment, and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or proficiency in the English language. If there are more applications to enroll in the School than there are spaces available, the School shall select students to attend using a random selection process that shall be publicly noticed and open to the public.
- i. **Calendar.** The School shall operate on a traditional nine-month calendar in which the last day of the regular term shall fall on or before June 30
 - ii. The School will offer a summer school session for the purpose of acceleration and/or credit recovery.
- D. School Facilities.** The School shall operate at the following location(s): 1500 Levick Street, Moscow, ID 83843. The School shall provide the Authorizer with facilities documentation, including occupancy permits, fire marshal reports, building inspection reports, and health department reports for any facility newly occupied by the School, and any remodeling or construction project for which such documentation is necessary in accordance with Authorizer policy and in accordance with law, rule, regulations, and authorizer policy.
- E. Attendance Area.** The School's primary attendance area shall be used for the purposes of determining applicability of this enrollment preference category.
Moscow School District #281
- F. Staff.** Instructional staff shall be certified as provided by rule of the State Board of Education. All full-time staff members of the School shall be covered by the Public Employee Retirement System of Idaho, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.
- G. Alignment with All Applicable Law.** The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are amended, the School shall be bound by any such amendment upon the effective date of said amendment.

SECTION 6: SCHOOL FINANCE

- A. General.** The School shall comply with all applicable financial and budget laws, rules, regulations, and financial reporting requirements, as well as the requirements contained in the School's Performance Framework.
- B. Financial Controls.** At all times, the Charter Holder shall ensure that the School maintains appropriate governance, managerial procedures, and financial controls, which shall include, but not be limited to: (1) commonly accepted accounting practices and the capacity to implement them; (2) a checking account; (3) adequate payroll procedures; (4) procedures for the creation and review of monthly and quarterly financial reports, which procedures shall specifically identify the individual who will be responsible for preparing such financial reports in the following fiscal year; (5) internal control procedures for cash receipts, cash disbursements and purchases; and (6) maintenance of asset registers and financial procedures for grants, all in accordance with state and federal laws, rules, regulations, and Authorizer policy.
- C. Financial Audit.** The School shall submit audited financial statements from an independent auditor to the Authorizer no later than November 1 of each year.
- D. Annual Budgets.** The School shall adopt a budget for each fiscal year, prior to the beginning of the fiscal year. The budget shall be in the Idaho Financial Accounting Reporting Management Systems (IFARMS) format or any other format as may be reasonably requested by the Authorizer.

SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION

- A. Relinquishment.** Should the Charter Holder choose to relinquish its Charter before the expiration of this Certificate, it may do so upon written notice to the Authorizer. In such a case, the Authorizer's closure protocol shall begin immediately following written notification.
- B. Nonrenewal.** The Authorizer may non-renew the Charter at the expiration of the Certificate if the School failed to meet one or more of the terms of its Certificate, including the Performance Framework. The Charter Holder may appeal a decision to non-renew directly to the State Board of Education.
- C. Revocation.** The School's Charter may be revoked as provided by Idaho Code section 33-5209C. In such an event, the Authorizer shall consider whether to revoke the School's Charter at its next regularly scheduled meeting. The decision shall be made at that time. The Charter Holder may appeal a decision to revoke directly to the State Board of Education.
- D. Closure.** The Authorizer's closure protocol shall begin immediately after a decision to relinquish is made by the Charter Holder, or a decision to revoke or non-renew or is made by the Authorizer. Closure protocol shall begin regardless of whether the Charter Holder appeals the decision. In the event that closure protocol begins, the School shall cease operations no later than the following June 30. Closure protocol shall only cease if the State Board of Education overturns the Authorizer's decision.

SECTION 8: MISCELLANEOUS

- A. No Employee or Agency Relationship.** None of the provisions of this Certificate will be construed to create a relationship of agency, representation, joint venture, partnership, ownership, or employment between the Authorizer and the School.
- B. Additional Services.** Except as may be expressly provided in this Certificate, as set forth in any subsequent written agreement between the School and the Authorizer, or as may be required by law, neither the School nor the Authorizer shall be entitled to the use of or access to the services, supplies, or facilities of the other.
- C. No Third-Party Beneficiary.** This Certificate shall not create any rights in any third parties, nor shall any third party be entitled to enforce any rights or obligations that may be possessed by either party to this Certificate.
- D. Amendment.** This Certificate may be amended by agreement between the School and the Authorizer in accordance with Authorizer policy. All amendments must be in writing and signed by the School and the Authorizer.

IN WITNESS WHEREOF, the Authorizer and the Charter Holder have executed this Performance Certificate to be effective **June 8, 2023.**

Chairman
Idaho Public Charter School Commission

Chairman
Palouse Prairie Charter School Governing Board

Appendix A: Performance Framework

Appendix B: Charter

Appendix C: IPCSC Closure Protocol

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Appendix A: Performance Framework

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PERFORMANCE FRAMEWORK GUIDANCE: ACADEMIC MEASURES

Adopted 8/13/2020

Revised 4/14/2022

Idaho Public Charter School Commission

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Alan Reed, Chairman

Jenn Thompson, Director

ACADEMIC MEASURES

All School Measures

1. Math Proficiency
2. ELA Proficiency
3. Math Growth
4. ELA Growth
5. Literacy Proficiency
6. College and Career Readiness

Comparison Group: Specific to school.

1. MATH PROFICIENCY

Proficiency Rate: The IPCSC will use the proficiency rates as determined by the Idaho Accountability Framework and reported via the Idaho Report Card.

Math and ELA Proficiency Rubric	
Exceeds Standard	The school's proficiency rate is greater than one standard deviation above the mean of the identified comparison group, OR The school's proficiency average is in 90 th percentile of all Idaho schools.
Meets Standard	The school's proficiency rate is equal to the mean or falls between the mean and one standard deviation above the mean of the identified comparison group.
Approaches Standard	The school's proficiency rate falls between the mean and one standard deviation below the mean of the identified comparison group.
Does Not Meet Standard	The school's proficiency rate is more than one standard deviation below the mean of the identified comparison group, OR the school has been identified for comprehensive or targeted support for three consecutive years as per the Idaho Consolidated Plan.

2. ELA PROFICIENCY

Proficiency Rate: The IPCSC will use the proficiency rates as determined by the Idaho Accountability Framework and reported via the Idaho Report Card.

Math and ELA Proficiency Rubric	
Exceeds Standard	The school's proficiency rate is greater than one standard deviation above the mean of the identified comparison group, OR The school's proficiency average is in 90 th percentile of all Idaho schools.
Meets Standard	The school's proficiency rate is equal to the mean OR Falls between the mean and one standard deviation above the mean of the identified comparison group.
Approaches Standard	The school's proficiency rate falls between the mean and one standard deviation below the mean of the identified comparison group.
Does Not Meet Standard	The school's proficiency rate is more than one standard deviation below the mean of the identified comparison group, OR the school has been identified for comprehensive or targeted support for three consecutive years as per the Idaho Consolidated Plan.

3. MATH GROWTH

Growth Rate: The IPCSC will use the proficiency rates as determined by the Idaho Accountability Framework and reported via the Idaho Report Card.

Growth Rubric Math	
Exceeds Standard	The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment but who did make adequate growth toward proficiency is greater than one standard deviation above the mean of the identified comparison group, OR The school's growth rate is in the 90 th percentile of all Idaho public schools.
Meets Standard	The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment but who did make adequate growth toward proficiency is equal to the mean or falls between the mean and one standard deviation above the mean of the identified comparison group, OR The growth rate increased by at least 10% over the previous year.
Approaches Standard	The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment but who did make adequate growth toward proficiency falls between the mean and one standard deviation below the mean of the identified comparison group.
Does Not Meet Standard	The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment made adequate growth toward proficiency is more than one standard deviation below the mean of the identified comparison group.

4. ELA GROWTH

Growth Rate: The IPCSC will use the proficiency rates as determined by the Idaho Accountability Framework and reported via the Idaho Report Card.

Growth Rubric ELA	
Exceeds Standard	The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment but who did make adequate growth toward proficiency is greater than one standard deviation above the mean of the identified comparison group, OR The school's growth rate is in the 90 th percentile of all Idaho public schools.
Meets Standard	The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment but who did make adequate growth toward proficiency is equal to the mean or falls between the mean and one standard deviation above the mean of the identified comparison group, OR The growth rate increased by at least 10% over the previous year.
Approaches Standard	The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment but who did make adequate growth toward proficiency falls between the mean and one standard deviation below the mean of the identified comparison group.
Does Not Meet Standard	The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment made adequate growth toward proficiency is more than one standard deviation below the mean of the identified comparison group.

5. LITERACY PROFICIENCY

Literacy Proficiency Rate: The IPCSC will use the proficiency rates as determined by the Idaho Accountability Framework and reported via the Idaho Report Card.

Literacy Proficiency Rubric	
Exceeds Standard	<p>One of the following is true:</p> <ul style="list-style-type: none">• The school's proficiency rate on the spring administration of the statewide literacy assessment is greater than one standard deviation above the mean of the identified comparison group;• the school's proficiency rate on the spring administration of the statewide literacy assessment is at or above 90%; OR• The fall to spring change in proficiency rate is 20% or greater.
Meets Standard	<p>The school's proficiency on the spring administration of the statewide literacy assessment is equal to the mean or within one standard deviation above the mean of the identified comparison group; OR The school's fall to spring change in proficiency rate is between 10%-19%.</p>
Approaches Standard	<p>The school's proficiency on the spring administration of the statewide literacy assessment falls within one standard deviation below the mean of the identified comparison group.</p>
Does Not Meet Standard	<p>The school's proficiency rate on the spring administration of the statewide literacy assessment is more than one standard deviation below the mean of the identified comparison group.</p>

6. COLLEGE AND CAREER READINESS

Adjusted Cohort Graduation Rate (ACGR): Alternative schools will be evaluated based on their 5-Year ACGR. All other schools will be evaluated based on their 4-Year ACGR.

Graduation Rate: The IPCSC will use either the 4-Year ACGR as determined by the Idaho Accountability Framework and reported via the Idaho Report Card.

C&C Readiness Rubric	
Exceeds Standard	The school's 4-Year ACGR is greater than one standard deviation above the identified comparison group, OR The school's ACGR is 90%.
Meets Standard	The school's 4-Year ACGR is equal to the mean OR Falls between the mean and one standard deviation above the mean of the identified comparison group.
Approaches Standard	The school's 4-Year ACGR falls between the mean and one standard deviation below the mean of the identified comparison group.
Does Not Meet Standard	The school's 4-Year ACGR is more than one standard deviation below the identified comparison group.

OPERATIONAL MEASURES

BOARD STEWARDSHIP

1. Governance Structure
2. Governance Oversight
3. Governance Compliance

OPERATIONAL MANAGEMENT

4. Student Services
5. Data Security and Information Transparency
6. Facility and Services
7. Operational Compliance

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BOARD GOVERNANCE

1. Governance Structure Rubric

Data Sources: Board bylaws, articles of incorporation, and any courtesy letters or notifications issued to the school by entities responsible for oversight or enforcement.

Governance Structure Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• Board Bylaws are compliant with ID law.• Articles of Incorporation are current.• No investigations were conducted into either ethical behavior or conflict of interest regarding any board director.• The board did not experience an Open Meeting Law violation that needed to be cured this year.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

2. Governance Oversight Rubric

Data Sources: Board meeting minutes, school policies, continuous improvement plan (or other strategic planning evidence if submitted by the school), and verification of submission of annual administrator evaluation.

Governance Oversight Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• The board reviews academic data in a timely and thorough manner.• The board reviews financial reports in a timely and thorough manner.• The board maintains compliant policies.• The board engages in strategic planning.• The board conducts a compliant annual evaluation of their school leader and/or management organization.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

3. Governance Compliance Rubric

Data Sources: If applicable, courtesy letters/notifications of concerns, investigation, or findings issued to the school by entities responsible for oversight or enforcement, and any documentation of correction provided by the school.

Governance Compliance Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	The IPCSC did not issue any courtesy letters or notify an external investigative body of compliance concerns this year.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

OPERATIONAL MANAGEMENT

4. Student Services Rubric

Data Sources: If applicable, any notifications or courtesy letters issued by the SDE or SBOE which required corrective action with regard to the school's ELL, SPED, or College and Career Readiness programs, as well as any documentation submitted by the school evidencing correction.

Student Services Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	All of the following are true: <ul style="list-style-type: none">• The school's English Language Learner program is in good standing;• The school's Special Education program is in good standing; The school's college and career readiness program is in good standing; and• The school's federal programs are in good standing.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

5. Data Security and Information Transparency Rubric

Data Sources: periodic desk audit of school website, and any formal notifications regarding data security or public records compliance.

Data Security and Information Transparency Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• The school's website is compliant with I.C. 33-133(7) (data collection, access, and security policy); I.C. 33-320 (continuous improvement plan); and I.C. 33-357 (expenditures updated monthly, contracts, performance reports, and annual budgets).• The school did not experience any issues involving data security this year.• The school did not experience any compliance issue regarding public records requests this year.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

6. Facility and Services Rubric

Data Sources: Verification of meal service program and transportation services via public documents and/or school website, and any notifications of concerns regarding occupancy or safety issued to the school by entities responsible for oversight or enforcement.

Facility and Building Services Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• The school's occupancy certificate is current.• The school maintains current safety inspections and drills.• The school provides daily transportation to students in compliance with Idaho Code. The school provides a compliant lunch program.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

7. Operational Compliance Rubric

Data Sources: Periodic observation of enrollment lottery, and if applicable, any corrective action plans issued by the SDE not related to special education, ELL, or college and career readiness (as these are captured elsewhere), or formal notification of late reports or enrollment violations.

Operational Compliance Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• Required reports are submitted accurately and on time.• The school maintains a compliant enrollment process.• No correct action plans were issued by the SDE this year.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

FINANCIAL MEASURES

NEAR TERM HEALTH

1. Current Ratio
2. Unrestricted Days Cash
3. Default
4. Enrollment Variance

SUSTAINABLE HEALTH

5. Total Margin and 3Yr Aggregated Total Margin
6. Cash Flow and Multi-Year Cash Flow
7. Debt Service Coverage Ratio
8. Debt to Asset Ratio
9. Financial Compliance Rubric

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NEAR-TERM HEALTH

1. Current Ratio

Calculation: Current Assets divided by Current Liabilities

Data Source: Annual Fiscal Audit Report

Current Ratio Rubric	
Exceeds Standard	The school has a current ratio of more than 1.5
Meets Standard	The school has a current ratio of at least 1.1 (or between 1.0 and 1.1 with a 1-year positive trend)
Approaches Standard	The school has a current ratio of between .9 and 1.0 (or between 1.0 and 1.1 with a 1-year negative trend)
Does Not Meet Standard	The school has a current ratio of .9 or less.

2. Unrestricted Days Cash

Calculation: Unrestricted Cash and investments divided by ((Total Expenses minus Depreciation Expense) / 365)

Data Source: Annual Fiscal Audit Report

Unrestricted Days Cash Rubric	
Exceeds Standard	The school has more than 60 days cash on hand
Meets Standard	The school has 60 days cash OR Between 30- and 60-days cash and one-year trend is positive. *Note: Schools in their first or second year of operation must have a minimum of 30 days cash.
Approaches Standard	The school has between 15-30 days cash OR Between 30-60 days cash, but one-year trend is negative.
Does Not Meet Standard	The school has fewer than 15 days cash on hand.

3. Default

Calculation: No calculation.

Data Source: Annual Fiscal Audit Report, Terms of Debt, Other Formal Notifications Received by School.

Default Rubric	
Exceeds Standard	The school has met standard for at least 3 consecutive years, including the most recently completed school year.
Meets Standard	The school is not in default of any financial obligations and did not experience any instances of default during the fiscal year. Financial obligations include, but are not limited to, making payments to vendors and utility services on time, complying with all loan covenants, filing any reports required for maintenance of grants or philanthropic funds, meeting all tax obligations, and operating without financial judgements or property liens.
Approaches Standard	The school experienced one or more instances of minor default during the fiscal year (such as making late payments); however, the school is not currently in default of any financial obligations.
Does Not Meet Standard	School is currently in default of financial obligations.

4. Enrollment Variance

Calculation: Actual enrollment as of the first Friday in November (drawn from ISEE) divided by enrollment projections as submitted directly to the IPCSC in July.

Data Source: ISEE and direct school report

Enrollment Variance Rubric	
Exceeds Standard	The school has met standard for at least 3 consecutive years, including the most recently completed school year.
Meets Standard	Enrollment variance is equal to or greater than 95%.
Approaches Standard	Enrollment variance was between 90% and 95%, OR The enrollment variance was less than 90% and the school provided a mid-year amended budget evidencing at least a break-even budget based on mid-term enrollment and any resulting revenue adjustments.
Does Not Meet Standard	Enrollment variance was less than 90% and the school did not provide evidence of mid-year budget amendments or operational changes evidencing at least a break-even budget based on mid-term enrollment and any resulting revenue adjustments.

SUSTAINABLE HEALTH

5. Total Margin and 3Yr Aggregated Total Margin

Calculation:

Most Recent Year Total Margin: 2019 Net Income divided by 2019 Total Revenue.

3-Year Aggregated Total Margin: (2019 Net Income +2018 Net Income +2017 Net Income) divided by (2019 Total Revenue +2018 Total Revenue +2017 Total Revenue)

Data Source: Annual Fiscal Audit Report

Total Margin and 3-Yr Aggregated Total Margin	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. *Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.
Approaches Standard	Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard".
Does Not Meet Standard	Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR The most recent year Total Margin is less than -10 percent.

6. Cash Flow and Multi-Year Cash Flow

Calculation (example years are included as reference):

Most Recent Year Cash Flow: 2020 Cash and Investments minus 2019 Cash and

Investments Previous Year Cash Flow: 2019 Cash and Investments minus 2018

Cash and Investments Multi-Year Cash Flow: 2020 Cash and Investments minus
2018 Cash and Investments

Data Source: Annual Fiscal Audit Report

Cash Flow and Multi-Year Cash Flow	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	Multi-Year Cumulative Cash Flow is positive, and Cash Flow is positive in the most recent year is positive, OR Multi-Year Cumulative Cash Flow is negative, but documentation identifies this as a result of a one-time, planned purchase (such as a facility remodel). *Note: Schools in their first or second year of operation must have positive cash flow.
Approaches Standard	Multi-Year Cumulative Cash Flow is positive, but Cash Flow is negative in the most recent year.
Does Not Meet Standard	Multi-Year Cumulative Cash Flow is negative, and no documentation identifies this as a result of a one-time, planned purchase.

7. Debt Service Coverage Ratio

Calculation:

If school owns its facility or if the school leases its facility and the lease is capitalized:
(Net Income + Depreciation Expense + Interest Expense) divided by (Principal + Interest + Lease Payments)

If school leases its facility and the lease is not capitalized: (Facility Lease Payments + Net Income + Depreciation Expense + Interest Expense) divided by (Principal + Interest + Lease Payments)

Data Source: Annual Fiscal Audit Report

Debt Service Coverage Ratio Rubric	
Exceeds Standard	The school's debt service coverage ratio is 1.5 or greater OR The school operates debt-free.
Meets Standard	Debt Service Coverage Ratio is between 1.1 and 1.49
Approaches Standard	The school's debt service coverage ratio is between .9 and 1.09
Does Not Meet Standard	Debt Service Coverage Ratio is less than .9

8. Debt to Asset Ratio

Calculation: Total Liabilities divided by Total Assets

Data Source: Annual Fiscal Audit Report

Debt to Asset Ratio	
Exceeds Standard	The school has met standard for 3 consecutive years, including the most recently completed school year., OR The school operates debt-free.
Meets Standard	The school's Debt to Asset Ratio is less than 0.9
Approaches Standard	The school's Debt to Asset Ratio is between 0.9. and 1.0
Does Not Meet Standard	The school's Debt to Asset Ratio is greater than 1.0

9. Financial Compliance Rubric

Calculation: Total Liabilities divided by Total Assets

Data Source: Annual Fiscal Audit Report, Desk Audit of Policies, Other Formal Notifications Received by School

Financial Compliance Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• Accounting Practices: finances are managed in compliance with GAAP.• Financial Transparency: expenditures and contracts are posted on the school's site.• Internal Controls: the school's internal controls are compliant.
Approaches Standard	The school was informed of non-compliance with accounting practices, financial transparency, or internal controls, and prompt action to correct is in evidence.
Does Not Meet Standard	<p>The school is operating under a notification of fiscal concern or a notification of possible or imminent closure</p> <p>OR</p> <p>The school was informed of non-compliance with accounting practices, financial transparency, or internal controls and the issues were not corrected within 30 days.</p>

Appendix B: Charter

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School Charter

(revised 6/26/2017)

**OPENED SEPTEMBER 2, 2009
AND LOCATED WITHIN THE BOUNDARIES OF
MOSCOW SCHOOL DISTRICT #281**

Current Board Members as of June, 2017

Jessica Long

jlong@palouseprairieschool.org

Member

Carole Bogden

cbogden@palouseprairieschool.org

Member

Amy Ball

(208)882.1614

aball@palouseprairieschool.org

Chair

Tiffanie Braun

tbraun@palouseprairieschool.org

Vice Chair

Zac Crist

zcrist@palouseprairieschool.org

Treasurer

Robert Wilson

Robert Wilson

rwilson@palouseprairieschool.org

Member

Brittany Cooper

bcooper@palouseprairieschool.org

Member

History of Revisions since original Charter Approval June 2008

December 2008 – Changes approved by Commission

Tab 2.A.3 (a) Facility Plan Change first choice facility from Now & Then Antiques on Palouse River Drive to Brown's Furniture on 108 Lauder St/1500 Levick St. Other minor changes in body of charter to change name of facility when mentioned. Substantial changes in Facilities appendix to describe new choices.

December 2009 – Changes approved by Commission

Tab 2.A.1 (c) Number of students: Change in how multi-age classroom enrollment is managed for purposes of the lottery.

Tab 7.A.3 new subsection (f) Expanded Eligibility for Lottery Preference Change to lottery preferences as allowed by Idaho Legislature in 2009.

March 2011 – Changes approved by Commission

Tab 2.a.1.c Number of Students: Revised to reflect growth to grades 7 and 8. Raised maximum class size from 23 to 24 and from 18 to 20 Kindergarten.

Tab 4.a.1 Standard 1: Modified to remove the naming of specific state mandated assessments, in response to changes in tests being required by the State of Idaho; all required summative tests will be used to demonstrate school performance.

Tab 4.a.2 Standard 2: School to develop EL-focused school-specific Progress Reports and public assessment protocols with input from parents and stakeholders.

Tab 4.b.1 Mastery level: Modified to remove the naming of specific state mandated assessments, in response to changes in tests being required by the State of Idaho; all required summative tests will be used to demonstrate school performance.

Tab 4.b.2 Achievement on School-specific Assessments: Students will demonstrate growth term-to-term on Progress Reports; the community will be involved in assessing school outcomes.

Tab 4.F new section Middle Level Credit And Advancement to provide a Middle Level Credit System.

February 2012 – Changes approved by Commission Staff

Tab 4.a.1 Standard 1: Per Commission recommendation on 12/2011, modified to identify Idaho's prescribed Standards Achievement Test (ISAT) as the measure to be used.

Tab 4.b.1 Mastery level: Per Commission recommendation on 12/2011, modified to identify Idaho's prescribed Standards Achievement Test (ISAT) as the measure to be used.

February 2013 – Proposed changes to align with changes to ByLaws

Tab 5.a.2,3,4 Changes to legal organization and governance related to selection of Board members

Tab 5.b.1.b Clean up removed reference to first year so that recruiting applies to all years

Tab 5.b.2 Remove reference to number of parents on Board

December 2013 – modified earlier changes to comply with new board election process in Bylaws

Tab 5.a.3,4 Reinserted reference to participation in election as well as nomination of board Members by stakeholders

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TAB 1

A. Palouse Prairie Educational Organization, Inc Documents

The Palouse Prairie Educational Organization Articles of Incorporation and amendments are included in this document as an Appendix. The Corporate ByLaws are in a separate document.

B. Signatures of Qualified Electors

Certified signatures of at least thirty (30) qualified electors of the proposed charter school's service area are included as Appendix B. *(Statement refers to initial chartering version of document. Appendix B has been dropped from subsequent revisions.)*

C. Educational Mission

Vision

Palouse Prairie School will provide an inclusive, respectful and supportive learning environment that nurtures the individual as a thoughtful participant in our local and global community.

Mission

The mission of Palouse Prairie School of Expeditionary Learning is to engage the children and the community of the Palouse in a rigorous and collaborative education of the highest standards by fostering a spirit of inquiry, a persistence towards excellence, a responsibility for learning, and an ethic of service.

D. Petition Overview

Petitioning Entity and Authorized Chartering Entity (ACE) Overview and Definitions

The Idaho legislature in 1998 enacted into law Title 33, Chapter 52, the "Public Charter Schools Act of 1998", for certain purposes relating to charter schools as enumerated in that act.

Palouse Prairie Educational Organization, Inc., a nonprofit corporation, was registered in 2005 in the state of Idaho for the educational purpose of creating and managing one public charter school in the Moscow, Idaho area. In this document, Palouse Prairie Educational Organization, Inc. is the petitioning entity and is referred to as "Palouse Prairie School".

Pursuant to Idaho Code 33-5205, Palouse Prairie School is submitting this petition to establish a new K-8 charter school for approval of the Idaho Public Charter School Commission. In this document, the Idaho Public Charter School Commission is the ACE.

TAB 2

A. Scope of Charter School Operations

1. Overview

1.A. Number of Schools

This petition is for the establishment of one Charter School, to be located within the boundaries of Moscow School District #281.

1.B. Grade Range

Palouse Prairie School will open as a K-6 school. At a future date, Palouse Prairie School may expand as approved by the Board of Directors and the ACE until reaching a final grade range of K-8.

1.C. Number of Students

To open the school in August 2009, the enrollment cap, for purposes of the lottery, is 87 pupils, with a proposed distribution as follows:

Brown's Facility Enrollment Model	
Grade	
K	
1	
2	
3	
4	
5	
6	
7	
8	
Max class	
Max	
Kinder	
# Rooms	
Totals	

Classes may be made up as single grade levels or by combining students in two grade levels.

(Revision note Dec 2008: The use of the Brown's facility was approved by the Commission in December 2008. It is a larger facility and more conducive to allowing Prairie School to ultimately serve 200 students.)

(Revision note March 2011: With Idaho State budget cuts and legislation being considered to raise the divisor used for calculating M&O monies, the school raised its maximum class size to 24 (20 for Kindergarten) for 2011-12 and beyond. The school's Board is free to set lower class sizes as it sees warranted.)

(Revision note June 2017: Due to increasing enrollment and growing waitlists, PPCS raised its maximum class size to 24 for all grades K-8, and increased total maximum enrollment to 216 students.)

The goal of the enrollment process below is to provide equitable and equal access to enroll in the school and also flexibility to manage enrollments during the school's growth phase.

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2009-10

For purposes of the 2009 lottery, the grade level enrollment figures above were used. Subsequent to the lottery, for purposes of maximizing enrollment, Palouse Prairie School may admit additional students to the multi-age classrooms in the order in which they apply until a given classroom reaches its cap of 23. The resulting enrollment is allowed to deviate from the distribution shown in the table above.

2010-11

Because of the potential for class levels to diverge from balanced enrollment in the table above, the lottery in 2010 will be based on the distribution of vacant seats determined as follows: The school administrator will develop a schedule of single and multi-age classrooms and enrollment caps for each classroom such that: (1) all students who wish to return have a place, (2) no classroom exceeds 23 (18 for kindergarten) students and (3) the total enrollment does not exceed the school's enrollment cap. The Board will approve this enrollment plan prior to the opening of the lottery application period, and the plan will be published as part of the lottery information.

Within the classroom schedule set in the step above, grade-level enrollments will be determined as follows: First, students who elect to continue in the school for the next year will be distributed into classrooms. Second, in multi-age classrooms, the open seats will be distributed to give the most uniform age distribution possible in each room. At its meeting just prior to the start of the lottery enrollment period, the grade level enrollments and open seats will be finalized by the Board and reported to the Authorizer. This schedule of classrooms, enrollment cap, and open seats will be advertised to families.

Following the lottery, if any open seats remain in a multi-age classroom, the remaining seats can be taken by students in either grade, first from the waiting list(s) and when the waiting lists are exhausted, then on a first-come basis.

Illustrative example: In 2009-10, 14 students are in grade 3 and 6 are in grade 4. In January 2010, all these students elect to return in the fall. For purposes of the 2010 lottery the administrator designates 4-5 multi-age classroom with 14 entering 4th graders and 6 entering 5th graders and 3 open seats ($23-14-6=3$). For purposes of the lottery, these 3 seats are designated for 5th grade. In this example, only one 5th grade student applied, and therefore was seated during the lottery process. Because all the 5th grade seats were not taken during the lottery process, they become open to be filled by 4th grade students. Five 4th graders applied for the lottery and adhering to the preference rules for the lottery the first two were seated. Sometime later, another 5th grade student seeks admission, and is added to the end of the waiting list for the 4-5 classroom. This list is now a mixed-grade list, initially ranked by lottery and then by order of arrival of later applicants.

2011-12 and subsequent years

The process in this and subsequent years will be the same as the previous, with the new year's enrollment caps.

1.D. Commencement of School Operations

Palouse Prairie School will begin its operations in the fall of school year 2009-10 if approved to do so by the State Board of Education (SBOE). *[Editor's note, school opened September 2, 2009]*

2. Non-Instructional Operations

2.A. Insurance

and

Liability

Palouse Prairie School will have the same responsibilities as any other public school in matters of civil liability. The Idaho Public Charter School Commission shall have no liability for the acts, omissions, debts or other obligations of Palouse Prairie School.

Palouse Prairie School will procure and maintain a policy of general liability insurance and errors and omissions insurance adequate to meet the requirements of state law. A copy of proof of insurance will be provided to the ACE.

2.B. Civil Liability

Idaho law provides that a ACE have no liability for the acts, omissions, debts or other obligations of a charter school, except as may be provided in an agreement or contract between the ACE and a charter school. Palouse Prairie School shall hold harmless and indemnify the ACE against any claim, action, loss, damage, injury liability, cost or expense of any kind or nature, including, but not limited to, attorney's fees and court costs, arising out of the operation of Palouse Prairie School and/or arising out of the acts or omissions of the agents, employees, invitees or contractors of Palouse Prairie School.

2.C. Insurance

Palouse Prairie School shall be responsible for maintaining its own insurance for liability and property loss as required by Idaho State Law.

2.D. Clerical Services

Palouse Prairie School's Board of Directors will authorize the allocation of clerical staff upon the recommendation of the School Director. Staff will maintain school records as required by Idaho State Law and Federal Law.

2.E. School Records

Palouse Prairie School's Director will be responsible for maintaining school records and required information. Palouse Prairie School will maintain school records as required by Idaho State Law and Federal Law (confidentiality considerations, FERPA, special education considerations, etc.)

2.F. Attendance Reporting

Palouse Prairie School will follow Idaho State Law for reporting attendance and enrollment information.

2.G. IRS Regulations

Palouse Prairie School will comply with all Internal Revenue Service (IRS) regulations and reporting requirements.

2.H. Custodial and Maintenance Services

Palouse Prairie School's Board of Directors will authorize the allocation of custodial and/or maintenance staff upon the recommendation of the School Director.

2.I. Administr

ation Goals

The primary goals for the administrative staff are to:

- Provide for efficient and responsible supervision, implementation, evaluation and improvement of the instructional program, consistent with the policies established by the Board of Directors;

- Provide effective and responsive communication with staff, students, parents/legal guardians, Board members, and other citizens;
 - Foster staff initiative and rapport.
- Manage non-instructional aspects of school (i.e. budget, finance, facilities, transportation, admissions, etc.
- Conduct actions in accordance with state and federal laws and the regulations of the Idaho State Department of Education and the State Board of Education.
 - Administrative staff will conduct their business in accordance with Board policy and the School Director's rules and procedures.

School Director

Duties and Authorities

The School Director will be hired, supervised, evaluated, compensated and (if necessary) terminated by the Board of Directors.

The School Director is the chief administrator of Palouse Prairie School and will be granted appropriate authority by the Board to allow for the administration and management of Palouse Prairie School, in accordance with Board policies and directives, and Idaho State and Federal Law.

The School Director is authorized to develop administrative procedures to implement Board policy and to delegate duties and responsibilities as necessary. Delegation of authority or duty, however, shall not relieve the School Director of responsibility for the action which was delegated.

Qualifications and Appointment

The School Director must be of good character and of unquestionable integrity and comply with the Idaho State Department Code of Ethics.

The School Director shall have the experience and the skills necessary to work effectively with the Board of Directors, Palouse Prairie School employees, parents/legal guardians, students, and the community.

The School Director will hold all administrative credentials or certificates as required by Idaho State Law or will be working towards those required credentials as approved by the Idaho Bureau of Certification's Alternative Authorization process.

Additionally, the School Director is expected to engage in ongoing professional development as required to maintain appropriate certifications and at the discretion of the Board.

When the office of the School Director becomes vacant, the Board will conduct a search to find the most capable person for the position. Qualified staff members who apply for the position will be considered for the vacancy.

Compensation and Benefits

The Board and the School Director shall enter into a contract approved, in form, by the Idaho State Superintendent of Public Instruction. This contract shall govern the employment relationship between the Board and the School Director.

Evaluation

The Board shall delineate the duties of the School Director and shall use them as the basis for evaluating the School Director's performance.

The Board will evaluate, at least annually, the performance of the School Director, using standards and objectives developed by the School Director and Board, which are consistent with Palouse Prairie School's mission and goal statements. A specific time shall be designated for a formal evaluation session. The evaluation should include a discussion of strengths and weaknesses, as well as performance areas needing improvement.

Evaluation of Personnel

The School Director will be responsible for the evaluation of Palouse Prairie School personnel. The Board of Directors will be responsible for the evaluation of the School Director.

Other Administrative Staff

The Board of Directors will authorize the allocation of other administrative staff upon the recommendation of the school Director. As authorized by the School Director, administrative staff shall have full responsibility for the day-to-day administration of the area to which they are assigned. Administrative staff will be governed by the policies of Palouse Prairie School and are responsible for implementing any required administrative procedures that relate to their assigned responsibilities.

3. School Facilities

Facility Plan

Palouse Prairie School will lease operated in a leased facility, "Brown's Furniture" 105 Lauder St/ 1500 Levick St. This consent was requested of the Commisison to change from the approved (June 2008) facility location (Now & Then Antiques at 321 E. Palouse River Drive).

Inspection Reports

In developing its facility, Palouse Prairie School will comply with all applicable local ordinances, Idaho Codes and Federal laws. Palouse Prairie School will maintain certification that the facilities meet requirements for health, safety, fire, and accessibility for the handicapped, sanitation, sewage disposal, water supply or other matters affecting public health prior to the opening of the school. Palouse Prairie School also will provide for all required inspections of the facilities for health, safety, and fire compliance and provide copies of those reports to the ACE upon request.

Facility Location

Palouse Prairie School will be physically located within the attendance area of the Moscow School District. Prior to the opening of the school, the facilities will be

inspected to ensure compliance with applicable state and federal guidelines as provided in Section 39-4130, Idaho Code and the Americans with Disabilities Act.

Use of Local District Facilities

Palouse Prairie School does not currently intend to utilize any Moscow School District facilities. The Palouse Prairie School may seek an agreement with the Moscow School District to utilize District facilities for various purposes in the future. Should the Palouse Prairie School and the Moscow School District reach an agreement for the use of the District's facilities, such agreement would be reduced to writing in a separate document.

Rent/Lease/Purchase Documentation

Palouse Prairie School will provide the ACE complete documentation for the rent, lease or purchase of school facilities prior to the opening of the Charter School.

B. Impact on other public schools

1. Moscow Charter School

Short term potential impacts

During the period when Palouse Prairie is growing its enrollment, it will quite likely reduce the waiting list at Moscow Charter School (MCS). Trish Bechtel, the Principal at MCS has described Palouse Prairie as one end of a curricular spectrum, with MCS in the middle and the district at the other (traditional) end. This positioning may draw students from MCS to Palouse Prairie and open slots to be filled by District families looking for a more familiar curricular option but in MCS' small school setting. There is evidence that there are families who have dropped off the MCS waiting list because they became discouraged of their chances of admission, therefore the total pool of pupils is probably larger than the current MCS enrollment and waiting list. Rather than seeking to harm to MCS, Palouse Prairie envisions collaborating to marketing educational choice.

Palouse Prairie is not likely to draw employees away from MCS as salaries at the two schools are likely to be comparable, and low, compared to the District.

2. Moscow School District

Short term potential impacts

The District has many teachers with long tenure, relatively high salaries and a very competitive recruiting history. Moscow and Pullman have a long history of qualified potential teachers seeking but not finding employment in the District (because of few openings) and the two universities continue to graduate education students interested in teaching in the area. Palouse Prairie will seek to attract some of the highly qualified teachers who wish to remain in the community but have only found substitute teaching opportunities at the District.

Long term potential impacts

There are two potential long term impacts of a successful Palouse Prairie School on the District: facilities and curriculum.

Facilities: When Palouse Prairie School reaches its target K-8 enrollment of 200, it will have enrolled enough children to have significant impact on the District's elementary schools. West Park Elementary, built in 1955, is located near the University of Idaho campus and increasingly finds itself apart from neighborhoods with young children (except UI student housing). Most of the 275 K-3 children who attend are bused to the school. Currently West Park houses three Kindergarten classrooms on the UI campus because the school is not able to accommodate them. For the 2008-09 school year, West Park is adding a modular classroom to accommodate a need to add an additional 2nd grade classroom. J. Russell School, built in 1926, remodeled in 1973, and enrolling 175 students grades 4-6 is located in the Ft Russell Historic District a walkable neighborhood that may or may not have enough students to populate that school. The other two elementary schools are located in neighborhoods with many children and adjoining growing areas of town. The District has had a stable or slowly declining enrollment for a decade, but now is experiencing an uptick in lower elementary enrollments. Palouse Prairie's growth might change the District's enrollment levels and might provide an opportunity to review facilities requirements.

Curriculum. The District's ISAT scores are above the Idaho averages, a testimony to the demographics of the community, both socio-economic status and educational background of families connected with the two area universities. Palouse Prairie expects to benefit from these same well endowed student inputs and to produce the same or better ISAT results. However, Palouse Prairie has another objective, in the development of independent and critical thinking skills and personal character. The Expeditionary Learning curriculum has appeal to university educators who see its parallels in the goals of higher education, particularly those exemplified above the Bachelor's Degree level. Within the community there is another group interested in the success of non-college bound students. Their concern is for the public school to graduate students prepared to join the local work force, with skills and attitudes valuable to local employers. This second group also values the hands-on, collaborative, and independent learning goals of Palouse Prairie. When the Moscow community comes to understand the Palouse Prairie can achieve the same ISAT results as the District and achieve additional goals that are seen by many to be lacking in the traditional schools, there may be an opportunity to reform the District offerings. This outcome, if it occurs, would be the kind of result envisioned by the original Charter school movement – providing models leading to school reform.

3. University of Idaho

Teacher Preparation Program

Palouse Prairie's curricular model is unique in the region and will offer an alternative type of experience for students in the UI Teacher Preparation program. It is a goal of Palouse Prairie to establish mutually beneficial relationships with the University.

TAB 3

A. Educational Program, Philosophy, and Goals

1. Underlying Scope and Purpose

1.a. Target Student Population

Palouse Prairie School is a public charter school. It is not a religious school, a conversion of a private or parochial school, or a school operated for profit. Palouse Prairie School will serve students of Kindergarten through Grade 8. Palouse Prairie School intends to initially open serving Kindergarten through Grade 6 and to expand to include Grades 7 and 8 as enrollment demands and finances allow. The decision to expand will be at the discretion of the Palouse Prairie School's Board of Directors.

1.b. Personnel-to-student ratios

Palouse Prairie School will employ one teacher per class, with additional staff as required to support the educational needs of the students. The goal is to have 1 teacher per maximum 22 students per classroom.

In addition, Palouse Prairie School intends to employ sufficient classified and support personnel to meet the needs of the staff, students and community.

1.c. Distinguishing Features

The school is distinguished by the Expeditionary Learning Schools (ELS) school model, which is a comprehensive school reform and school development model for elementary, middle, and high schools. ELS has been recognized nationally as an innovative, research-based, school improvement model and has been credited with producing high performing public charter schools. The model is based on five core practices: Learning Expeditions, Active Pedagogy, Culture and Character, Leadership and School Improvement and Structures. These core practices work in concert and support of one another to promote high achievement through active learning, character growth and teamwork.

Learning Expeditions – Learning expeditions are the primary way of organizing curriculum. The subject matter of a learning expedition is a compelling topic aligned with the Idaho State Achievement Standards. Learning expeditions feature projects that require students to construct deep understandings and skills to create products for real audiences. Learning expeditions support critical literacy, promote character development, create a sense of adventure, spark curiosity, and foster an ethic of service. They address central academic standards of content, skills, and presentation and include goals related to character and community. They allow for and encourage authentic integration of academic disciplines.

Active Pedagogy – Teaching and learning are active and engaging in Expeditionary Learning classrooms. Effective instructional practices promote high expectations for all students, make the content of the expeditions come alive, and ensure that all students participate and are challenged. Good practices foster character by inspiring each student to develop craftsmanship, perseverance, collaborative skills and responsibility for learning. Effective planning for instruction entails choosing from a repertoire of practices

and protocols and sequencing them into a coherent lesson. Thoughtful lesson design guarantees that lessons are well paced, that all students engage in productive work throughout the class period, that teachers have time to confer with students, that classroom management is smooth, and that teachers are aware of each child's understanding and participation.

Culture and Character – An Expeditionary Learning school culture is developed and sustained through practices that build community, promote shared understandings, and encourage all community members to become “crew, not passenger”. The faculty articulates and promotes character traits that are emphasized throughout the school. Teachers foster student character through challenging academic work, student service, and the expectation that students are courteous, respectful, and compassionate.

Leadership and School Improvement – Leaders in Expeditionary Learning schools create a professional community that focuses on curriculum and instruction as the primary vehicles for improving student achievement and school culture. Leaders assume responsibility for implementing Expeditionary Learning, model the ELS Design Principles, allocate resources for professional development, and partner with Expeditionary Learning staff.

Structures – In Expeditionary Learning schools the schedule serves instructional and curricular priorities. While each schedule is unique to a school and its constraints, there are key features that all Expeditionary Learning school schedules have in common: blocks of class time, opportunities for integration of disciplines, and common planning time for teachers. The schedule accommodates project work, fieldwork, service learning, and flexible grouping of students. Time is scheduled during the school year and summer for whole-school professional development and collaboration across grade levels and subject areas.

These five core practices distinguish our program and establish the basis for offering a unique learning program and environment.

1.d. Educational Program Components

Integrated Curriculum: Expeditionary Learning allows and encourages subject overlap. Such an approach more closely parallels the “real” world, where a project, problem, or opportunity demands skills in many areas.

Child-Centered Curriculum: Class work involves children working on projects they help design, either in groups or individually. The teacher serves as a mentor or guide to help the children as they encounter challenges and/or to present further challenges to their work.

Experiential Learning: Active, hands-on learning is typically connected to an in-depth project or investigation.

Cooperative Learning: Class work is often done in groups, consisting of students with various abilities. Students learn how to work together, an increasingly important skill in today's workplace. Ideas, material, and labor are shared.

Portfolio Assessment: The portfolio serves as an assessment tool. A series of rubrics show student achievement. Students receive guidance in choosing their work to go into the portfolio, see Tab 4 for portfolio use in Measurable Student Learning Outcomes.

Collaborative Planning: Teachers regularly form partnerships to plan/teach together. This encourages innovation, collaboration, growth, flexibility, and specialization for the teachers.

Learning Community: Palouse Prairie School has made a commitment to develop and maintain a school community and culture dedicated to learning. Everyone involved with the school is regarded as part of the learning community. The greater Moscow community is part of the learning community as well. The community provides the natural and social environments for purposeful fieldwork connected to the academic curriculum. Community members are invited into the school and students have many opportunities to interact with the community outside the school boundaries.

Service Learning: Service learning is a method by which students learn and develop through active community service that meets the needs of communities. It is an integral part of the investigations and products of many learning expeditions and meets an authentic community need.

Fieldwork: Fieldwork has a clear purpose that furthers the work of the Learning Expedition. It is a process in which students gather information and data outside of the classroom. As much as possible, fieldwork is modeled on the authentic work of professionals in the field.

1.e. Core Values

Palouse Prairie School core values are reflected in its philosophy and mission statement. As an Expeditionary Learning School, we are committed to the ten design principles:

THE PRIMACY OF SELF-DISCOVERY - Learning happens best through challenges and requisite support. Students discover their abilities, values, passions, and responsibilities in situations that offer adventure and the unexpected. In Expeditionary Learning schools, students undertake tasks that require perseverance, fitness, craftsmanship, imagination, self-discipline, and significant achievement. A teacher's primary task is to help students overcome their fears and discover they can achieve their goals.

THE HAVING OF WONDERFUL IDEAS -Teaching in Expeditionary Learning schools fosters curiosity about the world by creating learning situations that provide important ideas to consider, time to experiment, and time to make sense of what is observed.

THE RESPONSIBILITY FOR LEARNING - Learning is both a personal process of discovery and a social activity. Everyone learns both individually and as part of a group. Every aspect of an Expeditionary Learning school encourages both children and adults to become increasingly responsible for directing their own personal and collective learning.

EMPATHY AND CARING - Learning is fostered best in communities where students' and teachers' ideas are respected and where there is mutual trust. Learning groups are small in Expeditionary Learning schools, with a caring adult looking after the progress

and acting as an advocate for each child. Older students mentor younger ones, and students feel physically and emotionally safe.

SUCCESS AND FAILURE - All students need to be successful if they are to build the confidence and capacity to take risks and meet increasingly difficult challenges. But it is also important for students to learn from their failures, to persevere when things are hard, and to learn to turn disabilities into opportunities.

COLLABORATION AND COMPETITION - Individual development and group development are integrated so that the value of friendship, trust, and group action is clear. Students are encouraged to compete not against each other, but with their own personal best and with rigorous standards of excellence.

DIVERSITY AND INCLUSION - Both diversity and inclusion increase the richness of ideas, creative power, problem-solving ability, and respect for others. In Expeditionary Learning schools, students investigate and value their different histories and talents as well as those of other communities and cultures. Schools and learning groups are heterogeneous.

THE NATURAL WORLD - A direct and respectful relationship with the natural world refreshes the human spirit and teaches the important ideas of recurring cycles and cause and effect. Students learn to become stewards of the earth and of future generations.

SOLITUDE AND REFLECTION - Students and teachers need time alone to explore their own thoughts, make their own connections, and create their own ideas. They also need time to exchange their reflections with other students and with adults.

SERVICE AND COMPASSION - We are crew, not passengers. Students and teachers are strengthened by acts of consequential service to others. One primary function of an Expeditionary Learning school is to prepare students with the attitudes and skills to learn from and be of service.

Students will be challenged, taught as individuals, learn about historical and contemporary world problems in a safe, kind environment, and will develop the tools necessary to shape and improve the world of tomorrow.

1.f. Goal Attainment

Palouse Prairie School strives to meet the goal of educating students who possess the academic and personal habits and attitudes desired of an educated citizen in the 21st century. The student enrollment at Palouse Prairie School will be small in size, with students moving up together. The receiving teacher will have intimate knowledge about what has been taught and about the understandings of individual students. The school will use multiple forms of assessment to determine if it has attained its goals including: ongoing student assessment, community/parent feedback and state and federal testing results.

2. Instructional Methods

2.a. Curriculum Overview

The educational program for Palouse Prairie School is based on the Expeditionary Learning Schools (ELS) model. ELS is derived from Design Principles which emphasize project-based learning, reading and writing across the disciplines, inquiry-based science, math and social studies, and learning in and through the arts. Additionally, ELS emphasizes positive school culture, including small, multi-age classrooms when possible.

The curriculum will be taught through the expeditions. Each expedition will be aligned to, consistent with, and supportive of the Idaho State Standards. The curricular offerings on each educational level shall meet the requirements of the State Board of Education. Palouse Prairie School will adopt and address the Idaho State Standards K-8.

Curriculum development will be an ongoing process led by the School Director and teachers, with the approval of the Board of Directors.

2.b. Subject Area

Curriculum

Language Arts

The Language Arts curriculum will align with the Idaho State Standards per IDAPA .08.02.03.671 to IDAPA.08.02.03.756. The goal is to develop learners who are effective communicators, and are lifelong readers and writers. The curriculum is literature rich. Comprehensive skills, grammar, vocabulary and dramatization are integrated within the literature program in alignment with Idaho State Standards. Communication skills include speaking and writing, and expand into presentation skills, using modern technological tools when appropriate.

Mathematics

Students will be taught mathematical concepts and processes in alignment with Idaho State Standards. Experiences that engage students in exploring, conjecturing, justifying and communicating their understanding of mathematical concepts will be used throughout. Students will engage in activities that teach them to use mathematics as a tool for reasoning and problem solving in purposeful ways.

Science and Health

The science curriculum emphasizes hands-on experimentation, functional knowledge of scientific phenomena and a working knowledge of the scientific method. Science must take students beyond the factual approach (of reading, reciting, drilling, and testing science) to actual inquiry-based fieldwork with instruments. This process approach lets students experience the excitement of science as well as better understand facts and concepts. Students will focus on the basic science process skills of observing, inferring, measuring, communicating, classifying, and predicting. Students will add the integrated science process skills of identifying variables, data tables, constructing graphs, describing relationships between variables, acquiring and processing data, constructing hypotheses, and designing and implementing investigations.

Social Studies and Community Service

Social Studies will be taught in alignment with the Idaho State Standards. Students will be encouraged to discover and experience their responsibilities and rights as members of

our democratic community. There will be a strong emphasis on community service as students apply their understanding of and their contributions to the world around them.

Technology

Technology will be used to support learning through individual and group discovery and seeking solutions to real-life challenges. It will not be used as the primary mode of delivering instruction. Palouse Prairie School will provide learners with technological skills aligned with the Idaho State Standards.

2.c. Curricular Materials

Palouse Prairie School will employ instructional materials according to their quality and applicability to 21st century learning for all subjects and in accordance with Idaho State Law. Instructional materials will be coordinated with learning expeditions and prioritized for accuracy and appropriateness of information. Instruction will be coordinated between developmental levels as appropriate. Literature based resources will be emphasized as students explore a wide array of resources including magazines, chapter books, articles, excerpts, interactive software databases and the publications of other education organizations. Palouse Prairie School staff will locate and adapt instructional resources. Guest speakers from organizations, businesses, universities, as well as parents and legal guardians, and other school community members will play important roles in the authentic learning component of the education program.

Director “walk-through”, teacher/peer reviews and associated rubrics will be used to monitor the effectiveness of materials and instruction.

2.d. Thoroughness Standards

Palouse Prairie School will fulfill the thoroughness standards as identified in Idaho Code 33-1612 and administrative rule.

A Safe Environment Conducive To Learning Is Provided.

Goal: Maintain a positive and safe teaching and learning climate. Every student has the right to attend a school that encourages positive and productive learning, provides a safe and orderly environment, and promotes student respect for themselves and others.

Objectives: Palouse Prairie School will:

Involve students, parents and the community in developing and disseminating guidelines for physical safety. These guidelines will include, but not be limited to, the procedures for fire drills, reporting unsafe equipment, methods for checking students in and out of school, notification of parents’ rights, and staff monitoring responsibilities.

Create an environment that encourages parents and other adults to visit the school and participate in the school’s activities.

Establish, publish, and enforce policies that define acceptable and unacceptable behavior, including zero tolerance for weapons, violence, gangs, and use or sale of alcohol and drugs.

Provide a facility and adopt policies that meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools.

Educators are empowered to maintain classroom discipline.

Goal: Create a positive teaching and learning environment with an emphasis on high expectations of behavior and performance.

Objectives: Palouse Prairie School will:

Adapt the Safe Environment policies into the student handbook providing a code of conduct including clear expectations and consequences for unacceptable behavior.

Teach appropriate behaviors and foster responsible decision-making skills and incorporate high expectations for behavior into regular classroom assessments.

Establish and maintain consistent rules aligned throughout the school.

The basic values of honesty, self-discipline, unselfishness, respect for authority and the central importance of work are emphasized.

Goal: Students will develop and express exemplary character traits, including honesty, self-discipline, unselfishness, respect for authority and the importance of work, as well as an understanding of the importance of community and service throughout the educational program.

Objectives: Palouse Prairie School will:

Develop activities where students will build personal bonds and carry out responsibilities to one another and to the faculty and staff (ELS's concept: we are all crew), and regularly assess these responsible activities.

Develop practices and learning activities that emphasize community and service within the school, and between the school and the larger community. Community service instills a sense of individual, social, and civic responsibility and enables the student to use newly found knowledge to solve community problems.

Develop practices and activities that emphasize the practice of adults modeling these important values at school.

The skills necessary to communicate effectively are taught.

Goal: Teach students a range of effective communication skills appropriate for the 21st century.

Objectives: Palouse Prairie School will:

Use classroom and community activities for the purpose of developing skills in written, oral, visual, multimedia communication with individuals and groups.

Emphasize receptive skills (listening, viewing, and reading) as critical components of the communication process

Use computers as tools to support the composition, dissemination, receipt and storage of communications.

A basic curriculum necessary to enable students to enter academic or professional-technical post-secondary educational programs is provided.

Goal: Offer a curriculum that enables students to be successful in high school and beyond because they are well grounded in the basics such as reading, writing, mathematics, science, and social studies and in the application of those skills in authentic settings.

Objectives: Palouse Prairie School will:

Organize Expeditions, in the ELS model, which provides a rigorous interactive academic program where projects and service, rather than textbooks, drive pacing.

Require teachers and students to collaborate on setting learning goals, doing team and individual activities and assessing their own and the team's outcomes against their goals.

Provide students regular opportunities to communicate their learning to peer and public audiences and have those audiences evaluate and provide constructive feedback.

Encourage and enable students to engage in extra-curricular activities that extend the range of their learning activities beyond what the school can provide.

Regularly assess individual student needs and supplement Expeditions with established methodologies to reinforce basic skills.

Ensure students can perform at acceptable levels on the Idaho standardized assessments for grades K-8.

The skills necessary for students to enter the work force are taught.

Goal: Provide students with basic skills that prepare them for future employment using learning tools such as computers, scientific equipment, and local and national resources. These tools assist students in learning how to learn so that they become lifelong learners and are prepared to enter the workforce with a solid foundation of knowledge and skills.

Objectives: Palouse Prairie School will:

Create Expeditions where students apply their foundation in reading, writing, problem solving, math concepts science, social studies, and computational skills to solve authentic problems.

Enable students to develop the following intellectual habits important in the work place: adapting to new situations and responding effectively to new information; planning; solving problems; locating and evaluating information and learning new skills from a variety of sources; making flexible connection among various disciplines of thought; thinking logically and making informed judgments.

Enable students to develop the following personal habits important in the work place: accepting responsibility for personal decisions and actions; honesty, courage, and integrity; individual and teamwork skills (i.e., personal initiative, working with others); empathy, courtesy, and respect for differences among people; self-confidence; concentration and perseverance; responsible time management; assuming a fair share of the work load; and working cooperatively with others to reach group consensus.

Provide a technology enriched environment, encouraging the effective use of technology as a tool for learning and in the workplace of the 21st century.

The students are introduced to current technology.

Goal: Ensure students become fluent at using technology (such as computers, scientific equipment, and networks linked to local and nationwide resources) as tools to find information, record and manage data, and communicate ideas.

Objectives: Palouse Prairie School will:

Ensure that students leaving Palouse Prairie School will be proficient in using both a word processing and spreadsheet package and using the Internet as a resource.

Use computers as tools for such activities as accessing research information, authoring, computation, record keeping and data storage, and communication.

Ensure that students can evaluate the quality and bias of information.

Use interactive technology as tools in an integrated educational program rather than as primary instructional delivery systems.

The importance of students acquiring the skills to enable them to be responsible citizens of their homes, schools and communities is emphasized.

Goal: Provide students with the skills and understanding necessary to become responsible citizens in their respective jobs and communities of the 21st century.

Objectives: Palouse Prairie School will:

Provide a comprehensive program of community service through the use of Expeditions that reflects responsible citizenship in a democratic society and an interdependent world.

Enable students to develop the following habits of responsible citizens: accepting responsibility for personal decisions and actions; honesty, courage and integrity; empathy, courtesy and respect for differences among people; assuming a fair share of the workload; and working cooperatively with others to reach group consensus.

Enable students to understand and apply concepts and principles embedded in each of the social studies: history, geography, political science, and economics.

B. Definition of “Educated Person,” How Learning best occurs

1. Educated Person in the 21st Century

The 21st century will be a period of unprecedented and rapid change, Schools are helping today's students prepare for a first job but also for careers that do not yet exist, and for societal challenges we do not yet know.

Traditionally, we have searched past literature for answers, however, we are living in an age where the past is not a good predictor of the future. The only thing that will be certain is that our society will be constantly transforming. It will not be the traditional society of the past on which so much of today's education is based.

The results of an Employer Survey recently released by the American Association of Colleges and Universities (2008, AAC&U) illustrates the gap between the traditional US educational system and what will be expected of students as they enter the workforce.

The findings that have implications for PPSEL and the K-12 curriculum are:

“When asked what learning approaches and assessment methods companies valued most in evaluating a new hire's potential for success, employers overwhelmingly favored integrated, applied-learning experiences like faculty-supervised internships, community-based projects, and comprehensive senior projects. They ranked those experiences just above essay tests and electronic portfolios of student work, which they said were also helpful in demonstrating an applicant's analytic, problem-solving, and writing abilities.

“Only 29 percent said that college transcripts were either very or fairly useful to them in assessing an applicant's skills and knowledge. At the very bottom of the heap were multiple-choice and general-knowledge tests, which most business executives dismissed as ineffective means of assessment. Colleges, they said, should develop methods to assess students' preparedness to apply what they are learning to real-world settings, and to place less emphasis on multiple-choice tests of general knowledge.”

“This isn't a multiple-choice world,” Wayne C. Johnson, vice president for worldwide university relations at Hewlett-Packard, said in a telephone news conference on Tuesday. The findings, he said, reflect a frustration and sense of urgency among businesses, which, he said, have increasingly had to look overseas to find qualified employees. “It would be far wiser for our nation to invest in the areas of the economy that are growing fastest and prepare students for contribution to that growth,” he said. “This requires that all workers be educated at a higher level of achievement.” The PPSEL curriculum is designed to develop student agency and prepare them to be engaged citizens and adaptive experts in the 21st century global economy. Our curriculum and educational approaches will foster life long learning skills, creative and critical thinking and our portfolio-based assessment practices reflect these values. (Wasley, P. 2008. Tests Aren't Best Way to Evaluate Graduates' Skills, Business Leaders Say in Survey, The Chronicle of Higher Education)

Palouse Prairie School will help students develop each of the following skills and abilities, as assessed in our rubrics for Student Learning Outcomes.

- Ability to identify and summarize the problem/question at issue. Problems that will arise in the 21st century that will not be replications of previous ones, but

new, arising from the larger and more complex interaction of world systems, and from the deeper and more detailed understanding of physical systems and science. The 21st century educated person must be able to identify both the main problem and subsidiary, embedded, or implicit aspects of the problem, and their relationships to each other.

- Ability to identify and present the one's own hypothesis, perspective and position. Second to identifying the position, is the educated person's ability to recognize and articulate his/her own position on the issue, drawing support from experience, and information both inside and outside the standard sources.
- Ability to identify and consider other salient perspectives and positions that are important to the analysis. In addition to knowing one's own perspective, the educated person is aware of and accounts for, and additional diverse perspectives, be they historical, cultural, scientific or other conditions of the human experience.
 - Ability to identify and assess key assumptions. The educated person examines his/her own perspectives and those of others for underlying assumptions, assessing the validity of the assumptions and addressing the ethical dimensions that underlie the issue.
- Ability to identify and assess the quality of supporting data/evidence and provides additional data/evidence related to the issue. In addition to understanding perspectives, and assumptions, the educated person examines the evidence around an issue and source of that evidence. He/she clearly distinguishes between fact, opinion, and value judgments, and is able to question the accuracy, precision, relevance, completeness of data/evidence, including observing cause and effect and addressing existing or potential consequences.
- Ability to understand problem solving as a creative act, and see it as a process of successive refinement. The educated person in the 21st century uses his/her understandings of perspective, assumptions, and evidence to assess their work and guide the creative process.
- Ability to examine a body of work and see bigger ideas that arise from the work and find directions for future development and exploration. The educated person understands the dynamic character of problems in the 21st century, and recognizes that in the solution to specific problems lie the germs of future problems and ideas for the development of broader solutions to wider problems.
- The ability to ask for/ learn from feedback. The educated person in the 21st century understands that their work, and the work of others, can benefit from thoughtful feedback and discussion, and he/she seeks out opportunities to get and give helpful feedback.

2. How Learning Best Occurs

Palouse Prairie School accepts the Design Principles of Expeditionary Learning Schools. We believe learning best occurs in a safe yet stimulating environment, where challenge

and support help children discover their abilities, values and passions. Learning is a personal process of discovery as well as a social activity. Students and teachers are strengthened by acts of consequential service to others. Teachers begin their careers full of excitement and ideas that, if encouraged, can help each classroom become a place of discovery and enthusiasm. The flexibility of Palouse Prairie School's environment allows the greatest opportunity for both children and teachers to experience the best kind of learning.

C. Manner By Which Special Education Services Will Be Provided

Palouse Prairie School recognizes the unique needs of all children and their potential for significant educational development and will provide education opportunities designed to meet each child's needs. Palouse Prairie School will abide by all applicable Idaho State Codes, Federal Public laws, the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973, guidelines regarding provisions for students who have disabilities. Palouse Prairie School does not discriminate on the basis of race, color, religion, national origin, sex, age or disability.

To be eligible for services under IDEA, a student must have a disability that adversely affects educational performance and requires specially designed instruction. Palouse Prairie School will identify special needs students, including Limited English Proficient (LEP), special education, gifted and talented, and students qualifying for section 504. Palouse Prairie School will utilize the Idaho Special Education Manual as now adopted or as amended in the future and with all federal regulations dealing with these areas. The Idaho Special Education Manual will be used for identifying, evaluating, programming, developing Individualized Education Plans (IEP), planning services, developing our discipline policy, budgeting, and providing transportation for special needs students, as necessary.

Special Education and related services will be provided free of charge to any student who qualifies for Special Education services per Idaho Code 33-2001. Such students will be identified based on criteria established by the state of Idaho. Palouse Prairie School will ensure that a free appropriate public education (FAPE) is available to students who attend Palouse Prairie School and are eligible for special education. FAPE is determined for each individual student with a disability. FAPE will include special education in the least restrictive environment (LRE) and will include related services, supplementary aids and services, and/or assistive technology devices and services required to help the student benefit from his or her education program.

If a student is found to be eligible for special education services at the charter school, services will be provided for the student in one or more of the following ways.

1. Palouse Prairie School will form a multidisciplinary team to consider the student's eligibility for Special Education. If a team determines the need for an evaluation by personnel, such as a school psychologist, speech therapist, or occupational therapist, not currently employed by the school, such evaluations will be contracted with a private provider who meets applicable certification requirements for the State of Idaho.
2. A certified Special Education teacher will be responsible for designing, implementing, monitoring and supervising Individual Education Plans (IEP) and 504 plans. A certified Special Education teacher will provide services in an inclusion or

pullout model depending on the degree of intervention necessary to meet the student's needs. Through the ELS model, a wide range of skill levels are addressed because of the emphasis on the individual. A paraprofessional will be used to support instruction as allowed by IDEA and the ESEA; however paraprofessionals may not deliver the preponderance of services. The appropriate personnel will consult with the general education staff to utilize effective classroom interventions, adaptations, and modifications.

3. Disciplinary problems by special education students will be assessed by the multidisciplinary team. Teachers and Directors will follow the Idaho Special Education Manual (as currently defined in Chapter 7, Section 13, and titled "student discipline") to address these issues. A Procedural Safeguards Notice will be given to parents, which will contain a full explanation of special education rights.
4. Palouse Prairie School will contract with a private provider for the provision of "related services". Direct speech, language, or occupational therapy services may be provided by a paraprofessional under the direct supervision of a licensed therapist. In the event that the IEP team determines that the student's academic needs cannot be met on site, the Palouse Prairie School will determine the least restrictive environment complying with PL 94-142.
5. Palouse Prairie School will provide transportation for special needs students if it is determined that this is necessary to provide for a Free and Appropriate Public Education for the student. Special needs transportation contracts will be submitted to the State Department of Education for review before contracts are signed to verify that they are reimbursable.

6. Limited English Proficiency, see program details below.

1. Program for Limited English Proficient Students

Palouse Prairie School is committed to ensure that the LEP students identified:

- attain English Proficiency within three years of their initial enrollment;
- develop high levels of academic attainment in core academic subjects as measured by grades, attendance and graduation goals and;
- meet the same challenging state academic standards as measured by the grade level IRI and ISAT proficiency levels.

Palouse Prairie School will apply the federal definition of Limited English Proficient (LEP) as defined by Title III and IX of the ESEA.

Registration and enrollment materials will include a Home Language Survey (HLS) form that identifies first language spoken by the student in the home.

Palouse Prairie will use the Idaho English Language Learner (ELL) Placement test (currently v 2.0) as the primary means of assessing the student's English language proficiency. The ELL Placement test will be used for identification and placement of incoming ELL students. The Idaho ELL Placement Test will inform placement decisions for new English Language Learners. The test assesses the student's proficiency in the domains of Speaking/Listening, Reading, and Writing. Identification for placement will be completed within 15 days upon enrollment.

Students who are placed in the LEP program will be assessed each spring with the Idaho English Language Assessment (IELA) to determine proficiency and growth.

LEP Program

The Expeditionary Learning model is based primarily on the inclusion of all students in whole-class learning as much as possible. It is a model with the "social construction of meaning" and "equity of participation" to support academic rigor for all students at its core. The idea is to have the same high bar for all students and differentiate the support for individual students (rather than the learning target). The LEP program will set standards and objectives for each student through an individualized plan that is developed and approved by a team compiled of classroom teachers, the parent/s, the Director, and the special education teacher. The educational approach for LEP students in Palouse Prairie is teaching English as a second language in a regularly scheduled structured setting. The instruction will be provided each day by, or under the supervision of, the classroom teacher within the context of the Expeditionary Learning. Additionally, appropriate curriculum and materials, including world text will be utilized to meet the needs of the LEP student. If necessary, a bilingual teacher will be contracted and/or hired. Accommodations are made as recommended in the Individual LEP Plan. The instruction and/or accommodations follow grade level/subject curriculum.

Data will be collected from the Placement Test, ISAT scores, grades, teacher referrals, previous LEP services and LEP Instructor recommendations. Target growth objectives, intermediate and annual goals will drive the instruction based on student need.

PPSEL's LEP Plan

A LEP Plan will be developed and submitted annually to the State LEP Program for review. The plan will include:

- Notification to parent/s: Parents will be notified of LEP status of student, receive an invitation to the team meeting, and provided with ongoing communication regarding the LEP plan.
- Continuous Program Monitoring: Students will be monitored by review of state mandated testing scores and classroom assessment by the special education teacher and/or designee. Monitoring will be done for two years. Student's teachers are notified of the monitoring status through the special education teacher or designee. Upon referral from the student's team the special education teacher will again administer the Placement Test and notify parents and teachers if the student is readmitted to the LEP program. The special education teacher will monitor and evaluate student education plans and progress. If the student maintains their academic success during the two-year monitoring phase by meeting proficiency levels, the student is exited. The student's team and parents are notified in writing of the student's new status, with the understanding that at any time a referral can be made to reassess and reclassify student.
- Professional Development: In-service training will be provided annually to all teachers and paraprofessionals serving LEP students per the State Standards and Principles.

2. Other Special Education Student Services

Each person has the right to learn at the most appropriate level where growth will take place. Because gifted and talented, LEP, Title I and Section 504 students have special needs they will be provided with educational experiences that will strive to meet those needs in the regular classrooms as well as in special classrooms. Palouse Prairie School's educational program is well suited to accommodating the needs and abilities of students with varying needs. The ELS model will allow for areas in special education to be pursued beyond the scope of the regular classroom curriculum regardless of the areas of special needs. This will be accomplished through, but not limited to the following: emphasis on the individual, collaboration, competition, flexible grouping, high interest-based expeditions, compelling topics, independent study, remediation, and pullout programs. Transportation will be provided as needed and required.

D. Plan for Dual Enrollment Participation

Eligible students from Palouse Prairie School shall be allowed to participate in dual enrollment in non-charter schools as provided for in Idaho Code 33-203.

TAB 4

A. Measurable Student Educational Standards

PPSEL's goal is to accomplish these educational standards annually:

1. Standard 1

All assessments (formative or summative) required by the State of Idaho in a given school year will be administered to all students enrolled.

During the first four years of operation, students enrolled in PPSEL continuously from the beginning of the school year, will be assessed using the State of Idaho's prescribed Standards Achievement Test (ISAT).

For each required summative assessment, the percentage* of all PPSEL students who receive a score of proficient or better will be no more than 5 percentage points** below the similar fraction computed in the Moscow School District.

* Because the statistics of small sample size could confound these results, the percentage will be computed across the whole school population as a weighted average of percentage of students scoring Proficient or above in all the grades and all the elements of the test. This combination of the scores will increase the effective N in the analysis. If PPSEL has a population of 10 or less students being tested, the comparison will be waived.

** Results will be compared after rounding each weighted average percentage to zero decimal places.

2. Standard 2

1. During the first four years of operation, all students will develop and maintain a portfolio of work, see Tab 3 A.1.d. for the portfolio component of the program.

Portfolio pieces may include, but not be limited to grade appropriate, visual, written and multimedia pieces derived from school work and college/career investigations. Development of the portfolios will be directed by a teacher and reviewed by the parents in student-led conferences.

2. Twice annually teachers will complete a mid-term Progress Report for each student, that includes, at a minimum, benchmark assessments in Reading (eg. Reading Level, Reading Fluency, Word Knowledge) and Mathematics (eg. Problem solving skills, Computational Fluency). Standardized test data (eg IRI) may be included in addition to school developed assessments.

3. In keeping with the school's EL integrated curricular goals, annually student work will be displayed in public ways within the community and open for community assessment of the ways students have acquired, integrated, extended, refined and meaningfully used knowledge and skills measured by Idaho's required assessments. (Assessment of the school, not of individual students.)

B. Measurable Student Progress

1. Mastery Level

All assessments (formative or summative) required by the State of Idaho in a given school year will be administered to all students enrolled.

Beginning in the 5th year of operation, for students enrolled in PPSEL continuously from the beginning of the school year, on the Idaho Standards Achievement Test (ISAT), the percentage* of all PPSEL students who receive a score of proficient or better will meet or exceed** the similar fraction computed in the Moscow School District. *(paragraph revised March 2012)*

* Because the statistics of small sample size could confound these results, the fraction will be computed across the whole school population as a weighted average of students scoring Proficient or above in all the grades and all the elements of the test. This combination of the scores will increase the effective N in the analysis. When PPSEL has a population of 10 or less students being tested, the comparison will be waived.

** Results will be compared after rounding each percentage to zero decimal places.

(Section 4.b.1 revised 3/2011 to remove reference to specific Idaho tests. Local assessments moved from this section to 4.b.2)

2. Achievement on School-specific Assessments

Beginning with the 5th year of operation:

1. Seventy-five percent (75%) of students in continuous attendance at PPSEL from the beginning of the year will be expected to demonstrate a Fall to Spring improvement in their mid-term Progress Reports.

2. In keeping with the school's EL integrated curricular goals, annually student work will be displayed in public ways within the community and open for community assessment of the ways students have acquired, integrated, extended, refined and meaningfully used knowledge and skills measured by Idaho's required assessments. (Assessment of the school, not of individual students.)

(Section 4.b.2 revised 3/2011 to provide for assessment of student growth using local instruments in keeping with Expeditionary Learning model.)

C. Standardized Testing

1. Statewide Assessments

The students at PPSEL will be evaluated using the same standardized tests as other Idaho public school students.

2. Additional Assessments

Additional yearly assessment tools may be required as determined by the PPSEL Board and in keeping with EL practices.

3. Reporting of Student Test Results

Staff will report results of the following student tests to the Director who will compile a report to be presented to the Board:

- Individual student progress
- Grade level/school composite scores
- Year-to-year comparative results by subject
- Comparative results between PPSEL, state, and national averages

4. Annual Reports to Idaho State Board of Education and ACE

Annual reports will be made to the Idaho State Board of Education and Authorized Chartering Entity, providing formative and summative data to demonstrate that the school is meeting all the performance standards prescribed by the State and other standards still under construction. This data can include emerging Idaho State Department of Education standards, benchmarks and/or PPSEL-developed criteria.

D. Accreditation

1. State Accreditation of Charter School

PPSEL will be accredited as set forth by the rules and regulations of the Idaho State Board of Education.

2. Accreditation Standards

The Board will comply with all accreditation standards established by the Idaho State Board of Education. PPSEL will use one or more of the following standards as required by law:

- Idaho Elementary/Secondary Accreditation Standards, dated October 17, 1996
- Northwest Accreditation Standards
- Idaho School Accreditation School Improvement Model

3. Accreditation Reports

PPSEL will submit all accreditation reports to the Elementary/Secondary Accreditation Committee in a timely manner.

E. “No Child Left Behind” (NCLB)

Student learning is the primary focus for PPSEL. A Strategic Plan will be in place as part of our accreditation process with the State of Idaho. The Strategic Plan will be developed by the PPSEL Board, Director, and staff representatives. The plan will outline, by year, educational steps including needed remediation for all educational goals identified. Explicit curriculum and procedures will be included in the Strategic Plan.

1. Plan for Improvement per NCLB

Should it be determined through our measurement systems that learning is being compromised, steps will be taken by the Principal and the Board to identify and target school and individual needs. A comprehensive plan of improvement will be developed that will examine curriculum, time on task, teaching instruction

F. Middle Level Credit and Advancement

Palouse Prairie School will develop and maintain a Middle Level Credit System acceptable to the State Department of Education, pursuant to IDAPA 08.02.03. The system will address: Credit

Requirements, Credit Recovery, Attendance, Alternate Mechanism, Special Education Students and Limited English Proficient (LEP) students. The policies and procedures to implement the system will be adopted prior to the first academic term in which students grade 7 or 8 are enrolled.

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TAB 5

A. Governance Structure

1. Summary

Palouse Prairie Educational Organization Inc. is a nonprofit organization governed by a Board of Directors with a structure of officers and by-laws, with delegation of operational management to a School Director. The Board of Directors of Palouse Prairie School is the entity which plans and directs all aspects of the school's operations to the end that students shall have ample opportunity to achieve their individual and collective learning needs and to provide a thorough system of education. The Board meets as a whole on a monthly basis and in compliance with Idaho Code 67-2340 through 67-2347. It operates through various committees, including an executive committee consisting of officers elected to manage the Board and create, monitor, and revise school policies.

There is a clear distinction between the governance work of the Board of Directors and the administrative and management work of the paid staff. Palouse Prairie School is legally incorporated under the Idaho Nonprofit Corporations Act and is regulated by Idaho statutes and IRS regulations regarding nonprofit organizations. The Board of Directors of the corporation is responsible for governing the school. The Trustees each have a personal fiduciary duty to safeguard long-term well being of the school.

The role of a Board of Directors is to set policy and the role of the school administration is to implement it through procedures. The National School Boards Association defines policies and procedures as follows:

Policies: are principles adopted by the Board to chart a course of action. They tell what is wanted and may include why and how much. They are broad enough to indicate a line of action to be taken by the administration in meeting a number of day to day problems; they need to be narrow enough to provide clear direction to the administration.

Procedures: are detailed directions developed by the administration to put the policy into practice. They tell how, by whom, where and when things are to be done.

2. Legal Organization of Palouse Prairie School

Palouse Prairie Educational Organization, Inc. is and will remain organized and managed as a nonprofit corporation registered in the state of Idaho throughout the terms of this agreement. The Board of Directors of Palouse Prairie Educational Organization, Inc is legally accountable for the operation of Palouse Prairie School.

Palouse Prairie School shall be a public school as provided by the Idaho Public Charter Schools Act. Palouse Prairie School shall be deemed a governmental entity.

Palouse Prairie School must comply with all federal and state laws and rules. Palouse Prairie School is created and operates under the authority of Idaho Code Title 33, Chapter 52. Although most provisions of this code are not explicitly listed in this document, Palouse Prairie School will fully comply with and adhere to its provisions. The responsibility for identifying the essential laws and regulations, and complying with them, lies with Palouse Prairie School, not with the ACE.

Palouse Prairie School is managed by a Board of Directors which acts as public agents authorized to control Palouse Prairie School and which has the same responsibilities and liability as any Board of Directors of public education.

Palouse Prairie School is organized and shall be maintained as a separate legal entity from the Moscow School District 281. Palouse Prairie School may not extend the faith and credit of the District or the ACE to any third person or entity, nor may Palouse Prairie School contractually bind the District or ACE with any third party.

Palouse Prairie School is subject to the provisions of Idaho Code on disclosure of public records.

As specified in Idaho Code 33-5204, no Director shall have pecuniary interest directly or indirectly in any contract or other transaction pertaining to the maintenance or conduct of the authorized ACE and charter, or to accept any reward or compensation for services rendered as a director except as may be otherwise provide by law.

The Bylaws of the Corporation, Palouse Prairie Educational Organization, Inc., contain additional detail on the definitions of membership, attendance requirements, vacancies, terms, resignation & removal, Board recruitment and selection process, officers & duties, meetings, committees, policies and procedures, and self-evaluation of the Board of Directors. Those Bylaws are included in Appendix A.

3. Parental Involvement in Governance

Palouse Prairie School is a partnership between educators and parents/legal guardians. Parents/legal guardians have many levels of opportunity to participate in Palouse Prairie School.

The Board of Directors will include parent or legal guardian members. This allows for significant parental involvement in policy and operation of the school.

Advisory councils will consist primarily of parents/legal guardians. Parents/legal guardians will have an opportunity to be involved in special projects related to different aspects of the school.

Each parent or legal guardian of any child who is enrolled shall be eligible to vote in any regular or special elections. Parents/legal guardians will have direct input in nominating and electing the governing body for Palouse Prairie School as delineated in the Corporation Bylaws.

All board meetings will be public and attendance will be encouraged for interested parents and legal guardians. Open communication will support parental participation.

4. Staff Involvement in Governance

Palouse Prairie School is committed to the empowerment of staff and their involvement in decisions that impact their work. Palouse Prairie School will include staff input in the decision making process. Staff input will be linked to the governance decision making of the Board and will include:

- Encouragement for staff to be present at meetings of the Palouse Prairie School's Board
- Involvement in the School Improvement Plan
- The opportunity to provide input to the Board of Directors on the annual evaluation of the School Director to be utilized as the Board deems appropriate

- Along with school parents and guardians, staff will have a voice in board member nomination and election, although no employee may serve as a Board member.

5. Business Partnerships

Palouse Prairie School recognizes that external review, feedback, and expertise is an invaluable contribution to the ongoing success of Palouse Prairie School and will actively seek business arrangements or partnerships with other schools, educational programs, businesses, or non-profit organizations as deemed appropriate. Palouse Prairie School intends to establish relationships with multiple supporting organizations, including but not limited to:

- Idaho School Board Association
- Idaho Charter School Network
- Expeditionary Learning Schools, Inc.
- University of Idaho
- Moscow School District

B. Community Relations

1. Public Input

a. Goals

It is a goal of Palouse Prairie School to ensure broad public input in the ongoing effectiveness and validity of the school's philosophy.

In this endeavor, Palouse Prairie School intends to:

- Involve students in projects within the community that will allow community assessment of the real-world and authentic skills of the students, beyond the assessments that come from mandated testing.
- Publicize the school philosophy and vision statements among parents/legal guardians, students, and patrons.
- Include the school philosophy and vision statements in school handbooks and policy manuals.
- Make all school handbooks and policy manuals accessible to students, staff, and the public.
- Encourage open and honest communications between the Board of Directors, school staff, student body, parents/legal guardians, ACE employees, and the general public in an effort to ensure that Palouse Prairie School is being as effective as possible in meeting the needs of the community.

As outlined in the following sections, Palouse Prairie School intends to implement a solid plan to attract a sufficient and diverse student body, to provide for open communications, and to convey information about the school competently and accurately.

b. Recruiting and Marketing

Palouse Prairie School will actively recruit students for enrollment through advertisement in a local newspaper, coordination of at least one open public meeting, and announcements at local venues in an effort to attract a sufficient pool of potential applicants that include disabled, low-

income, and racially diverse students. Advertisement of enrollment opportunities will comply with IDAPA 08.02.04.203.02.

c. Information Sharing

Palouse Prairie School's Director will determine plans for sharing the school's annual report and other relevant information on the school's performance.

d. Public Information Program

The Director will administer the public information program under the direction of the Board of Directors.

2. Parental Involvement

Palouse Prairie School is a partnership between educators and parents/legal guardians. Parents/legal guardians of students who attend Palouse Prairie School will be involved in the education of their children and in the school at many levels. The process to ensure parental involvement will be as follows:

- Parents/legal guardians will receive a student handbook at the beginning of each school year.
- Parents/legal guardians will be encouraged to attend a parental orientation at the beginning of the school year.
 - Parents/legal guardians will be encouraged to attend parent/student/teacher conferences.
- Parents/legal guardians will be asked to complete a survey during the school year including the following topics: safety of students, classroom discipline, school-wide discipline, classroom atmosphere, and parental perception of the learning environment and student achievement.
- Parents/legal guardians will be encouraged to be involved in our parent teacher association.
- Parents/legal guardians will be encouraged and welcome to volunteer for school projects, programs and committees.
- Parents/legal guardians will be encouraged to provide an appropriate learning environment at home.
- Parents/legal guardians will be encouraged to communicate regularly with the school. In turn, the school will regularly communicate with the parents and legal guardians.
- Parents/legal guardians will be encouraged to attend and participate in all public board meetings.
- Parents/legal guardians will be eligible and encouraged to vote in any regular or special board election.

C. Charter School Financial and Programmatic Operations

1. Annual Reports

As required by Idaho State Law and in compliance with federally mandated programs, the governing board of Palouse Prairie School Board of Directors will submit an annual report to the ACE which shall contain:

- Palouse Prairie School's annual independent financial audit of the fiscal and programmatic operations as required by Idaho State Law. The ACE may choose to do an independent audit at their expense.

- A report on student progress based on Palouse Prairie School's student educational standards.
- A copy of Palouse Prairie School's accreditation report.
- All annual reporting requirements as outlined in IDAPA 08.03.01.301 and 08.02.01.300.03.

An annual programmatic audit will be performed by the Idaho Charter School Network. In addition, Expeditionary Learning Schools provides an audit and school plan as part of their services to EL schools.

The academic program will be reported to the state and to the public through the school report cards.

Palouse Prairie School will provide all reports as required by state and federal law.

Palouse Prairie School's consultant in ELS will lead an audit of the program with an annual "implementation report". The team will document where the school is in terms of implementing ELS instructional strategies. A copy of the implementation report will be submitted to the Board of Directors for review.

2. Annual Budget

The budget for Palouse Prairie School will be prepared in compliance with Idaho State Law and policies of the State Board of Education. It will be presented at a public hearing in June of the year the school will open, and will be delivered to the State Department of Education as required on or before July 15 prior to the start of each school year. Copies of the budget will be provided to the ACE as required. The budget will be prepared, approved and filed using the Idaho Financial Accounting Reporting Management System (IFARMS) format.

3. Other Reports

The ACE may reasonably request that Palouse Prairie School provide additional information to ensure that the school is meeting the terms of its charter.

Palouse Prairie School will abide by any additional reporting requirements of the ACE.

The ACE may conduct on-site reviews at its discretion.

TAB 6

A. Personnel

1. Qualifications of Employees

All Staff will meet or exceed qualifications required by Idaho State and federal law, including No Child Left Behind. Teachers will meet the Highly Qualified teacher status.

Instructional staff shall be certified teachers as defined in the Uniformity Chapter of the State Board of Education rules for the Public Schools of Idaho, Section 000-651 and the Idaho Department of Education Professional School Personnel Certification Standards manual and will comply with the Idaho State Department Code of Ethics. A copy of the certificates for all certified teachers/staff members will be kept on file at Palouse Prairie School along with proof of Highly Qualified status.

Palouse Prairie School reserves the right to seek waivers or limited certification options as provided by the rules of the Idaho State Board of Education when deemed in the best interest of the educational program.

1.a. Criminal History Check Required of All Employees

Fingerprinting and background checks will be required for all employees per Idaho State Law.

1.b. Certified Teachers shall be Considered Public School Teachers

Per Idaho Code 33-5206, certified teachers in Palouse Prairie School shall be considered public school teachers. Educational experience shall accrue for service in Palouse Prairie School and such experience shall be counted by any school district to which the teacher returns after employment in Palouse Prairie School. Each year of service at Palouse Prairie School counts as one-year experience on the state indexing scale.

Palouse Prairie School embraces the legislative intent of the Public Charter Schools Act to create professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.

B. Health And Safety Of Students And Staff

1. Safe Learning Environment

The staff at Palouse Prairie School will communicate and consistently enforce and apply school policies and procedures.

2. General Policies and Procedures

The Director, in conjunction with the Board of Directors and staff, annually review all policies and procedures relevant to safe learning environment, including but not limited to the following:

- School climate
- Discipline
- Gun-free schools
- Student harassment
- Contagious and infectious diseases
- Emergency Plan

3. Internet Safety

Internet users are responsible to use the school's computers, networks and Internet resources in an ethical and educational manner appropriate to the school setting. General school rules for behavior and communications shall apply. In addition, Palouse Prairie School has policies and procedures for computer usage as required by the Children's Internet Protection Act.

The school will implement and review measures to block or filter pictures that: (a) are obscene, (b) contain child pornography, or (c) are harmful to minors;

The school has policies for student Internet access, included in its Student Handbook. Students will annually discuss these policies. Students and parents will annually sign an agreement to adhere to them.

As technologies evolve and are adapted by teachers for classroom use, the Board may develop additional policies for teachers and/or students (and suggestions for parents) regarding: (a) access by minors to inappropriate matter on the Internet and World Wide Web; (b) the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications; (c) unauthorized access, including so-called "hacking," and other unlawful activities by minors online; (d) unauthorized disclosure, use, and dissemination of personal information regarding minors; and (e) restricting minors' access to materials harmful to them.

Additionally, educators at the school will work with students to develop the intellectual skills necessary to discriminate among sources, identify materials appropriate to their age and maturity levels, and evaluate and communicate information. School personnel will instruct students in their role as on-line users, so that they can use electronic resource networks in an appropriate manner.

4. General Health and Safety Procedures

Palouse Prairie School will comply with the following health and safety procedures and will adopt and implement policies regarding health, safety, risk management and unsafe school choice option policies as required by Idaho State Law and NCLB Act 2001. These policies at a minimum will address the following items:

Require fingerprinting and criminal history checks for all employees in compliance with Idaho State Law. This requirement is a condition of employment.

- Require that all students have proof of immunization or have a written parental waiver, and also a birth certificate or other officially recognized identification, before being enrolled at Palouse Prairie School.
- Require that all visitors sign in when visiting the school building(s), as detailed in Palouse Prairie School Policies Handbook.

- Provide an inspection of the facility in compliance with Idaho State Law. Adopt policies to meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools. Fire and safety officials will inspect the facility using the same guidelines for used for all public schools.
- Provide a policy and procedures for response to natural disasters and emergencies including fires and bomb threats.
- Provide a policy relating to infectious and contagious diseases . Provide a policy relating to the administration of prescription drugs and other medicine.
- Provide a policy establishing that Palouse Prairie School functions as a gun-free drug, alcohol and tobacco free workplace.
 - Provide a policy relating to student harassment
- Policies will be incorporated as appropriate into the student and staff handbooks and will be reviewed on an ongoing basis.

C. Employee Retirement and Insurance Programs

All employees will be covered by, and participate in the following benefit programs: health insurance, sick leave, Public Employee Retirement System, Federal Social Security, Unemployment Insurance, and Workers' Compensation Insurance to the extent allowed and required by law.

D. Transfer Rights

Any employee choosing to work in Palouse Prairie School shall not have a right to return to any non-charter school in the same school district after employment at Palouse Prairie School. However, any employee shall have the right to apply for employment with the local school district through the District's normal employment process.

E. Collective Bargaining

Per Idaho Code 33-5205, the staff of Palouse Prairie School shall be considered a separate unit for purposes of collective bargaining.

F. Written Contracts

All teachers and Directors will be on a written contract, in form, as approved by the Idaho Superintendent of Public Instruction per Idaho Codes 33-514 and 33-515.

TAB 7

A. Admission Procedures

1. Attendance Area

The compact and contiguous primary attendance area for Palouse Prairie School shall be the boundaries of Moscow School District 281.

2. Enrollment Procedures

2.a. General Procedures

Palouse Prairie School intends to implement enrollment procedures in accordance with the Model Admission Procedures outlined in the Idaho State Board of Education Rules Governing Charter Schools.

3. Admission Procedures

3.a. Enrollment Deadline

Each year the Board of Directors of Palouse Prairie School will establish an application deadline, which shall be the date by which all requests for admission to attend the School for the next school year must be received. The enrollment deadline cannot be changed once the enrollment information is disseminated.

3.b. Requests for Admission

A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a child in Idaho, must make a request in writing for such child to attend Palouse Prairie School. In the case of a family with more than one (1) child seeking to attend Palouse Prairie School, a single written request for admission must be submitted on behalf of all siblings. The written request for admission must be submitted to, and received by, Palouse Prairie School on or before the enrollment deadline. The written request for admission shall contain the name, grade level, address, and telephone number of each prospective student in a family. If the initial capacity of Palouse Prairie School is insufficient to enroll all prospective students, then an equitable selection process, in accordance with the Idaho State Board of Education Model Admission Procedures, shall be utilized to determine which prospective students will be admitted to Palouse Prairie School. Only those written requests for admission submitted on behalf of prospective students that are received prior to the enrollment deadline established by Palouse Prairie School shall be permitted in the selection process. Only written requests for admission shall be considered by Palouse Prairie School. Written requests for admission received after the established enrollment deadline will be added to the bottom of the waiting list for the appropriate grade. If there is an opening in one grade, a sibling, if any, from a late submitted application must go to the bottom of the sibling list.

3.c. Priority of Preferences for Initial Enrollment

Palouse Prairie School will establish an admission preference for students. The selection hierarchy with respect to such preferences shall be in accordance with Idaho Code 33-5205(3)(j).

3.d. Priority of Preferences for Subsequent Enrollment Periods

Palouse Prairie School intends to establish admission preferences for enrollment of students in Palouse Prairie School in subsequent school years. The selection hierarchy with respect to such preferences shall be in accordance with Idaho Code 33-5205(3)(j).

3.e. Proposed Attendance List for Lottery

Each year Palouse Prairie School will create an attendance list containing the names of all prospective students on whose behalf a written request for admission was timely received, separated by grade level. In addition, the proposed attendance list will contain columns next to the name of each student, in which Palouse Prairie School will designate admission preferences applicable to each prospective student. The columns shall be designated “A” for returning student preference; “B” for founders preference; “C” for sibling preference, with a corresponding cross-reference to each of the siblings of the prospective student; and “D” for attendance area preference.

3.f. Expanded Eligibility for Lottery Preference

Per changes adopted by the Idaho legislature in 2009, the second priority group (Group “B” above) is expanded to include:

- (3.f.i) The children of fulltime employees of the public charter school;
- (3.f.ii) Children who previously attended the public charter school within the previous three
- (3) school years, but who withdrew as a result of the relocation of a parent or guardian due to an academic sabbatical, employer or military transfer or reassignment.

3.g. Equitable Selection Process

If the initial capacity of Palouse Prairie School is insufficient to enroll all prospective students, or if capacity is insufficient to enroll all prospective students in subsequent school years, then Palouse Prairie School shall determine the students who will be offered admission by conducting a fair and equitable selection process in accordance with the Idaho State Board of Education Model Admission Procedures and Idaho Code 33-5205(3)(j).

3.h. Final Selection List

The names of the persons in highest order on the final selection list shall have the highest priority for admission to Palouse Prairie School in that grade, and shall be offered admission to Palouse Prairie School in such grade until all seats for that grade are filled. Any remaining names on the list after capacity is reached will comprise the future admission waiting list. This list will remain in effect until the next year’s selection process is initiated.

3.i. Notification and Acceptance Process

With respect to students selected for admission to Palouse Prairie School, within the time frames outlined in the Idaho State Board of Education Model Admission Procedures, Palouse Prairie School shall send an offer letter to the parent, guardian, or other person who submitted a written request for admission on behalf of a student, advising such person that the student has been selected for admission to Palouse Prairie School. The offer letter must be signed by such student’s parent, or guardian, and returned to Palouse Prairie School by the date designated in such offer letter.

With respect to a prospective student not eligible for admission to Palouse Prairie School, within the time frames outlined in the Idaho State Board of Education Model Admission Procedures, Palouse Prairie School shall send a letter to the parent, guardian, or other person who submitted a request for admission on behalf of such student, advising such person that the prospective student is not eligible for admission, but will be placed on a waiting list and may be eligible for admission at a later date if a seat becomes available.

If a parent, guardian, or other person receives an offer letter on behalf of a student and declines admission, or fails to timely sign and return such offer by the date designated in such offer letter,

then the name of such student will be stricken from the final selection list, and the seat that opens in that grade will be made available to the next eligible student on the waiting list.

If a student withdraws from Palouse Prairie School during the school year for any reason, then the seat that opens in that grade will be made available to the next eligible student on the waiting list.

3.j. Subsequent School Years.

The final selection list for a given school year will not roll over to the next subsequent school year. If the capacity of Palouse Prairie School is insufficient to enroll all prospective students during the next subsequent school year, then a new equitable selection process shall be conducted for such school year.

4. Attendance Requirements

4.a. School Attendance Philosophy

Students, parents/legal guardians, and educators recognize the importance of attendance and punctuality at school. Key reasons for regular and punctual attendance include educational benefits and success in school.

4.b. Employability

Punctuality and attendance are important skills for employment identified by employers and are also a valued component of teamwork and other collaborative community activities.

4.c. Educational Benefits

Regular attendance assures that students acquire critical academic skills, personal management skills, and teamwork skills.

4.d. Success in School

Students must be present in order to experience success. Further, each student's presence enhances the success of the entire class.

4.e. Attendance Requirements

Palouse Prairie School attendance requirements will be in compliance with Idaho State Law. Absence from any class for any reason, including family convenience, shall be counted when the percentage of attendance and eligibility for promotion are being considered.

B. Disciplinary Procedures

1. Discipline

Discipline policies at Palouse Prairie School are in place to protect individuals and the property of the school. While providing this protection, we will involve students in the discipline process. This will provide students with valuable self governing experiences, commensurate with the school's goal to teach democracy in action. All discipline actions will conform to Idaho State Law or subsequent revisions of that code.

1.a. Policy Violation Definitions

Minor Violations shall be defined by the faculty and administration at the beginning of the school year, and are open to change during the year if necessary. Violations of any of these policies shall be met with disciplinary measures defined by the Board of Directors or its representatives. Once defined, any teacher or Director of the school may apply the measures.

Major violations are defined as any illegal actions conducted on school property or during a school sponsored activity, including but not limited to, possession of illegal substances, weapons at school, malicious vandalism, or assault. Any major violation will be reported immediately to local law enforcement and will result in the immediate expulsion of the parties involved, to be enforced by the School Director or law enforcement officer.

1.b. School-Wide Rules

No one may jeopardize the safety or well being of any person at the school. We define safety as including physical, mental, social, and educational aspects.

No one may damage school property. We define school property as the school building and grounds, as well as the furnishings and materials of the school.

1.c. Classroom Conduct/Discipline Policies

Teachers are the primary discipline authorities in their classrooms, empowered to maintain an appropriate learning environment for all members of the class. Each class -- teachers and students working together -- shall establish its own rules of conduct and the discipline measures enacted when those rules are violated. This is to be seen as an educational experience, providing students with the opportunity to govern them selves and experience democracy and citizenship responsibilities. Teachers will oversee and administer class rules, always ensuring that the safety of individuals is maintained.

1.d. Suspension, Expulsion and Re-enrollment

Maintaining a safe learning environment for all school participants is our over-riding goal. The Idaho Legislature has empowered public schools to provide temporary suspension and for the expulsion of students when circumstances demonstrate that such action is necessary for the protection of the rights of other students, necessary for the orderly operation of the school process, and/or necessary for the protection of the safety of other students. All policies and procedures dealing with denial of school attendance to any pupil will be in accordance with Idaho Code 33-205.

Suspension

Authority to temporarily suspend students has been delegated by the Idaho Legislature to the school Director. No person other than the school Director or the Board of Directors may suspend a student from Palouse Prairie School.

Ground for suspension may include the following:

A student may be suspended for disciplinary reasons, or for other conduct that is disruptive and detrimental to the instructional process of the school, or to the health and safety of other students and the general climate of the school.

A student may also be suspended when, in the judgment of the Director, the suspension is necessary for the health, welfare, or safety of the student or other students at the school.

Period of Suspension

A temporary suspension by the Director shall not exceed five (5) school days in length. Upon appeal to the Board of Directors, the suspension may be extended for an additional ten (10) days. This appeal for additional suspension would only be granted if there was a finding by the Board of Directors that immediate return to school by the temporarily suspended student would be detrimental to other pupil's health, safety, and welfare.

Expulsion

Only the Appeals Board, consisting of the Director and the Board of Directors, may expel a student. If a Special Education or Special Services student accumulate, or is likely to accumulate, more than ten (10) days of suspension in a school year, the student's IEP team must be convened to determine if the current program and placement are appropriate and if the behavior is related to the student's disability. Based on this determination, the IEP team shall make needed modifications to the student's IEP.

Once expelled, a student is no longer enrolled in Palouse Prairie School, and is not allowed on school property unless accompanied by the School Director or a Board of Directors member. Their position shall be considered vacant and offered up to the next name on the waiting list. Expulsion is considered permanent, although a student may apply for re-enrollment under terms defined at the time the student is expelled.

Re-enrollment

Terms of re-enrollment will be defined on an individual basis when a student is expelled. Such re-enrollment must abide by the general enrollment guidelines for the school. Any individual eligible for re-enrollment will be required to undergo the same initial enrollment proceedings as other prospective students, with no preference or discrimination given.

Any pupil having been expelled or denied re-enrollment may be re-enrolled or readmitted to the school by the Board of Directors upon such reasonable conditions as may be prescribed by the Board; but such re-enrollment or readmission shall not prevent the Board of Directors from again expelling such pupil for cause.

Suspension or expulsion will be considered only as the final option in a series of efforts which may include but are not limited to the following steps:

Step 1: Parent/guardian incident notification.

Step 2: School Director intervention in addition to step 1.

Step 3: Suspension with parental notification in accordance with Idaho Code 33-205. Readmission may occur after a conference with student, parents/legal guardians, and the School Director.

Step 4: Expulsion In accordance with Idaho Code 33-205.

Step 5: The Board of Directors shall have the right to deny re-enrollment for disciplinary or attendance reasons.

In the case of a major violation as defined above, the progression of the steps may be altered.

C. Students using or under the influence of Alcohol or Controlled Substances

The Palouse Prairie School Board will develop and implement policies specifying how personnel shall respond when a student discloses or is reasonably suspected of using or being under the influence of alcohol or any controlled substance defined by section 37-2732C, Idaho Code. Such policies shall include provisions that anonymity will be provided to the student on a faculty "need to know" basis, when a student voluntarily discloses using or being under the influence of alcohol or any controlled substance while on school property or at a school function, except as deemed reasonably necessary to protect the health and safety of others. Notification of the disclosure and availability of counseling for students shall be provided to parents, the legal guardian or child's custodian. However, once a student is reasonably suspected of using or being under the influence of alcohol or a controlled substance in violation of section 37-2732C, Idaho Code, regardless of any previous voluntary disclosure, the School Director or designee shall contact the student's

parent, legal guardian or custodian, and report the incident to law enforcement. The fact that a student has previously disclosed use of alcohol or a controlled substance shall not be deemed a factor in determining reasonable suspicion at a later date.

In addition to policies adopted pursuant to Idaho Code 33-210, students may, at the discretion of the Palouse Prairie School Board of Directors, be subject to other disciplinary or safety policies, regardless whether the student voluntarily discloses or is reasonably suspected of using or being under the influence of alcohol or a controlled substance in violation of Palouse Prairie School policy or section 37-2732C, Idaho Code.

The Palouse Prairie School Board of Directors shall ensure that procedures are developed for contacting law enforcement and the student's parents, legal guardian or custodian regarding a student reasonably suspected of using or being under the influence of alcohol or a controlled substance.

Any Palouse Prairie School employee or independent contractor who has a reasonable suspicion that a student is using or is under the influence of alcohol or a controlled substance and, acting upon that suspicion, reports that suspicion to the School Director or initiates procedures adopted by the Palouse Prairie School Board of Directors pursuant to this section, shall have immunity from any liability, civil or criminal, that might otherwise be incurred or imposed. Any such participant shall have the same immunity with respect to participation in any judicial proceeding resulting from such report. Any person who reports in bad faith or with malice shall not be protected by this section. Employees and independent contractors who intentionally harass a student through the misuse of the authority provided in this section shall not be immune from civil liability arising from the wrongful exercise of that authority and shall be guilty of a misdemeanor.

D. Public School Attendance Alternative

Students located within the compact and contiguous attendance area of Palouse Prairie School will have the option to enroll in existing public schools presently serving their area. No student will be required to attend Palouse Prairie School.

E. Public Awareness Of Enrollment Opportunities

Palouse Prairie School intends to actively promote enrollment opportunities to the citizens in the area of attendance. Palouse Prairie School will implement a process for promoting enrollment opportunities which includes the dissemination of enrollment information in advance of the enrollment deadline established by Palouse Prairie School Board of Directors each year, and in accordance with the time frames specified in the Idaho State Board of Education Model Admission Procedures. Such information will be posted in visible and prominent locations within the area of attendance. In addition, Palouse Prairie School will ensure that the process includes the dissemination of press release or public service announcements, to media outlets that broadcast within, or disseminate printed publications within, the area of attendance of Palouse Prairie School. Finally, the enrollment information shall advise that all prospective students will be given the opportunity to enroll in Palouse Prairie School, regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs. The advertisement of enrollment opportunities will take into consideration the language demographics of the local area.

F. Denial of Attendance

The Board of Directors may deny re-enrollment, or may deny attendance at any of its schools by expulsion, to any pupil who is an habitual truant, or who is incorrigible, or whose conduct, in the judgment of the board, is such as to be continuously disruptive of school discipline, or of the instructional effectiveness of the school, or whose presence in a public school is detrimental to the health and safety of other pupils, or who has been expelled from another school district in this state or any other state.

G. Student Handbook

Palouse Prairie School has assembled a parent/legal guardian-student handbook, following Idaho State Law, which outlines the school rules and a Code of Conduct including expectations and consequences for unacceptable behavior. A draft copy of this handbook is contained in Appendix L, and will be provided to each student's parent or guardian at the time of the student's initial enrollment. Additional copies of the handbook will be made available upon request.

TAB 8

A. Business Plan

1. Business Description

Palouse Prairie Educational Organization Inc. is organized exclusively for educational purposes within the meaning of IRC Section 501(c) (3) of the Internal Revenue Code. The initial intent is to establish one public charter school which has Expeditionary Learning as its principle teaching methodology. This school will be called Palouse Prairie School. Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal Income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 (or corresponding provision of any future United States Internal Revenue Law), or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law). Palouse Prairie Educational Organization Inc. was established in June of 2005.

2. Marketing Plan

Prospective students will be given the opportunity to enroll regardless of race, color, national or ethnic origin, religion, sex, social or economic status, or special needs. The primary attendance area for Palouse Prairie School shall be the boundaries of the Moscow School District. This target area has a student body of approximately 2,000 students in grades K-8. Palouse Prairie School will start with grades K-6, with expansion to include grades 7-8 as circumstances permit.

Palouse Prairie School will actively recruit students for enrollment using, but not limited to, the following methods:

- Advertising with elementary and middle schools located within the target area upon administrative approval.
 - Direct mailing to primary attendance area households.
 - Paid advertising and ongoing articles in Moscow and Latah County newspapers.
 - Holding public forums in Moscow.
- Posting advertising materials in prominent locations in Moscow (i.e. the library, the community notice board, at City Hall).
- Operating summer programs or other activities that involve children in Expeditionary Learning-type activities

3. Management Plan

a. Instructional Arrangements

Palouse Prairie School plans to open in August of 2009. Grade organization will generally consist of multi-age/grade classrooms by combining pairs of grades levels. In the event that initial student enrollment does not allow for multi-grade classrooms to be effectively implemented, Palouse Prairie School intends to utilize teacher looping of grades to allow students and teachers to be together for more that one year. The Director will determine the school calendar, schedule, and hours of operation. Within that general format, the Director, in consultation with the Board of Directors, will establish the school year calendar in compliance with the requirement of providing 900 hours of instruction. The school day is initially planned to begin at 8:00 AM and end at 2:45 PM (school start and ending times will also be dependent on busing availability). This schedule will be reviewed on an annual basis and may be changed, as necessary, by the Director in

consultation with the Board of Directors. State and District-required hours of attendance will be met. Administrative services will be provided by the Palouse Prairie School Director supplemented by other contracted services as needed. Annual programmatic and financial reports will be presented to the Board of Directors. The Director will also serve as the liaison between the Governing Board, the Public Charter School Commission, and parents.

Financial operations will be contracted out to licensed and bonded entities. Funding sources will include state allocation per pupil, federal start-up grants, private grants, business partnerships, and donations.

b. Day-to-Day Operations

The Director of Palouse Prairie School will determine the day-to-day operations of the school. The Governing Board will have oversight authority.

4. Resumes for Corporation Directors

Current resumes for all Palouse Prairie Educational Organization Inc. Board members are included in Appendix D. *(Statement refers to initial chartering version of document. Resumes have been dropped from subsequent revisions.)*

B. Financial Plan

1. Budget Statement

The budget for Palouse Prairie School will be prepared in compliance with Idaho law and the policies of the State Board of Education, will be presented at a public hearing in June of the year the school will open, and will be delivered to the State Department of Education as required on or before July 15 prior to the start of the school year. Copies of the budget will be provided to the ACE. The budget will be prepared, approved and filed using the Idaho Financial Accounting Reporting Management System (IFARMS) format.

a. Start-Up Budget

Enrollment models and three year operating budget form, and the First year month-to-month cash flow form, are contained in Appendix E. Although Palouse Prairie School may anticipate additional revenue, this budget only includes State Allocations, Federal Startup Grant and Albertson's Foundation funds. The expenses include both start-up and ongoing costs. *(Statement refers to initial chartering version of document. Resumes have been dropped from subsequent revisions.)*

b. Table: Budget Overview

In order to ensure financial solvency, the budget has been designed to transition from start up funds to balance with only the Idaho state enrollment-based apportionment as a source of income. The Palouse Prairie Board has set a financial goal of having a full time Director for the school. The smallest enrollment budgets can only fund a portion of this position. Recognizing that, the Board expects to assign other responsibilities to the Director, as a way of securing additional salary resources, and to provide additional support to the Director with volunteer help. This is a significant challenge for the school, but it is the most viable strategy while the school is small.

In addition to the Startup grant and Albertson's grant, other sources of funding will be pursued, including grants for special programs, and support for facilities. These additional sources are not shown in the budget because they have not been secured.

Staffing formulas are based on Idaho staffing ratios.

c. Table: Idaho Support Units.

Palouse Prairie School can be financially solvent with a targeted enrollment of 87 students (K-5) in year 1 (including 18 Kindergarten) in four classrooms. This target was chosen through an analysis of the waiting list at Moscow Charter School, the formula converting attendance to “units” and the four classrooms initially available in the facility.

d. Table: State Income

The budget uses the currently (Jan 08) available figure of \$4400 per pupil as the state allocation. The \$4400 was held constant across all three years of the budget –the figure might rise with increased years of experience of the staff, but since staff education and experience are presently unknown, the conservative flat rate of reimbursement is used. In this model, with an income source constrained, projected raises are also constrained to what can be financed with increased enrollment/teacher.

Kindergarten students are counted at 50% per capita for purposes of this budget. The \$4400 figure makes some allowance for the reduced “units” for kindergarteners, but given the small size of the school, the budget errs on the conservative side.

The budget template has an added calculation that multiplies planned headcount (which is already adjusted for Kindergartners) by 95% to reflect ADA measure of attendance. The template has additional rows that show the unadjusted head count and students/classroom.

2. Income Sources

The primary funding sources are the Idaho state allocations. Other sources include Federal start-up grant (estimated at \$130K year 1), private grants (initially Albertson’s Foundation at \$100K), business partnerships, and donations.

3. Working Capital and Assets

Palouse Prairie School intends to begin a campaign to develop a reserve borrowing capacity. The goal is \$50,000 before the opening of the school, \$15K is pledged as of July 08. *[Editor’s note: this campaign went into hiatus in July 2009 after arranging an unsecured loan from a private party to finance the balance of the remodeling costs. That loan was repaid and refinanced with a 10-year commercial loan from USBank in Jan 2011.]*

4. Expenditures

Expenditures will be handled as described in the following sections.

a. Purchasing Process

The Palouse Prairie School Director will determine procedures for procuring goods and services, with approval of the Board of Directors.

b. Payroll Processing

Palouse Prairie School intends to outsource its payroll processing as determined by the School Director, with approval of the Board of Directors. *[Editor note: to date (3/2011) the school has not elected to outsource payroll, instead performing this with a Business Manager in house.]*

c. Reports and Audits

Palouse Prairie School will conduct an independent financial audit annually. The ACE may choose to do an independent audit at their expense. Palouse Prairie School will follow the requirements set forth by Idaho statute regarding audit reporting.

5. Financial Operations

Financial operations of the Palouse Prairie School are outlined in the following sections.

a. Financial Management

The accounting records will be kept in accordance with generally accepted accounting principles. Palouse Prairie School will follow the requirements set forth by the Idaho State Department of Education, including formats for account numbering.

b. Financial Management Personnel

The Palouse Prairie School Director will manage the school's financial organization, with the Board maintaining ultimate financial responsibility.

c. Bonding

Documentation of bonding of all personnel involved in the school's financial operations will be provided to the ACE prior to the opening of the school.

6. Transportation

To-school transportation may be contracted through Moscow School District, a service they also offer to other schools in the District. Transportation will be provided to in attendance area students and at selected pick-up locations within the attendance area for out-of-attendance area students. If seating on the bus becomes limited, priority will be given to in-attendance area students. Transportation costs shown in the budget are based on the actual costs Moscow Charter School paid the District in 06-07.

ELS school programs do not have an unusual amount of travel compared to traditional public schools. Expeditions will be designed to consider travel requirements and expedition-related transportation will be provided through contract with Moscow School District for buses, or through use of public transit or other licensed carrier.

7. Food Service

It is Palouse Prairie's School intention to provide a lunch program as soon as it is fiscally and feasibly possible. Palouse Prairie School is not committed to providing lunch from opening day. Free and reduced lunch forms will be provided to all students by Palouse Prairie School. Once a suitable lunch preparation facility is available, any qualifying student will receive their lunch from the school. Until that time, alternative methods of feeding qualifying students are being explored, including use of the Idaho Special Milk Program and contracting food services from the Moscow School District. Palouse Prairie School will use verification, reporting, and record keeping procedures as outlined in the National School Lunch Program through the State Department of Education.

A. Virtual School

Palouse Prairie School is not a virtual school.

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TAB 10

A. Business arrangements or partnerships

1. Curriculum

Palouse Prairie School will contract with the nationally acclaimed Expeditionary Learning Schools organization to implement the ELS model. The organization will provide technical assistance, curriculum planning assistance, and professional development, and program assessment to implement an EL school. A letter of support from the national organization can be found in Appendix J.

2. Special Education

Palouse Prairie School will contract with qualified individuals and local organizations to provide counseling, speech and physical therapy, and LEP services as needed.

3. School Nurse

Palouse Prairie School will contract for with North Central Health District for services of qualified school nurse in the same manner as Moscow Charter School.

4. Transportation

Palouse Prairie School will contract for to-school transportation with Moscow School District, a service they also offer to other schools in the District. Transportation for Expeditions will be provided through contract with Moscow School District for buses, or through use of public transit or other licensed carrier.

5. Meals

Palouse Prairie School has no plans to offer a lunch program when it opens. Lunch contracts are a service that Moscow School District offers to other area schools.

6. Legal

Palouse Prairie School intends to contract with a local lawyer with a practice in school law. This arrangement has not yet been sought.

7. Accounting

Palouse Prairie School intends to contract for accounting services with the same local firm that provides these services for Moscow Charter School and has experience in school and non-profit finance.

8. School Assessment

Palouse Prairie School intends to contract with the Idaho Charter School Network for programmatic audit and to supplement professional development provided by ELS.

B. Additional Information

1. Support for Palouse Prairie School

Letters of support from our community can be found in Appendix J. *(Statement refers to initial chartering version of document. Appendix has been dropped from subsequent revisions.)*

2. State Sufficiency Review

A copy of the Idaho state sufficiency review with annotated corrections incorporated by Palouse Prairie School is contained in Appendix H. *(Statement refers to initial chartering version of document. Appendix has been dropped from subsequent revisions.)*

3. Moscow School Board Review

A copy of the Palouse Prairie School Petition Analysis prepared by the Moscow School District Superintendent with annotated responses is contained in Appendix I. *(Statement refers to initial chartering version of document. Appendix has been dropped from subsequent revisions.)*

4. Plan for Termination

In the case of termination of the charter, the Palouse Prairie School Board of Directors is responsible for dissolution of the charter school. Creditors will be paid from the charter school monetary assets and/or through the auctioning off of non-monetary assets under the direction of the governing board. Parents/legal guardians will be notified by public notice and by mail of the procedure to request a transfer of student records to a specific school. Unless otherwise requested, all remaining records of students will be transferred to the Moscow School District. The Articles of Incorporation of the Corporation, Palouse Prairie Educational Organization, Inc., provide that upon dissolution of the Corporation any remaining assets shall be donated to the ACE.

Appendix C: IPCSC Closure Protocol

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Closure Protocol

Idaho Public Charter School Commission

514 West Jefferson Street, Ste. 303

Boise, Idaho 83702

208-332-1561

pcsc@osbe.idaho.gov

Alan Reed, Chairman

Jenn Thompson, Director

Purpose

This document provides guidance on the public charter school closure process.

Authority

Title 33, Chapter 52 of Idaho Code, known as the Charter School Act provides for public charter school operations based on a contractual agreement between a charter school board of directors and a state authorized chartering entity, such as the Idaho Public Charter School Commission (IPCSC).

Operating contracts, known as Performance Certificates are granted by state authorized chartering entities to the governing board of a non-profit corporation that serves as the charter holder. Performance certificates are limited to five-year terms.

Closure protocol is enacted when:

- an authorized chartering entity chooses to non-renew a school's charter pursuant to I.C. § 33-5209B;
- an authorized chartering entity chooses to exercise its right to revoke a charter pursuant to I.C. § 33-5209C; or
- a charter holder chooses to relinquish its charter by approval of a resolution.

Each authorized chartering entity is required to maintain a closure protocol and is tasked with oversight of the closure process.

If closure is due to an IPCSC nonrenewal or revocation decision, written notice will be issued to the school within 14 days of the decision and this closure protocol must begin within 5 days.

Roles

Authorizer: the authorized chartering entity is responsible to maintain closure protocol and to oversee the closure process.

Charter Holder: the charter holder is responsible to ensure that all closure tasks are complete and all deadlines are met. The school is responsible for any and all costs associated with closure.

Note

Please note that every closure situation is different. This guidance document may need to be expanded or adjusted to accommodate the specifics of a particular closure.

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I. Closure Protocol Team

A. Initial Meeting

within 5 business days of the date on which written notice of closure is issued, a meeting of the closure protocol team will be held.

B. Team Members

The Closure Protocol Team shall meet at least once a month between the date of the decision to non-renew, revoke, or relinquish the charter and the final dissolution of the board. Meetings shall be organized and chaired by the “team lead”. The team lead is also responsible for compiling meeting minutes and all documentation for the final closure report.

Required members of this team shall include:

1. The school’s Board Chair;
2. The school’s Lead Administrator;
3. The school’s Business Manager;
4. The IPCSC Director
5. A Team Lead (appointed by the IPCSC Director); and
6. The State Department of Education’s School Choice Coordinator.
7. Additional members may be added to the closure protocol team by mutual agreement of the required members.

C. Subcommittees

1. Subcommittees shall be established for the purpose of managing closure tasks in the following areas:
 - i. Communication – student, teacher, family
 - ii. Financial – vendors and assets
 - iii. Business – employer and corporation
 - iv. Records – student and employee records

D. Meeting Agenda

The meeting agenda for the initial meeting of the closure protocol team shall include the following:

1. Review of the closure protocol guidance document;
2. Review of the final closure report template;
3. Review the roles and responsibilities of each party and subcommittee throughout the process;
4. Assign liaisons from both the school and the IPCSC to the Closure Protocol Team and any subcommittees;
5. Establish due dates for all tasks listed in Section I.E of these procedures; and
6. Review notification letter drafted by IPCSC Staff.

E. Important Dates

Due dates to be established at the initial meeting of the Closure Protocol Team shall include the following:

1. The date of the school's last allowable draw on public funds;
2. The date on which the school shall cease to provide services to students;
3. The date by which records to be retained beyond the closure date are to be transferred the authorizer;
4. The date by which all assets purchased with federal dollars must be transferred to the authorizer for redistribution to other charter schools;
5. the date on which all employee contracts are to be ended and all communication on behalf of the school must cease;
6. The date on which benefits will end;
7. The date by which the final audit must be completed;
8. The date by which all financial activity must be ended, including cutting the final checks and closing all bank accounts;

9. The date by which all W2s will be issued for the school's final operating year; and
10. The date by which the non-profit corporation must be dissolved.

Communication

A. Initial Stakeholder Notification

1. Within 7 business days of the date written notice of closure is issued, the school is responsible to issue a letter (drafted by the IPCSC) notifying stakeholders of closure. This letter shall minimally include:
 - a. Where and when the final order will be posted online for transparency of the reasons for closure;
 - b. The last date of student services;
 - c. Transfer procedures;
 - d. Explanation of the appeal process and when a decision regarding an appeal would be published; and
 - e. Contact information for the school's administrator and the IPCSC.
2. The school may choose to include a supplemental letter drafted by the school's board, and if so, such draft must be provided to the IPCSC prior to distribution to stakeholders.
3. The school is responsible to distribute the IPCSC's letter (and the school board issued supplemental letter, if applicable) to the following recipients:
 - a. All Parents of current students and all parents currently on a waitlist;
 - b. All Teachers, Staff, and Volunteers;
 - c. All Vendors with whom the school has an active contract or has engaged with in the past 12 months;
 - d. All Lease and Loan/bond holders; and
 - e. Any Educational Services Providers with whom the school contracts.
4. The authorizer is responsible to issue a letter informing stakeholders of the closure situation to the following recipients:

- a. All potentially impacted school districts and charter schools;
 - b. The State Department of Education;
 - c. The State Board of Education;
 - d. The Office of the Governor;
 - e. The Public Employment Retirement Service of Idaho;
 - f. The chairpersons of the House and Senate Education committees; and
 - g. The Senators and Representatives serving the state legislature on behalf of the district in which the school maintains student occupied facilities or business offices.
5. Within 7 days of the date written notice of closure is issued, the IPCSC's letter informing stakeholders of the closure situation shall be posted in a prominent location on the school's website and the IPCSC's website.

B. Staff Meeting

1. Within 7 days of the date written notice of closure is issued, the school's administrator, board chair, and business manager shall hold a meeting with all staff to discuss the following:
 - a. Media contact protocol
The Director of the IPCSC is the authorized media contact for the IPCSC. The school is encouraged to establish a single point of contact to manage public relations on behalf of the school.
 - b. Maintenance of normalcy (to the best possible level) for students through the last day of student services
All instructional and student services are required to be provided in full through the last day the school is allowed to provide such services. The student experience should remain as normal as possible through this process. It is recommended that the school provide guidance for teachers and staff early-on to ensure common language and tone is used when discussing this situation with students and families.
 - c. End of Employment Impact
This date is established by the Closure Protocol Team. When determining the end of contract dates, please consider the impact of this date on health

insurance and PERSI. When at all possible, August 31st is recommended as this will allow teachers who re-employ at another school the best opportunity for uninterrupted health insurance coverage. However, this decision must be balanced with the urgency of the closure and the school's obligation to spend as little as necessary during the closure period.

2. The meeting agenda for this staff meeting should include the following:

- a. Notification of closure timeline and timeline of parallel appeal if the school has chosen to or is considering appealing the closure decision.
- b. Review of media protocol and how to discuss the issue with parents and students.
- c. Date of last paychecks and whether/who will remain on staff after end of student services and end of contract dates.
- d. Timeline for more information regarding sick leave, vacation time, and health insurance; Cobra may not be available when the charter school providing the original health insurance ceases to exist.
- e. Timeline for more information regarding any impacts to PERSI; Employees whose last place of work prior to retirement was the school being closed may lose the ability to transfer accrued sick leave into funds used for medical coverage.
- f. Timeline for winding-down and transition of duties, including, but not limited to facility access and security, access to email and software, hardware returns, and asset management of furniture, fixtures, equipment, and curriculum.
- g. Social emotional services for staff and students if the school has chosen to make such available; We acknowledge that closure can be traumatic for staff and students. Schools are encouraged to consider making additional counseling services available.
- h. Assistance with employment transition for staff (such as access to hiring fairs or letters of recommendation) if the school has chosen to make such available.

C. Ongoing Communication

1. Additional communication with stakeholders will be necessary throughout the closure process.
2. The Communication subcommittee is responsible for ensuring that any necessary communication is timely and accurate.

F. Financial Dissolution

A. Expenses

1. Within 15 business days of the date on which written notification of closure was issued a meeting shall be held between the school's business manager, the IPCSC's Finance Manager, and the Team Lead.
2. Additional attendees (such as the school's auditor) may be invited to the meeting by mutual agreement of both required attendees. Any related costs are the responsibility of the school.
3. No later than the start of the scheduled meeting, the school's business manager shall make the following available to the IPCSC:
 - a. A list of every vendor the school has paid in the last 12 months;
 - b. A copy of all arrangements with vendors including: contracts, service agreements, grants, and/or MOUs with all services providers that are currently active or that have been active in the past 12 months;
 - c. A copy of all lease agreements and all long-term loans;
 - d. A list of all insurance policies held by the school (including liability, directors and officers, worker's comp, etc.), including company, policy number, and coverage specifics; and
 - e. All bank statements for the previous 12 months.
4. The meeting agenda for this meeting shall include the following:
 - a. A review of statute, rule, policy, and regulations related to closure as presented by the Closure Team Lead.

This part of the discussion should consider requirements of the IRS, the Department

of Labor, the Government Accounting Standards Board, as well as the Idaho Charter School Act and rules and policy established by the State Board of Education and the State Department of Education.

- b. A review of projected cash flow through end of operations as presented by the school's Business Manager.

There will be time to revise this initial projection as closure progresses, and the numbers are expected to shift throughout the process, but this exercise establishes a starting place. Please consider the last allowable draw of funds, payroll through end of contracts, and note that there may be additional closing costs, such as a PERSI buy out, storage costs, or penalties on early lease termination.

- c. Development of a plan for immediately reducing spending to necessities only, which may require board action to suspend or change policies to allow for changes in who has spending authority and at what amounts.
- d. Prioritization of payment of anticipated expenditures, pursuant to Idaho Code.
- e. Documentation of a list of items requiring follow-up and who is responsible for the workload or costs.
- f. Establishment of approximate deadlines for when each account is to be closed.

- 5. Following the initial meeting, the school's Business Manager shall be responsible to provide the following documentation:

- a. Verification that the school's account has been paid in full with each vendor as accounts are closed;
- b. Verification that the school has met with PERSI and has established a final transmission date;
- c. Documentation that any outstanding PERSI fees are paid;
- d. Verification that the school has met with the board approved auditor and has established a final audit timeline. Note that the timing of this audit may be later than usual; and
- e. Verification of end dates for leases and liability coverage (including property and directors/officers).

B. Accounting of Assets

- i. The IPCSC shall provide to the school a written guidance document with regard to the sale and dissolution of assets.
- ii. The school shall be responsible to provide the IPCSC and the SDE with a full inventory of all physical assets owned by the corporation within 30 days of the date on which the notice of closure was issued.
- iii. The inventory shall include:
 - a. A description of the item;
 - b. The fund with which each item was purchased; and
 - c. An estimate of the current value of the item.
- D. The Team Lead, the IPCSC's Finance Manager, a representative from the SDE, and the school's Business Manager shall meet to review this inventory within 15 days of receipt of the inventory, and may verify accuracy via thorough on-site review.

C. Dissolution of Assets

1. All viable special education testing materials shall be distributed to the SDE for redistribution to charter schools based on the agency's determination of need.
2. Property owned by the ESP will be claimed by the ESP. The lease by which this equipment was provided to the school must include an itemized inventory and shall be provided to the IPCSC.
3. Any items purchased with federal funds (excluding special education testing materials) shall be returned to the IPCSC for redistribution to other charter schools. The IPCSC shall retain record of what was received and to whom it was redistributed.
4. The school is responsible to arrange for delivery of assets in an organized and well-labeled manner.
5. All assets purchased with state funds shall be liquidated to the greatest degree possible. Please see the IPCSC's guidance on the sale and dissolution of assets for procedural expectations.
6. When all assets have been redistributed and liquidated, and all creditors have been paid, any remaining funds shall be returned to the Public School Income Fund via the State Department of Education.

D. Reporting

1. The school shall ensure that an audit completed by an independent auditor is conducted, the audit report is approved by the school's board, and submitted to both the State Department of Education and the authorizer.
2. The school shall ensure that all documentation required to dissolve the school as a business is filed with the IRS, including dissolution of the 501c3.
3. After the sale of assets, and the all checks are cut, any remaining funds shall be returned to the State Department of Education for distribution to operational schools.
4. File final tax reports.
5. Issue W2s for previous tax year.

IV – Records Management

i. Records Retention Procedures

1. The school's Lead Administrator is responsible to ensure the proper retention and destruction of records in accordance with the State of Idaho's records retention schedule.
2. The public charter school shall make every effort to transfer all active student records (including the cumulative file and the special education file) to the student's next school of choice prior to the date on which records are scheduled to transfer to the authorizer.
3. The public charter school shall ensure that every student file (active or inactive) includes an official transcript (signed, embossed, etc.) or final report card and a record of where and when the student's records were transferred out of the public charter school's care. This information shall be compiled in a single spreadsheet.
4. The public charter school shall ensure that all records to be transferred to the authorizer (cumulative and special education) are scanned into an electronic format. Costs incurred are the responsibility of the school.

5. The public charter school shall ensure that all records are transferred to the authorizer via a secure file transfer protocol.
6. No employee or former employee of the school shall retain copies or have access to student, employee, or financial records after the employee's end of contract date.

ii. Records to be Retained

1. Student Records:

- a. Student cumulative files shall be retained for five years beyond the student's exit date.
- b. Student special education files shall be retained for five years beyond the student's exit date.
- c. Official transcripts or final report cards for all students who attended the school shall be retained permanently and shall include the name and address of the student, the name of the student's parent(s)/guardian(s), the student's date of birth, the courses attempted by the student and grades earned by the student.
- d. Record of student records transfer shall be retained permanently;

2. Personnel Records:

- a. Personnel files shall be retained for five years beyond the employee's termination date.
- b. Personnel files shall include the name, address, and contact information of the employee; employment agreements or contracts signed by the employee, verification of certification (if applicable), and all employee evaluations. No other documentation shall be retained.

3. Financial Records:

- a. Monthly expenditure reports for the five years preceding the school's closure date shall be retained. Records shall be destroyed after five years.
- b. Monthly deposit records for the five years preceding the school's closure date. Records shall be destroyed after five years.
- c. All bids received and contracts awarded in the five years preceding the school's closure date. Records shall be destroyed after five years.

- d. Medicaid reimbursement records for seven years prior to the school's closure date. Records shall be destroyed after seven years.
- e. Bank statements for all accounts for five years preceding the school's closure date. Records shall be destroyed after five years.
- f. Tax documents shall be retained for the seven years prior to the school's closure date. These documents include but are not limited to IRS forms 941 and 1099. Records shall be destroyed after seven years.
- g. Annual financial audit reports and annual board approved budgets shall be retained permanently for all operational years. These documents are submitted to the IPCSC annually, and may not need to be re-submitted.

4. Governance Records:

- a. All meeting agendas shall be retained permanently.
- b. All meeting minutes shall be retained permanently.
- c. A complete copy of the most recent set of board policy shall be retained permanently.
- d. A copy of the board bylaws and articles of incorporation shall be retained permanently.

5. School Culture Records

- a. The school's lead administrator shall be responsible to make arrangements for the permanent retention of all school newspapers, yearbooks, and student handbooks through the Idaho Historical Society. The school is responsible for all costs incurred.

6. Records Requests After Closure

- a. The IPCSC shall manage records requests for student transcripts and for personnel files after the school has closed.
- b. The school shall ensure that the school's URL redirects to the IPCSC's records request page for a minimum of 3 years after the school's closure, at the school's expense.

V. Governing Board

iii. Final dissolution

1. Final Board Meeting

- a. In accordance with OML notice a final meeting of the governing board and pursuant to I.C. § 30-30-1001, a vote to dissolve a nonprofit corporation shall be properly noticed and accompanied by the dissolution plan. In this case, the dissolution plan is the closure protocol, which should be near completion by the time this motion is made. This section of Idaho Code also requires that the agenda state that the purpose, or one of the purposes, of the meeting is to consider a resolution to dissolve of the non-profit corporation.
- b. I.C. § 33-5212 addresses the order in which payments shall be made, and state that any remaining assets after all creditors have been paid shall be distributed to the Public School Income Fund. This information should be incorporated into the dissolution motion as it is required to be noticed by the Non-Profit Corporation Act.
- c. A vote in favor of dissolution passes with a majority vote of the board directors.
- d. A copy of the resolution must be provided to the IPCSC with 24 hours of the vote.

2. Meeting Agenda

- a. Approval of the financial audit report (if not already complete).
- b. Approval of any final contracts to be paid (i.e. for the Business Manager to return at the end of the calendar year to prepare final tax documents and distribute to employees).
- c. Appointment of a designee to file dissolution of the school's 501c3 with the IRS and articles of dissolution with the Idaho Secretary of State.
- d. Appointment of a designee to complete any and all final activities that may be necessary.
- e. Signature of any final checks.

3. Articles of Dissolution

- a. Pursuant to I.C. § 30-30-1003, after the dissolution has been authorized, a designee (identified in the dissolution plan) shall files articles of dissolution with the Idaho

Secretary of State. These articles shall minimally include:

- i. The name of the corporation;
 - ii. The date dissolution was authorized;
 - iii. A statement that dissolution was approved by a sufficient vote of the board.
- b. A corporation is effectively dissolved as of the date of its articles of dissolution.
- c. The school shall provide a copy of the filed articles of dissolution to the IPCSC.
4. A dissolved corporation may continue its corporate existence but may not carry on any activities except those appropriate to wind up and liquidate its affairs.

B. Claims against a dissolved Corporation

- iv. After the date on which the articles of dissolution are filed, the corporation may dispose of the known claims against it by sending written notice, pursuant to I.C. § 30-30-1005. Written notice must include:
 - a. A description of the information that must be included in a claim;
 - b. A mailing address where a claim may be sent;
 - c. The deadline, by which the dissolved corporation must receive the claim; and
 - d. State that the claim will be barred if not received by the deadline, which may not be fewer than one hundred twenty (120) days from the effective date of the written notice.
- v. The corporation must address any unknown claims against it by publishing a notice Pursuant to I.C. 30-30-1006. The notice must:
 1. Be published one (1) time in a newspaper of general circulation in the county where the dissolved corporation's principal office is or was located, or, if none in this state, in Ada county;
 2. Describe the information that must be included in a claim and provide a mailing address where the claim may be sent; and
 3. State that a claim against the corporation will be barred unless a proceeding to enforce the claim is commenced within five (5) years after publication of the notice.

- vi. Claims will be enforced if the corporation's assets have be distributed in liquidation to any party other than a creditor. A claim may be made by a creditor against the recipient, not to exceed the amount received by the recipient.

C. Reporting

1. The school shall ensure that all state and federal reporting is complete prior to dissolution. Verification of completed reports shall be made by the IPCSC. Required reports include, but are not limited to the following:
 - a. ISEE final data upload including, but not limited to student, course, teachers, and financial data sets;
 - b. Federal programs final reporting;
 - c. Grant final reporting; and
 - d. The school shall ensure that dissolution of the charter holder's non-profit organization is filed with the secretary of state and shall provide the IPCSC with a copy of this filing;
2. The school shall ensure that the dissolution of the school's 501c3 is on file with the IRS and shall provide the IPCSC with a copy of this filing.

VI. Final Closure Report Outline

Throughout the closure protocol process, the Closure Team Lead will collect the required documentation and build a final report. The final report will be permanently retained by IPCSC and posted on the IPCSC's website.

i. Cover Sheet

1. A final closure report must include a cover sheet with the following information:
 - a. The legal name of the school;
 - b. The legal name of the charter holder;
 - c. The address(s) that the school occupied at time of closure;
 - d. Contact information for future questions;

- e. The following links and a statement that more information can be found at these locations,
 - i. [PCSC webpage for this school],
 - ii. [webpage for the meeting at which the charter was approved],
 - iii. [webpage for the meeting at which the charter was nonrenewed or revoked, if applicable], and
 - iv. [webpage for any related hearings]; and
- f. A description of where requests for student transcripts can be made after closure.
- g. A list of the complete closure protocol team.
- h. A list of the following key dates:
 - i. The date on which the charter was approved;
 - ii. The first and final dates on which the school was authorized to serve students;
 - iii. The date on which the school received its final distribution of state funding;
 - iv. The date on which teacher contracts ended; and
 - v. The date on which the charter holder's corporation was dissolved.

B. Required Attachments, Redacted

1. Final IPCSC Closure Order
2. Final appeal decision (if applicable)
3. IPCSC Notification of Stakeholders Letter
4. List of all vendors, including the name and address of the vendor, a description of the services provided/purchased, and the date on which the IPCSC verified account closure.
5. A list of insurance coverages, including company and the last date of coverage (including health, liability, etc.)
6. A list of all contracts, service agreements, grants, and MOUs to be retained by the IPCSC, including verification of date received.
7. A list of all lease agreements and all long-term debt held by the school at the beginning of the closure protocol, including the company and amount.
8. Documentation of the termination of any leases or loans.
9. Final bank statements indicating account closure.

10. Expense reports for the 12 months preceding dissolution.
11. A copy of the final check cut to the SDE, if applicable.
12. Inventory of assets, including the fund with which each item was purchased, the date of purchase, the estimated value.
13. For assets purchased with federal dollars, also include the final recipient of the asset, and the date of transfer.
14. The charter holder's final dissolution resolution.
15. A copy of the articles of dissolution.
16. A copy of the 501c3 dissolution notification.
17. A copy of the newspaper notice to unknown claimants.
18. Meeting minutes from all meetings of the closure protocol team and all subcommittee meetings attended by the Closure Team Lead.
19. Any other documentation that may provide important details.

CHARTER SCHOOL PERFORMANCE CERTIFICATE

This Performance Certificate ("Certificate") is executed on **June 8, 2023**, by and between the Idaho Public Charter School Commission (the "Authorizer") and **Peace Valley Charter School, Inc.** (the "Charter Holder") for the purpose of operating **Peace Valley Charter School** (the "School"), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Act of 1998, Idaho Code section 33-5201 *et seq.*, as amended (the "Charter Schools Act").

RECITALS

WHEREAS, **Peace Valley Charter School, Inc.** is a non-profit entity incorporated with a board of directors; and

WHEREAS, on **October 12, 2017**, the Authorizer approved the charter petition (the "Charter") subject to conditions outlined in Appendix B;

WHEREAS, the School began operations in the year **2018**; and

WHEREAS, on **February 23, 2023**, the Authorizer conditionally renewed the School's charter for a subsequent five-year term of operations to begin July 1, 2023 and end on June 30, 2028.

NOW THEREFORE in consideration of the foregoing recitals and the mutual understandings contained herein, the Authorizer and **Peace Valley Charter School, Inc.** agree as follows:

SECTION 1: TERMS OF AUTHORIZATION

- A. Establishment of School.** The Charter Holder is hereby authorized to implement at the School the program described in the Charter, attached to this Certificate as Appendix C and incorporated herein by this reference. Any significant changes to any section of the Charter, including the educational program, facilities plan, financial plan, or the management plan, during the School's pre-operational period or first operational term shall be treated as an amendment in accordance with the Authorizer's policy.
- B. Term of Agreement.** The School's operational term shall be from July 1, **2023** and end on June 30, **2028**. Subsequent terms of operation may be issued by the Authorizer in accordance with Idaho Code and Authorizer policy.
- C. Renewal Conditions.** The School is conditionally approved to operate. Applicable conditions are attached as **Appendix B** and incorporated herein by this reference. If all renewal conditions have been completed to the satisfaction of the Authorizer by the stated due date, the School shall continue operations through the remainder of the current Certificate term. In the event that all renewal conditions have not been completed to the satisfaction of the Authorizer by the stated due date, the Authorizer will consider whether to exercise its authority to revoke the School's Charter at its next regularly scheduled meeting.

SECTION 2: EDUCATIONAL PROGRAM

- A. **School Mission.** The mission of the School is as follows: To provide a developmentally appropriate, arts and nature-based education, nurturing children's innate creativity and inspiring them to become lifelong learners who are mindful, active, and engaged global citizens.
- B. **Grades Served.** The School may serve students in grades Kindergarten through 8.
- C. **Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- A cross-disciplinary approach with block scheduling and rigorous, relevant, balanced, developmentally based curriculum. This can be measured via curriculum and lesson plans.
 - Sustainable living practices, environmental stewardship, and experiential learning through outdoor nature experiences, and gardening skills. This can be measured via observation.
 - Multi-sensory learning through singing, painting, movement, drawing, theater arts, storytelling, handwork, and the playing of recorders, flutes and stringed instruments. This can be measured via observation and lesson plans.
 - A foreign language program. This can be measured via observation and curriculum review.
 - A 'looping' or continuing relationship between the primary teacher and his or her respective class across the grades. This can be measured via calendar review.
- D. **Standardized Testing.** Students of the School shall be tested with the same standardized tests as other Idaho public school students.
- E. **Accreditation.** The School shall be accredited as provided by rule of the State Board of Education.

SECTION 3: SCHOOL GOVERNANCE

- A. **Governing Board.** The School shall be governed by a non-profit board of directors (the "Board") incorporated by the Charter Holder. The Board shall serve as public agents authorized by the Authorizer, in a manner that is consistent with the terms of this Certificate, so long as such provisions are in accordance with state and federal laws, rules and regulations. The Board shall have final authority with respect to the School's operation, and shall have the responsibility of overseeing academic achievement, financial stability, and operational management of the School. The Charter Holder shall also be responsible for maintaining and enforcing a compliant Board and providing overall Board stewardship for the School.
- B. **Articles of Incorporation and Bylaws.** The articles of incorporation and bylaws of the Charter Holder shall provide for governance of the operation of the School as a nonprofit corporation and a public charter school, and shall at all times be consistent with all applicable laws, rules, regulations, and this Certificate. The Charter Holder shall notify the Authorizer of any modification to the articles of incorporation or bylaws within five business days of approval by the Charter Holder.
- C. **Charter Board Composition.** The composition of the Board shall at all times be determined by

and consistent with the articles of incorporation and bylaws, and all applicable laws, rules, regulations, and policies. The Charter Holder shall notify the Authorizer of any changes to its composition and provide an amended School Leadership Roster within five business days of it taking effect.

SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

- A. Oversight Allowing Autonomy.** The Authorizer's role shall be to evaluate the School's performance outcomes according to this Certificate and the Performance Framework, and shall be to provide compliance oversight. The Authorizer shall comply with the provisions of the Charter Schools Act and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School.
- B. Charter School Performance Framework.** The Charter School Performance Framework ("Performance Framework") is attached and incorporated into this agreement as Appendix A. The Performance Framework shall be used to annually evaluate the School's academic achievement, Board stewardship, operational management, and financial stability. The specific terms of the Performance Framework are determined by the Authorizer and shall be binding on the School.
- C. Separate Academic Evaluations.** The academic performance outcomes of the K-8 on-site program operated by the School shall be aggregated across all grades for reportability.
- D. Identified Comparison Group.** For purposes of evaluating the School against the metrics and measures established in the Performance Framework, the School's comparison group shall be identified as described below and shall be established for the length of the Certificate term. Joint School District No. 2 (002) and Boise School District (001).
- E. Authorizer to Monitor School Performance.** The Authorizer shall monitor and report on the School's progress in relation to the indicators, measures, metrics, and targets set out in the Performance Framework. A formal report of the School's academic, financial, and operational performance ("Performance Report") shall be provided to the school and the public by the Authorizer annually. Data necessary to conduct this evaluation will be collected throughout the year. Additional reviews may be necessary if compliance concerns arise.
- F. School Performance.** The School shall meet standard on all measures of the Performance Framework. The Authorizer shall renew any charter in which the School met all the terms of its Certificate, including all appendices, at the time of renewal.
- G. Performance Framework as Basis for Renewal of Charter.** The School's performance in relation to the Performance Framework shall provide the basis upon which the Authorizer shall decide whether to renew the School's Charter at the end of the Certificate term.
- H. Required Reports.** The School shall prepare and submit reports as required by the Authorizer's policy.
- I. Authorizer's Right to Review.** The Authorizer maintains the right to request and review additional documentation if such becomes necessary in the course of regular oversight duties or to investigate the validity of a compliance concern. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.
- J. Site Visits.** The Authorizer may conduct site visits in accordance with the Authorizer's policy.

Reports from any site visit shall be made available to the School and shall be included in the School's annual Performance Report.

SECTION 5: SCHOOL OPERATIONS

- A. In General.** The School and the Charter Holder shall operate at all times in accordance with all federal and state laws, rules, regulations, local ordinances, and Authorizer policies applicable to public charter schools.
- B. Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be 540 students.
- C. Equitable Enrollment Procedures.** The School shall make student recruitment, admissions, enrollment, and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or proficiency in the English language. If there are more applications to enroll in the School than there are spaces available, the School shall select students to attend using a random selection process that shall be publicly noticed and open to the public.
- i. **Calendar.** The School shall operate on a traditional nine-month calendar in which the last day of the regular term shall fall on or before June 30
 - ii. The School will not offer a summer school session for the purpose of acceleration and/or credit recovery.
- D. School Facilities.** The School shall operate at the following location(s): 1845 S. Federal Way, Boise, ID 83705. The School shall provide the Authorizer with facilities documentation, including occupancy permits, fire marshal reports, building inspection reports, and health department reports for any facility newly occupied by the School, and any remodeling or construction project for which such documentation is necessary in accordance with Authorizer policy and in accordance with law, rule, regulations, and authorizer policy.
- E. Attendance Area.** The School's primary attendance area shall be used for the purposes of determining applicability of this enrollment preference category. Located in both West Ada and Boise School Districts. The attendance boundaries are as follows: Listed residential streets, drives, ways, culs-de-sac, etc. will include addresses on both sides of the road also to include future addresses that are built on said roads. Higher capacity roads and highways listed will act as a boundary only, not to include residences outside of the overall encompassed attendance area.

The N.W. corner begins at Eagle Rd. and State Highway 44 / State St. Following State St. east to Highway 55 then following 55 north to connect to Hill Rd. The boundary follows Hill Rd. southeast to N. Pierce Park Ln. and includes the residential streets just north of Hill Rd., W. Summer Hill Dr., W. Autumnwood St., and W. Wintergard St. The boundary follows N. Pierce Park Rd. that changes into and continues westward as N. Cartwright Rd. The boundary continues southwest and will include the residential side

roads that jettison from Cartwright Rd. nearing N. Bogus Basin Rd. as follows, N. Blue Wing Pl., W. El Pelar Dr., N. Sanada Way, N. La Mesita Way, W. Tequila St., N. La Fontana Way, and La Fontana Way. The boundary follows N. Cartwright Rd. south to N. Bogus Basin Rd. then turns southeast to follow W. Curling Dr. The boundary then turns briefly west to wind through Cashmere Rd., south onto N. Whidden St., then east onto W. Highland View Dr. After the street turns into N. 15th St., the boundary turns southeast onto Hill Rd. After Hill Rd. changes to N. 13th St., the boundary will turn east onto W. Lemp St, then south briefly onto N. 8th St., then east again onto N. 7th St. The boundary will turn briefly east onto W. Alturas St. before turning south onto N. 6th St., then southeast onto W. Fort St. The road will change into E. Fort St., then turn southeast onto E. Jefferson St. This road will turn into E. McKinley St., and then the boundary will briefly turn south into N. Maple Ave., then east onto Hillview Dr., then again onto Bacon Dr., then once again onto E. Warm Springs Ave. This road will change into E. Barber Dr., and then the boundary will turn south onto N. Harris Ranch Rd, and then once again east onto E. Warm Springs Ave until connecting with Highway 21. Heading west on Highway 21 the boundary follows I-84 northwest until the S. Orchard St. exit to continue onto W. Victory Rd. The boundary continues to S. Cole Rd. and turns south to W. Desert Ave. This continues west to S. Maple Grove Rd., continues south to E. Lake Hazel Rd. then west to S. Eagle Rd. to create the southwest corner of the boundary. Eagle Rd. is the western boundary that connects to State Highway 44 / State St. to complete the boundary.

- F. **Staff.** Instructional staff shall be certified as provided by rule of the State Board of Education. All full-time staff members of the School shall be covered by the Public Employee Retirement System of Idaho, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.
- G. **Alignment with All Applicable Law.** The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are amended, the School shall be bound by any such amendment upon the effective date of said amendment.

SECTION 6: SCHOOL FINANCE

- A. **General.** The School shall comply with all applicable financial and budget laws, rules, regulations, and financial reporting requirements, as well as the requirements contained in the School's Performance Framework.
- B. **Financial Controls.** At all times, the Charter Holder shall ensure that the School maintains appropriate governance, managerial procedures, and financial controls, which shall include, but not be limited to: (1) commonly accepted accounting practices and the capacity to implement them; (2) a checking account; (3) adequate payroll procedures; (4) procedures for the creation and review of monthly and quarterly financial reports, which procedures shall specifically identify the individual who will be responsible for preparing such financial reports in the following fiscal year; (5) internal control procedures for cash receipts, cash disbursements and purchases; and (6)

maintenance of asset registers and financial procedures for grants, all in accordance with state and federal laws, rules, regulations, and Authorizer policy.

- C. Financial Audit.** The School shall submit audited financial statements from an independent auditor to the Authorizer no later than November 1 of each year.
- D. Annual Budgets.** The School shall adopt a budget for each fiscal year, prior to the beginning of the fiscal year. The budget shall be in the Idaho Financial Accounting Reporting Management Systems (IFARMS) format or any other format as may be reasonably requested by the Authorizer.

SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION

- A. Relinquishment.** Should the Charter Holder choose to relinquish its Charter before the expiration of this Certificate, it may do so upon written notice to the Authorizer. In such a case, the Authorizer's closure protocol shall begin immediately following written notification.
- B. Nonrenewal.** The Authorizer may non-renew the Charter at the expiration of the Certificate if the School failed to meet one or more of the terms of its Certificate, including the Performance Framework. The Charter Holder may appeal a decision to non-renew directly to the State Board of Education.
- C. Revocation.** The School's Charter may be revoked by the Authorizer if the School has failed to meet one or more of the renewal conditions, included in **Appendix B**, by the stated due date. The School's Charter may be revoked as provided by Idaho Code section 33-5209C. In such an event, the Authorizer shall consider whether to revoke the School's Charter at its next regularly scheduled meeting. The decision shall be made at that time. The Charter Holder may appeal a decision to revoke directly to the State Board of Education.
- D. Closure.** The Authorizer's closure protocol shall begin immediately after a decision to relinquish is made by the Charter Holder, or a decision to revoke or non-renew or is made by the Authorizer. Closure protocol shall begin regardless of whether the Charter Holder appeals the decision. In the event that closure protocol begins, the School shall cease operations no later than the following June 30. Closure protocol shall only cease if the State Board of Education overturns the Authorizer's decision.

SECTION 8: MISCELLANEOUS

- A. No Employee or Agency Relationship.** None of the provisions of this Certificate will be construed to create a relationship of agency, representation, joint venture, partnership, ownership, or employment between the Authorizer and the School.
- B. Additional Services.** Except as may be expressly provided in this Certificate, as set forth in any subsequent written agreement between the School and the Authorizer, or as may be required by law, neither the School nor the Authorizer shall be entitled to the use of or access to the services, supplies, or facilities of the other.
- C. No Third-Party Beneficiary.** This Certificate shall not create any rights in any third parties, nor shall any third party be entitled to enforce any rights or obligations that may be possessed by either party to this Certificate.
- D. Amendment.** This Certificate may be amended by agreement between the School and the

Authorizer in accordance with Authorizer policy. All amendments must be in writing and signed by the School and the Authorizer.

IN WITNESS WHEREOF, the Authorizer and the Charter Holder have executed this Performance Certificate to be effective **June 8, 2023**.

Chairman
Idaho Public Charter School Commission

Chairman
Peace Valley Charter School, Inc. Governing Board

Appendix A: Performance Framework

Appendix B: Conditions

Appendix C: Charter

Appendix D: IPCSC Closure Protocol

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Appendix A: Performance Framework

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PERFORMANCE FRAMEWORK GUIDANCE: ACADEMIC MEASURES

Adopted 8/13/2020

Revised 4/14/2022

Idaho Public Charter School Commission

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Alan Reed, Chairman

Jenn Thompson, Director

ACADEMIC MEASURES

All School Measures

1. Math Proficiency
2. ELA Proficiency
3. Math Growth
4. ELA Growth
5. Literacy Proficiency
6. College and Career Readiness

Comparison Group: Specific to school.

1. MATH PROFICIENCY

Proficiency Rate: The IPCSC will use the proficiency rates as determined by the Idaho Accountability Framework and reported via the Idaho Report Card.

Math and ELA Proficiency Rubric	
Exceeds Standard	The school's proficiency rate is greater than one standard deviation above the mean of the identified comparison group, OR The school's proficiency average is in 90 th percentile of all Idaho schools.
Meets Standard	The school's proficiency rate is equal to the mean or falls between the mean and one standard deviation above the mean of the identified comparison group.
Approaches Standard	The school's proficiency rate falls between the mean and one standard deviation below the mean of the identified comparison group.
Does Not Meet Standard	The school's proficiency rate is more than one standard deviation below the mean of the identified comparison group, OR the school has been identified for comprehensive or targeted support for three consecutive years as per the Idaho Consolidated Plan.

2. ELA PROFICIENCY

Proficiency Rate: The IPCSC will use the proficiency rates as determined by the Idaho Accountability Framework and reported via the Idaho Report Card.

Math and ELA Proficiency Rubric	
Exceeds Standard	The school's proficiency rate is greater than one standard deviation above the mean of the identified comparison group, OR The school's proficiency average is in 90 th percentile of all Idaho schools.
Meets Standard	The school's proficiency rate is equal to the mean OR Falls between the mean and one standard deviation above the mean of the identified comparison group.
Approaches Standard	The school's proficiency rate falls between the mean and one standard deviation below the mean of the identified comparison group.
Does Not Meet Standard	The school's proficiency rate is more than one standard deviation below the mean of the identified comparison group, OR the school has been identified for comprehensive or targeted support for three consecutive years as per the Idaho Consolidated Plan.

3. MATH GROWTH

Growth Rate: The IPCSC will use the proficiency rates as determined by the Idaho Accountability Framework and reported via the Idaho Report Card.

Growth Rubric Math	
Exceeds Standard	The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment but who did make adequate growth toward proficiency is greater than one standard deviation above the mean of the identified comparison group, OR The school's growth rate is in the 90 th percentile of all Idaho public schools.
Meets Standard	The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment but who did make adequate growth toward proficiency is equal to the mean or falls between the mean and one standard deviation above the mean of the identified comparison group, OR The growth rate increased by at least 10% over the previous year.
Approaches Standard	The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment but who did make adequate growth toward proficiency falls between the mean and one standard deviation below the mean of the identified comparison group.
Does Not Meet Standard	The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment made adequate growth toward proficiency is more than one standard deviation below the mean of the identified comparison group.

4. ELA GROWTH

Growth Rate: The IPCSC will use the proficiency rates as determined by the Idaho Accountability Framework and reported via the Idaho Report Card.

Growth Rubric ELA	
Exceeds Standard	The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment but who did make adequate growth toward proficiency is greater than one standard deviation above the mean of the identified comparison group, OR The school's growth rate is in the 90 th percentile of all Idaho public schools.
Meets Standard	The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment but who did make adequate growth toward proficiency is equal to the mean or falls between the mean and one standard deviation above the mean of the identified comparison group, OR The growth rate increased by at least 10% over the previous year.
Approaches Standard	The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment but who did make adequate growth toward proficiency falls between the mean and one standard deviation below the mean of the identified comparison group.
Does Not Meet Standard	The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment made adequate growth toward proficiency is more than one standard deviation below the mean of the identified comparison group.

5. LITERACY PROFICIENCY

Literacy Proficiency Rate: The IPCSC will use the proficiency rates as determined by the Idaho Accountability Framework and reported via the Idaho Report Card.

Literacy Proficiency Rubric	
Exceeds Standard	<p>One of the following is true:</p> <ul style="list-style-type: none">• The school's proficiency rate on the spring administration of the statewide literacy assessment is greater than one standard deviation above the mean of the identified comparison group;• the school's proficiency rate on the spring administration of the statewide literacy assessment is at or above 90%; <p>OR</p> <ul style="list-style-type: none">• The fall to spring change in proficiency rate is 20% or greater.
Meets Standard	<p>The school's proficiency on the spring administration of the statewide literacy assessment is equal to the mean or within one standard deviation above the mean of the identified comparison group; OR The school's fall to spring change in proficiency rate is between 10%-19%.</p>
Approaches Standard	<p>The school's proficiency on the spring administration of the statewide literacy assessment falls within one standard deviation below the mean of the identified comparison group.</p>
Does Not Meet Standard	<p>The school's proficiency rate on the spring administration of the statewide literacy assessment is more than one standard deviation below the mean of the identified comparison group.</p>

6. COLLEGE AND CAREER READINESS

Adjusted Cohort Graduation Rate (ACGR): Alternative schools will be evaluated based on their 5-Year ACGR. All other schools will be evaluated based on their 4-Year ACGR.

Graduation Rate: The IPCSC will use either the 4-Year ACGR as determined by the Idaho Accountability Framework and reported via the Idaho Report Card.

C&C Readiness Rubric	
Exceeds Standard	The school's 4-Year ACGR is greater than one standard deviation above the identified comparison group, OR The school's ACGR is 90%.
Meets Standard	The school's 4-Year ACGR is equal to the mean OR Falls between the mean and one standard deviation above the mean of the identified comparison group.
Approaches Standard	The school's 4-Year ACGR falls between the mean and one standard deviation below the mean of the identified comparison group.
Does Not Meet Standard	The school's 4-Year ACGR is more than one standard deviation below the identified comparison group.

OPERATIONAL MEASURES

BOARD STEWARDSHIP

1. Governance Structure
2. Governance Oversight
3. Governance Compliance

OPERATIONAL MANAGEMENT

4. Student Services
5. Data Security and Information Transparency
6. Facility and Services
7. Operational Compliance

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BOARD GOVERNANCE

1. Governance Structure Rubric

Data Sources: Board bylaws, articles of incorporation, and any courtesy letters or notifications issued to the school by entities responsible for oversight or enforcement.

Governance Structure Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• Board Bylaws are compliant with ID law.• Articles of Incorporation are current.• No investigations were conducted into either ethical behavior or conflict of interest regarding any board director.• The board did not experience an Open Meeting Law violation that needed to be cured this year.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

2. Governance Oversight Rubric

Data Sources: Board meeting minutes, school policies, continuous improvement plan (or other strategic planning evidence if submitted by the school), and verification of submission of annual administrator evaluation.

Governance Oversight Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• The board reviews academic data in a timely and thorough manner.• The board reviews financial reports in a timely and thorough manner.• The board maintains compliant policies.• The board engages in strategic planning.• The board conducts a compliant annual evaluation of their school leader and/or management organization.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

3. Governance Compliance Rubric

Data Sources: If applicable, courtesy letters/notifications of concerns, investigation, or findings issued to the school by entities responsible for oversight or enforcement, and any documentation of correction provided by the school.

Governance Compliance Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	The IPCSC did not issue any courtesy letters or notify an external investigative body of compliance concerns this year.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

OPERATIONAL MANAGEMENT

4. Student Services Rubric

Data Sources: If applicable, any notifications or courtesy letters issued by the SDE or SBOE which required corrective action with regard to the school's ELL, SPED, or College and Career Readiness programs, as well as any documentation submitted by the school evidencing correction.

Student Services Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	All of the following are true: <ul style="list-style-type: none">• The school's English Language Learner program is in good standing;• The school's Special Education program is in good standing; The school's college and career readiness program is in good standing; and• The school's federal programs are in good standing.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

5. Data Security and Information Transparency Rubric

Data Sources: periodic desk audit of school website, and any formal notifications regarding data security or public records compliance.

Data Security and Information Transparency Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• The school's website is compliant with I.C. 33-133(7) (data collection, access, and security policy); I.C. 33-320 (continuous improvement plan); and I.C. 33-357 (expenditures updated monthly, contracts, performance reports, and annual budgets).• The school did not experience any issues involving data security this year.• The school did not experience any compliance issue regarding public records requests this year.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

6. Facility and Services Rubric

Data Sources: Verification of meal service program and transportation services via public documents and/or school website, and any notifications of concerns regarding occupancy or safety issued to the school by entities responsible for oversight or enforcement.

Facility and Building Services Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• The school's occupancy certificate is current.• The school maintains current safety inspections and drills.• The school provides daily transportation to students in compliance with Idaho Code. The school provides a compliant lunch program.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

7. Operational Compliance Rubric

Data Sources: Periodic observation of enrollment lottery, and if applicable, any corrective action plans issued by the SDE not related to special education, ELL, or college and career readiness (as these are captured elsewhere), or formal notification of late reports or enrollment violations.

Operational Compliance Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• Required reports are submitted accurately and on time.• The school maintains a compliant enrollment process.• No correct action plans were issued by the SDE this year.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

FINANCIAL MEASURES

NEAR TERM HEALTH

1. Current Ratio
2. Unrestricted Days Cash
3. Default
4. Enrollment Variance

SUSTAINABLE HEALTH

5. Total Margin and 3Yr Aggregated Total Margin
6. Cash Flow and Multi-Year Cash Flow
7. Debt Service Coverage Ratio
8. Debt to Asset Ratio
9. Financial Compliance Rubric

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NEAR-TERM HEALTH

1. Current Ratio

Calculation: Current Assets divided by Current Liabilities

Data Source: Annual Fiscal Audit Report

Current Ratio Rubric	
Exceeds Standard	The school has a current ratio of more than 1.5
Meets Standard	The school has a current ratio of at least 1.1 (or between 1.0 and 1.1 with a 1-year positive trend)
Approaches Standard	The school has a current ratio of between .9 and 1.0 (or between 1.0 and 1.1 with a 1-year negative trend)
Does Not Meet Standard	The school has a current ratio of .9 or less.

2. Unrestricted Days Cash

Calculation: Unrestricted Cash and investments divided by ((Total Expenses minus Depreciation Expense) / 365)

Data Source: Annual Fiscal Audit Report

Unrestricted Days Cash Rubric	
Exceeds Standard	The school has more than 60 days cash on hand
Meets Standard	The school has 60 days cash OR Between 30- and 60-days cash and one-year trend is positive. *Note: Schools in their first or second year of operation must have a minimum of 30 days cash.
Approaches Standard	The school has between 15-30 days cash OR Between 30-60 days cash, but one-year trend is negative.
Does Not Meet Standard	The school has fewer than 15 days cash on hand.

3. Default

Calculation: No calculation.

Data Source: Annual Fiscal Audit Report, Terms of Debt, Other Formal Notifications Received by School.

Default Rubric	
Exceeds Standard	The school has met standard for at least 3 consecutive years, including the most recently completed school year.
Meets Standard	The school is not in default of any financial obligations and did not experience any instances of default during the fiscal year. Financial obligations include, but are not limited to, making payments to vendors and utility services on time, complying with all loan covenants, filing any reports required for maintenance of grants or philanthropic funds, meeting all tax obligations, and operating without financial judgements or property liens.
Approaches Standard	The school experienced one or more instances of minor default during the fiscal year (such as making late payments); however, the school is not currently in default of any financial obligations.
Does Not Meet Standard	School is currently in default of financial obligations.

4. Enrollment Variance

Calculation: Actual enrollment as of the first Friday in November (drawn from ISEE) divided by enrollment projections as submitted directly to the IPCSC in July.

Data Source: ISEE and direct school report

Enrollment Variance Rubric	
Exceeds Standard	The school has met standard for at least 3 consecutive years, including the most recently completed school year.
Meets Standard	Enrollment variance is equal to or greater than 95%.
Approaches Standard	Enrollment variance was between 90% and 95%, OR The enrollment variance was less than 90% and the school provided a mid-year amended budget evidencing at least a break-even budget based on mid-term enrollment and any resulting revenue adjustments.
Does Not Meet Standard	Enrollment variance was less than 90% and the school did not provide evidence of mid-year budget amendments or operational changes evidencing at least a break-even budget based on mid-term enrollment and any resulting revenue adjustments.

SUSTAINABLE HEALTH

5. Total Margin and 3Yr Aggregated Total Margin

Calculation:

Most Recent Year Total Margin: 2019 Net Income divided by 2019 Total Revenue.

3-Year Aggregated Total Margin: (2019 Net Income +2018 Net Income +2017 Net Income) divided by (2019 Total Revenue +2018 Total Revenue +2017 Total Revenue)

Data Source: Annual Fiscal Audit Report

Total Margin and 3-Yr Aggregated Total Margin	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. *Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.
Approaches Standard	Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard".
Does Not Meet Standard	Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR The most recent year Total Margin is less than -10 percent.

6. Cash Flow and Multi-Year Cash Flow

Calculation (example years are included as reference):

Most Recent Year Cash Flow: 2020 Cash and Investments minus 2019 Cash and

Investments Previous Year Cash Flow: 2019 Cash and Investments minus 2018

Cash and Investments Multi-Year Cash Flow: 2020 Cash and Investments minus
2018 Cash and Investments

Data Source: Annual Fiscal Audit Report

Cash Flow and Multi-Year Cash Flow	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	Multi-Year Cumulative Cash Flow is positive, and Cash Flow is positive in the most recent year is positive, OR Multi-Year Cumulative Cash Flow is negative, but documentation identifies this as a result of a one-time, planned purchase (such as a facility remodel). *Note: Schools in their first or second year of operation must have positive cash flow.
Approaches Standard	Multi-Year Cumulative Cash Flow is positive, but Cash Flow is negative in the most recent year.
Does Not Meet Standard	Multi-Year Cumulative Cash Flow is negative, and no documentation identifies this as a result of a one-time, planned purchase.

7. Debt Service Coverage Ratio

Calculation:

If school owns its facility or if the school leases its facility and the lease is capitalized:
(Net Income + Depreciation Expense + Interest Expense) divided by (Principal + Interest + Lease Payments)

If school leases its facility and the lease is not capitalized: (Facility Lease Payments + Net Income + Depreciation Expense + Interest Expense) divided by (Principal + Interest + Lease Payments)

Data Source: Annual Fiscal Audit Report

Debt Service Coverage Ratio Rubric	
Exceeds Standard	The school's debt service coverage ratio is 1.5 or greater OR The school operates debt-free.
Meets Standard	Debt Service Coverage Ratio is between 1.1 and 1.49
Approaches Standard	The school's debt service coverage ratio is between .9 and 1.09
Does Not Meet Standard	Debt Service Coverage Ratio is less than .9

8. Debt to Asset Ratio

Calculation: Total Liabilities divided by Total Assets

Data Source: Annual Fiscal Audit Report

Debt to Asset Ratio	
Exceeds Standard	The school has met standard for 3 consecutive years, including the most recently completed school year., OR The school operates debt-free.
Meets Standard	The school's Debt to Asset Ratio is less than 0.9
Approaches Standard	The school's Debt to Asset Ratio is between 0.9. and 1.0
Does Not Meet Standard	The school's Debt to Asset Ratio is greater than 1.0

9. Financial Compliance Rubric

Calculation: Total Liabilities divided by Total Assets

Data Source: Annual Fiscal Audit Report, Desk Audit of Policies, Other Formal Notifications Received by School

Financial Compliance Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• Accounting Practices: finances are managed in compliance with GAAP.• Financial Transparency: expenditures and contracts are posted on the school's site.• Internal Controls: the school's internal controls are compliant.
Approaches Standard	The school was informed of non-compliance with accounting practices, financial transparency, or internal controls, and prompt action to correct is in evidence.
Does Not Meet Standard	<p>The school is operating under a notification of fiscal concern or a notification of possible or imminent closure</p> <p>OR</p> <p>The school was informed of non-compliance with accounting practices, financial transparency, or internal controls and the issues were not corrected within 30 days.</p>

Appendix B: Conditions

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Appendix B: Conditions of Renewal

1. Condition 1: PVCS must achieve a Meets Standard rating on the Debt Service Coverage Ratio of the Commission's performance framework by November 15, 2023.

2. Condition 2: PVCS must achieve full accreditation through the State Board of Education's approved school accrediting body (currently Cognia) by June 1, 2024.

Part of PVCS's conditional approval in 2018 included the condition that the school achieve accreditation candidacy status by July 1, 2019 and achieve full accreditation by July 1, 2021. This condition was adopted based on the Commission's stated concerns that PVCS's academic program, as presented in the charter petition, may not be sufficient to produce the academic outcomes necessary to meet standard on the academic performance measures of the performance framework. PVCS did not meet this condition by the stated date, as it did not achieve accreditation candidacy status until April of 2022. Based on Cognia's accreditation procedures, within two years of a school's acceptance into candidacy status, the school will be reviewed to determine whether full accreditation status will be awarded. The due date of this condition accounts for Cognia's two-year window within which PVCS will be reviewed.

3. Condition 3: PVCS must achieve a Meets Standard rating on the following financial measures of the Commission's performance framework in fiscal year 2024: Total Margin, Cash Flow, Financial Compliance, and Debt to Asset Ratio. Since the corresponding data will be evaluated on or before November 15, 2024, the date by which this condition must be met is November 15, 2024.

PVCS did not meet standard on the Debt to Asset Ratio or Total Margin measures in fiscal year 2022. Financial measures are defined in the performance framework and shall be incorporated into PVCS's 2023-2028 performance certificate.

4. Condition 4: PVCS must achieve a Meets Standard rating on all operational measures of the Commission's performance framework in fiscal year 2024. Since the corresponding data will be evaluated on or before November 15, 2024, the date by which this condition must be met is November 15, 2024.

Operational measures include: Governance Structure, Governance Oversight, Governance Compliance, Student Services, Data Security & Information Transparency, Facility Services, and Operational Compliance. PVCS failed to meet standard on multiple operational measures each year of its first operational term. Annual performance reports issued by the Commission identify the known issues and cite supporting documentation.

PVCS has acted to correct some of the issues, but failure to do so promptly is noted as an additional concern in several instances. PVCS has struggled with board turn over, internal divisiveness, and a poor working relationship between the board and its administrator. These ongoing issues are noted in a courtesy letter issued by the Commission staff in 2019 and again in a letter issued by the Idaho School Board Association in 2022.

Outstanding compliance issues are noted in a letter of Findings and Recommended Corrective Actions which was issued to PVCS at the conclusion of a Commission complaint investigation on October 15, 2022. These findings, which include compliance issues with board policy, building safety, and operational procedures, are currently being addressed by PVCS.

5. Condition 5: PVCS must achieve a Meets Standard rating on the literacy proficiency measure of the Commission's performance framework in fiscal year 2024. Since the corresponding data will be evaluated on or before November 15, 2024, the date by which this condition must be met is November 15, 2024.

PVCS did not meet standard on the literacy proficiency measure in any operational year over the course of its performance certificate term. The literacy proficiency measure is defined in the performance framework and shall be incorporated into PVCS's 2023-2028 performance certificate.

6. Condition 6: PVCS must achieve a Meets Standard rating on the English language arts proficiency measure of the Commission's performance framework in fiscal year 2025. Since the corresponding data will be evaluated on or before

November 15, 2025, the date by which this condition must be met is November 15, 2025.

PVCS did not meet standard on the English language arts proficiency measure in any operational year over the course of its performance certificate term. The English language arts proficiency measure is defined in the performance framework and shall be incorporated into PVCS's 2023-2028 performance certificate.

7. Condition 7: PVCS must achieve a Meets Standard rating on the math proficiency measure of the Commission's performance framework in fiscal year 2025. Since the corresponding data will be evaluated on or before November 15, 2025, the date by which this condition must be met is November 15, 2025.

PVCS did not meet standard on the math proficiency measure in any operational year over the course of its performance certificate term. The math proficiency measure is defined in the performance framework and shall be incorporated into PVCS's 2023-2028 performance certificate.

Appendix C: Charter

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"Learning to Change the World"

Petition to Establish a K-8 Public Charter School
Located within the Boise School District,
Impacting Boise School District and Joint District #2
with a proposed opening in August 2018

Respectfully submitted September 12, 2017

Contact Person

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Non-Discrimination Statement:

Peace Valley Charter School does not discriminate on the basis of race, religion, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. Any variance should be brought to the attention of the administration through personal contact, letter, phone, or email.

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Tab 1 – Executive Summary, Vision, Mission, Legislative Intent

Executive Summary

“The need for imagination, a sense of truth, and a feeling of responsibility — these three forces are the very nerve of education.”

Rudolf Steiner

Peace Valley Charter School recognizes each child’s unique potential and provides children an education that gives them the tools and skills to flexibly meet every challenge the future brings. Peace Valley’s educational philosophy has its roots in an independent educational movement of more than 1,800 Waldorf schools worldwide. While many Waldorf schools are private, The George Lucas Educational Foundation reported in 2009 that the number of public schools inspired by Waldorf educational methods is growing fast. For almost a hundred years, using the mediums of art and nature as their point of departure, Waldorf schools have provided a rigorous academic education, recognized for its students’ flexibility of thought, ingenuity, and practical ability, and their devotion to community service.

School Concept

Peace Valley’s educational model is a compelling public choice, incorporating research-based strategies that improve and enhance student achievement, cognition, and social and emotional health. It provides an innovative and creative method for delivering Idaho Content Standards to students in the Treasure Valley. Peace Valley will be guided by the Core Principles of Public Waldorf Education, offering a rich curriculum that simultaneously addresses students’ academic, artistic and practical skills. Peace Valley will foster a nurturing, multisensory, multicultural, and nature-based learning environment where the arts are integrated into academic lessons to help stimulate students’ imaginations. Peace Valley’s model recognizes that children pass through distinctive developmental stages, which is why it will provide an open, creative environment that nurtures the emerging capacities at each age through:

- A cross-disciplinary approach with block scheduling and rigorous, relevant, balanced, developmentally based curriculum
- Sustainable living practices, environmental stewardship, and experiential learning through outdoor nature experiences, animal husbandry, and gardening skills
- Multi-sensory learning through singing, painting, movement, drawing, theater arts, storytelling, handwork, and the playing of recorders, flutes and stringed orchestral instruments
- A robust foreign language program where the goal is immersion and fluency
- A ‘looping’ or continuing relationship between the primary teacher and his or her respective class across the grades.

The curriculum unfolds in ‘main-lesson’ (approximately the first two hours of daily instruction) blocks of two to four weeks’ duration. Main lesson subjects alternate primarily between language arts, math and science based blocks across the year. Once the main lesson is finished, the school day continues with an arrangement of specialty subjects (visual and movement arts, music, gardening, handwork, woodwork, and foreign language classes), interspersed with practice classes for the continued refinement of math and language arts skills.

Peace Valley students will learn reading, writing, mathematics, geometry, history, geography, geology and natural sciences, while also learning to sing, play a musical instrument, draw, paint, model, carve and work with wood, act in plays, garden, cook, do handwork such as knitting and sewing, speak a foreign language, think critically and independently, and work harmoniously and respectfully with others.

Definition of Success

Peace Valley's definition of success is well expressed by author, psychologist and educator Dr. Madeline Levine: "Our job is to help [children] know and appreciate themselves deeply, to be resilient in the face of adversity, to approach the world with zest, to find work that is satisfying, friends and spouses who are loving and loyal, and to hold a deep belief that they have something meaningful to contribute to the world." To that end, Peace Valley aims to give children the confidence that they can achieve mastery in every sphere of academic and artistic endeavor. Students will graduate Peace Valley ready to embrace the next step with confidence and security. Evidence of this capacity will be seen in their test scores, in their community service, and in the ease with which they will transition to higher levels of education.

The Governing Board will measure against the following goals when evaluating PVCS's overall success: 1. Meets measurable proficiency outcomes detailed in Tab Four. 2. 90%+ of parents indicate they are satisfied or very satisfied on the annual parent survey. 3. 90%+ of faculty indicate they are satisfied on the annual faculty survey.

Community Need and Interest

Currently, no school using Waldorf principles exists in the Treasure Valley and community interest has been steadily growing. There has been overwhelming support for Peace Valley since its creation, as evidenced by participation in all Peace Valley social media pages, surveys, Open Houses and Family Festivals. To Date: 665 *Boise Waldorf Initiative* Facebook followers, 566 *Peace Valley Facebook* followers (since 1/21/17), 365 newsletter subscribers, 338 survey results, 150+ distinct families attended four Open Houses, 120+ visitors at 2017 Kid's Expo, 45+ parents attended Simplicity Parenting Presentation and 55+ families at two Family Festivals.

Motivation and Collective Qualification

Peace Valley Charter arose from a collective experience with the beauty, effectiveness, and innovation of Waldorf education. Having experienced this education as students, teachers, parents, and academics, the founders united to make this educational methodology available to Treasure Valley students. The founders decided to seek Charter authorization because they believe deeply in the importance of public education and the need for alternative education methods to be broadly available to all students. Founders are drawn from a variety of backgrounds, including: Construction Management, MBA, Program Management, Real Estate, IT, Waldorf and Public Education, Government, Non-Profit Sector, Marketing and Business. Each founder holds a passion for the curriculum, principles, and successes of developmentally appropriate, arts and nature-based, Waldorf-inspired education.

Vision

"Our highest endeavor must be to develop free human beings, who are able of themselves to impart purpose and direction to their lives." Rudolf Steiner

Who is Rudolf Steiner and what are the Principles for Public Waldorf Education?

Waldorf education is the fastest growing independent school movement in the world. The modern philosophy behind "Waldorf" education is based on an innovative school started in Stuttgart, Germany in 1919 by the Austrian philosopher, scientist, and thinker Rudolf Steiner. In responding to a request to start a school during the cultural upheaval in Germany following World War I, Steiner outlined a model for education that has since inspired many schools called "Waldorf" after the first Steiner school. At its very inception, the first Waldorf School embraced a sense of equity and social responsibility: educating boys and girls together, being open to all children, stretching across a wide range of grades, and involving teachers in school governance. Underlying all instruction is a threefold model of human development, which acknowledges how, in different stages, children grow in their capacities to will (meaning move and do), to feel, and to think. Peace Valley's approach to education is built on this rich philosophy and commitment to education for social renewal.

This educational philosophy's success can be seen in various Waldorf/Steiner campuses around the world, most poignantly, in areas where tremendous racial tensions exist. During the South African apartheid regime, the local Waldorf school was one of the rare examples where Caucasian and African students attended classes together. Today, at the Harduf Kibbutz Waldorf school in Israel, Jewish and Arab students and faculty learn from each other.

Tamrat El Zeitoun is the first school that provides a Waldorf education steeped in the beauty of the Arab culture and language. Not only do children also learn Hebrew and English, but all the different religions and sects of Arab people are represented and work together: Muslims, Christians, Druze and Bedouins. Bringing these diverse Arab religious communities together in one school is unique, and Tamrat El Zeitoun provides a model for how to integrate Waldorf education into the Arab culture.

-Lana Nasrallah, Founding teacher

Peace Valley Charter School's History

Peace Valley aims to learn from the success of other Public Waldorf schools and create a school that is representative of its families and its location. The name Peace Valley was chosen by the founding families to honor the Valley's history. For the Native American tribes that lived in Idaho before the mid-1800s, the Boise Valley, or Peace Valley as it was sometimes called, was a place of gathering for feasting and trade. There were four main tribes that met here, the Shoshoni, the Paiute, the Bannock and the Nimiipuu (also called Nez Perce). <https://parks.cityofboise.org/media/975738/Peace-Valley-NEW-small.pdf>

Peace Valley Charter School's educational philosophy is founded on the conviction that all children are innately curious about themselves and the world; they inherently want to learn, discover, and create. The school's role is to nourish and guide this natural exuberance, energy and delight in the quest for meaning and knowledge.

Peace Valley Charter School has developed a powerful educational vision that incorporates the Core Principles of Public Waldorf Education with the Idaho Content Standards (see Appendix M) and embraces the developmental model of the unfolding child. This education, built on a strong academic foundation, also brings forth creative imagination, critical thinking, self-confidence, and a sense of delight, wonder and respect for nature and humanity. At the heart of this developmental philosophy is the conviction that education is an art. Whether the subject is mathematics, history or physics, the presentation must be alive, must speak to the child's world through direct experience, and must inspire the imagination. The goal is to teach children in a safe, protective and naturally beautiful environment using methods that fill them with delight, wonder and enthusiasm.

Peace Valley's Values

Peace Valley believes that every child can excel, every child should be seen and recognized for his unique contributions, and every child should be given the time, space and tools to grow and develop into her best self. Peace Valley further believes in providing the highest possible educational experience to all students, regardless of race, gender, socioeconomic status, or ability. A student body that is philosophically, religiously, culturally, racially, socio-economically diverse is critical to deepening students' learning experience and enriching the community. Peace Valley welcomes and encourages families of all backgrounds to join in its effort to build a healthy school community. Peace Valley believes in looking beyond oneself to service to those around us. Whether it be through artistic performance and sharing, care for the land and local ecosystem, or the making or building of items that are of practical value to community members (for example, knitted blankets for the elderly), students will learn compassion and a sense of common responsibility.

The values that are embedded in our curriculum and our work with each other can be distilled into four statements—our Code of Conduct.

THE CODE OF CONDUCT

We are kind

We are safe

We are respectful

We are responsible

The Code of Conduct is simple enough to be understood by a young child, yet it contains all the issues with which an eighth grader might wrestle. It informs our guidelines for working with the children and their interactions with each other.

World Citizenship

The experiential study of world cultures enriches students' expanding worldview, giving an appreciation for diversity, flexibility of thinking, and an intrinsic empathic understanding of social and cultural issues. Peace Valley's emphasis on world citizenship is demonstrated by its dedication to offering a Spanish Immersion Kindergarten and rich foreign language programs, as well as an emphasis on other languages and cultures throughout the curriculum. Peace Valley's overall educational approach is designed to instill in its students not only high standards for academic achievement and civic responsibility, a sense of delight and respect for nature and humanity, and valuable interpersonal and intrapersonal life skills.

Educational Vision

Developmentally Appropriate Education

"Pushing skills before children are biologically ready sets them up to fail."
M. Baker, M.D. - Executive Director - Gesell Institute of Human Development

The foundation of Waldorf pedagogy is the belief that for children to best develop critical thinking skills, their imaginative capacity must first be cultivated. Likewise, many of the processes required for the development of academic and analytical abilities are connected to and enhanced by developed physical capabilities. When core academic subjects are taught through visual arts, movement, music, or simple observation of the natural world, the whole child becomes engaged in ways that promote the development of practical skills, increased creativity, and ultimately the capacity for penetrating, perceptive, innovative thought. To use a paradigm drawn from Waldorf pedagogy, this education develops three primary aspects of a child's capacities, namely the ability to:

- "will" or move, do and create (the "Hands");
- "feel" or imagine and engage material with a personal connection (the "Heart"); and
- "think" or analyze and form judgments and conclusions (the "Head").

Great care is taken to meet children at the appropriate developmental stages, with material that will not prematurely tax their intellectual strength at the expense of their growing physical and imaginative capacities. A preschool or kindergarten aged child, it is presumed, will profit far more from exposure to sand and water, the soil and plants of a garden, or imaginative play with peers, than she will from being forced to sit still and look at textbooks or screens.

The early childhood program cultivates and supports the child's natural trust and basic reverence for the world as a good place to live. Until age six or seven, children learn primarily through physical activity and imitation, with teachers who guide them by always being busily engaged in practical and community-directed tasks (bread-making, washing dishes, setting and serving at table, knitting, sweeping the path), even in moments when the children are freely at play. The soothing, home-like environment, and simple natural materials of the kindergarten encourage creative imaginative play without overstimulating the children. Through storytelling, arts and crafts, and healthy movement, a strong foundation is laid for the formal academic instruction that will begin in first grade.

In grades 1-5, children learn best when academics are conveyed through painting, drama, music, storytelling and other direct experiences that stir their emotions. The arts are used primarily as a means to understand and relate to the world, and also as an avenue for personal self-expression. Science is also foundational, at first through the direct kinesthetic observation of the natural properties of such materials as sand or water, in the play-yard outside, and gradually across the grades in increasing levels of complexity and depth of research. Zoology, botany and geology (all still primarily based in direct observation of the plant, animal and mineral kingdoms) are offered in 4th, 5th and 6th grades, and anatomy, physiology, physics and organic chemistry in 7th and 8th grades.

Classroom Organization and Materials

Waldorf classrooms, materials and curriculum cultivate a sense of beauty, wonder and deep respect for the natural world, affirming that the intelligence and imagination of the young child is best developed without the use of technology; up to grade six computer technologies are used primarily as a practical necessity for computer based testing, and research purposes. At Peace Valley, each class will be appointed and arranged in a manner that will be most conducive to the appropriate mood, and most efficiently meet the academic needs of the developmental age it will serve. For example, in kindergarten, the class will be arranged in a manner described by Todd Oppenheimer in his Atlantic Monthly article, "Schooling the Imagination":

Walking into the kindergarten class at the San Francisco Waldorf School one morning, I felt my stomach relax. The lights were dim, the colors soft pastel. Intriguing materials for play were everywhere. The children had organized them into a half dozen distinctly different fantasy worlds -- there was a make-believe woodshop in one corner; in another, reminiscent of a farmhouse bedroom, two girls were putting a curiously bland doll to bed in a cradle. This doll, I learned, is standard issue in Waldorf kindergartens. It's the old-fashioned sort, simple stuffed cotton, with almost no facial features. "The only thing an intelligent child can do with a complete toy is take it apart," a kindergarten teacher told me. "An incomplete toy lets children use their imaginations." There were also wild hats and capes, pinecones and driftwood, bowls of nuts and other items from the natural world. John Bloom explained that the raw materials are meant not to celebrate nature but to challenge children's spatial creativity.

Special Subjects

In general, we presume that one is better off with more brain cells than fewer. As a child grows, the brain grows as well. Research has shown that there are five ways to build brain cells. (Begley 1996, Hancock 1996. See also Chugani 2011) These ways are: music, art, handwork, movement and personal connections to adults. All of these ways are strongly represented in Waldorf education.

Robert C Oelhaf, A Case for Waldorf Education

Special subjects are a unique aspect of Peace Valley's educational vision and assist students in holistically developing a variety of skills. In addition to their core subjects, students will regularly participate in subjects such as music, form drawing and visual arts, handwork and woodwork, physical education and movement, eurythmy, foreign language, bio-dynamic gardening and sustainability arts.

Engaged Teaching

Commitment to great teachers stands at the core of why excellence is a given at Peace Valley. Teachers stretch their own boundaries, deepen their understanding of child development, stay curious, and constantly learn new material. Teachers grow as they follow their students throughout the grades and master new subjects. Peace Valley teachers are artists, creators, experts, mentors, and examples of human beings that are worthy of emulation. Teachers are engaged in school governance and decision-making. All teachers will have or work toward dual certification by the state and by a Waldorf Teacher Certification.

Connection to Families

Building on excellence in teaching is Peace Valley's vision of collaboration with families. The core of this vision is the understanding that families and teachers work together to create a comprehensive learning environment that values and supports whole-child education equally. As valued members of the school community, parents are a critical component in fostering a sense of creativity and passion for learning. Parent volunteers support many aspects of the program, including gardening, recycling, field trips, the arts, celebrations and festivals, and projects. Peace Valley is committed to parent participation and maintaining a community-based school that incorporates the Treasure Valley's unique qualities with parent participation, and opportunities for learning both within the classroom and in the greater community.

Mission

Peace Valley Charter School educates K-8 students in the Treasure Valley, guided by the Core Principles of Public Waldorf Education, in a public school setting.

Peace Valley Charter's mission is to provide a developmentally appropriate, arts and nature based education, nurturing children's innate creativity and inspiring them to become lifelong learners who are mindful, active, and engaged global citizens.

Supporting Body of Research

Waldorf Education addresses the child as no other education does. Learning, whether in chemistry, mathematics, history or geography, is imbued with life and so with joy, which is the only true basis for later study. The textures and colors of nature, the accomplishments and struggles of humankind fill the Waldorf students' imaginations and the pages of their beautiful books. Education grows into a union with life that serves them for decades. By the time they reach us at the college and university level, these students are grounded broadly and deeply and have a remarkable enthusiasm for learning. Such students possess the eye of the discoverer,

and the compassionate heart of the reformer which, when joined to a task, can change the planet.

-Arthur Zajonc, Ph.D., Associate Professor of Physics, Amherst College

There is a growing body of research substantiating Waldorf practices, curriculum and the holistic, balanced approach to education. Incidental commentary drawn from such research is cited throughout this document. Peace Valley's curriculum places emphasis on a strong academic foundation, artistic expression, social development, and attention to each child's needs. Waldorf curriculum has been proven to be an effective educational method for many children who struggle in traditional classrooms, as well as gifted students, and typically developing students.

A large body of evidence from the last twenty years of neuroscientific inquiry supports the fundamental principles of Waldorf pedagogy. The timing and organization of brain development are prime considerations in establishing the optimal sequence for learning, as is the knowledge that the brain operates optimally when all parts are equally developed, valued, and engaged. Its holistic approach is designed to stimulate optimal brain functioning and follow a developmentally appropriate sequence to educate the child's whole being integrating thinking, feeling, and doing. The foundation of Waldorf education lies in providing the right experience at the right time. Dr. Regalena Melrose, a licensed clinical and credentialed school psychologist with nearly 20 years' experience working with children and adolescents in schools, clinical settings, and private practice, has done extensive research in this area. In *Why Waldorf Works: From a Neuroscientific Perspective* she writes (Appendix P),

An overwhelming body of evidence from the last 20 years of neuroscientific inquiry supports Steiner's theories, including some of the most fundamental foci of Waldorf Education. Three foci thrill me the most, both as a parent of a Waldorf student and as an international speaker on the topic of learning, behavior, and the brain: holism, play, and nature. An emphasis on all three is consistent with how the brain learns best: when the whole brain is engaged at any given moment, when its foundational neural connections have been given ample time to develop, and when it is in an optimally aroused state.

Because brain development occurs at a different pace for each child, the Waldorf approach helps students thrive until their learning skills catch up with their development. Several studies have shown significant correlations between academic success, enhanced critical thinking abilities, and positive attitudes towards community for students who are educated in an arts-integrated curriculum. This model of education through the arts awakens imagination and creativity, bringing vitality and wholeness to learning. Play is also an essential part of learning and Peace Valley's educational vision gives ample time and space for children to unstructured play. According to Dr. Melrose, "numerous studies have shown that play at every stage of development improves IQ, social-emotional functioning, learning, and academic performance. The findings of several studies conducted over a 4-year period found that spending one-third of the school day in physical education, art, and music improved not only physical fitness, but attitudes toward learning, and test scores...."

In Learning from Rudolf Steiner: The Relevance of Waldorf Education for Urban Public School Reform, a study published in 2008 in the journal Encounter: Education for Meaning and Social Justice (Appendix P), researcher Ida Oberman concluded that the Waldorf approach successfully laid the groundwork for future academics by first engaging students through integrated arts lessons and strong relationships instead of only preparing them for standardized tests. In her assessment of four California public schools that use Waldorf methods, Oberman found that some students tested slightly below peers in language arts and math in the second grade, but they matched or tested above their peers in the same subjects by eighth grade. Peace Valley students should achieve these same results or better.

California, which has the most Public Waldorf Charter Schools, has the greatest amount of data regarding the academic and social benefits of this educational model. They have data showing the development and progress of test scores and the versatility of the model with various student populations. For example, research supports the use of Waldorf principles for at-risk populations. The Thomas E. Mathews Community School in Yuba County, California serves high-risk juvenile offenders, many of whom have learning disabilities. The school switched to Waldorf methods in the 1990s. A 1999 study of the school by R. Babineaux found that students had "improved attitudes toward learning, better social interaction and excellent academic progress." This study identified the integration of the arts "into every curriculum unit and almost every classroom activity" of the school as the most effective tool to help students overcome patterns of failure. The study also found significant improvements in reading and math scores, student participation, focus, openness and enthusiasm, as well as emotional stability, civility of interaction and tenacity (Arlene Monks, Appendix P). Likewise, after the Bill & Melinda Gates Foundation helped launch the first public Waldorf high school, the George Washington Carver School of Arts and Science in Sacramento, California, scores on the California Statewide Tests rose dramatically. In this case, the methods proved highly effective for under-achieving and special needs students. In 2011, just three years after adopting Waldorf methods and pedagogy, only 12% of 11th graders scored "far below basic" or "below basic" on Statewide English tests, compared to 67% of 11th graders scoring at below basic levels when the school opened.

A 2009 study comparing Waldorf and public school students in New Zealand (Appendix P) found that, the Waldorf students who had no formal instruction in reading in preschool or kindergarten, caught up in reading ability by around age 10, at which point there was "no difference in reading achievement between children who had been given early instruction in reading and those who had not." Despite their sometimes-lessened exposure to standardized testing situations, U.S. Waldorf pupils' SAT scores have typically come above the national average, especially on verbal measures.

Finally, in an extensive research study conducted by the Stanford Center for Opportunity Policy in Education (SCOPE) Growing a Waldorf-Inspired Approach in a Public School District documents the practices and outcomes of Alice Birney, a Waldorf-Inspired School in Sacramento City Unified School District (SCUSD). (Appendix P) This study highlights how such a school addresses students' academic, social, emotional, physical, and creative development. Birney students outperform similar students in SCUSD on several behavioral and academic measures

In particular graduates report they approached their continued education with the assumption that their voices were worth hearing and sharing, be it with peers or their classroom teachers, even if they were taking a minority or unorthodox position. Driven to pursue personally relevant educational

interests, for the purpose of self-improvement and curiosity, they did not fear failure but understood it to be a part of the learning process. Profoundly, many students commented on the social responsibility they felt to engage the world in a meaningful way that makes the world a better place.

Based on the research cited above and the lived experience of its founders, Peace Valley is confident it can achieve its vision and implement its educational philosophy for students in the Treasure Valley. Peace Valley's vision will allow for flexibility and adaptability to meet the various needs of students who will become part of the school. Because Peace Valley's educational framework focuses on the developmental, social and emotional needs of children, it is well suited to educate children across the academic spectrum and simultaneously achieve high-academic standards.

Legislative Intent

As the first school in the Treasure Valley guided by the Core Principles of Public Waldorf Education, Peace Valley provides a successful, time-tested, but wholly new approach to education in this region, creating substantially increased choice in educational models while improving student learning and promoting innovative teaching methods.

In response to Idaho Code 33-5201 providing legislative intent for establishing charter schools, Peace Valley Charter School will:

1. Improve Student Learning

In addition to academic mastery and artistic development, learning how to learn is a primary goal for Peace Valley students. Peace Valley's purpose is to improve student learning by employing creative methods of education that will create an innovative, developmentally-appropriate educational choice for students and parents within the public sphere and meet the unique learning styles and needs of many students that may not be flourishing in the traditional-model schools available in the community. Peace Valley's educational model nourishes students' natural curiosity and passion for learning by respecting the unique developmental stages each child experiences. All facets of the school are structured around a comprehensive understanding of human development—an understanding that nurtures a community of self-awareness, respect, and dignity to improve each student's learning.

2. Increase learning opportunities for all students, with special emphasis on expanded learning experiences

The arts are integrated throughout the Peace Valley's curriculum to access and develop students' emotional intelligence. Artistic activities such as painting, drawing, drama, singing and instrumental music are used in combination with core academic standards to enrich the learning experience. Through the arts, Peace Valley facilitates the development of compassion, responsibility and stewardship. By working together consciously throughout the curriculum, students develop a capacity for emotional involvement that is both sensitive and resilient. They become caring individuals committed to one another and to the greater good. Enrichment subjects, most taught by specialty teachers, like foreign languages, singing, flute and recorder, violin, painting, drawing, modeling, knitting, sewing, woodworking, drama and movement, garden and eco-literacy are all excellent learning

opportunities for students that go beyond the core subjects and are usually unavailable in other local schools. This multi-dimensional approach expands learning experiences and engages students in a powerful and concentrated experience and promotes active listening, memory, imagination and vocabulary.

3. Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site

Teachers are encouraged to cultivate within themselves a sense of wonder and discovery throughout the process of developing and presenting lesson material, while also teaching from the richness of their experience. This, in combination with the practical necessity of presenting new curricula each year as one advances or loops through the grade levels, invariably leads to creative and innovative lesson plans. The execution of Steiner's philosophy through its curriculum, pedagogy, and school structure is strongly supported by the sustained relationships formed between and among teachers, students, and families. The curricular freedom that looping affords its teachers directly impacts the pacing of instruction as well. When teachers have the luxury of time, as well as the primary responsibility for their students' education, they are not under pressure to prepare students to a certain level of proficiency at an arbitrary point in time in order to hand off to their next teacher. Teachers can be responsive to the students' needs, readiness for new learning, and skill development in designing their instruction.

School leadership is conducted through shared responsibilities within established legal structures. Faculty, staff, administration and the Governing Board will collaborate to guide and lead the school with input from stakeholder groups. To the greatest extent possible, decisions related to the educational program are the responsibility of those faculty and staff with knowledge and experience of Rudolf Steiner's educational insights. Governance and internal administration are implemented in a manner that cultivates active collaboration, supportive relationships, effective leadership, consequential action, and accountability for teachers. Key to this approach is the notion of and support for teachers as lifelong learners who are continually developing their craft.

4. Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system

As the first school in the Treasure Valley guided by the Core Principles of Public Waldorf Education (Appendix P), Peace Valley provides a successful, time-tested, but wholly new approach to education in the area, creating substantially increased choice in educational models while improving student learning and promoting innovative teaching methods. It allows parents access to a long standing and fast-growing educational option that doesn't currently exist in the Treasure Valley. It provides parents and students desiring a whole child, developmentally appropriate, arts and nature based approach to education in the public sector.

Tab 2 – Proposed Operations

Peace Valley's Proposed Operations

Superintendent Jonathan Raymond of Sacramento, CA Unified School District has this to say about Waldorf-methods schools:

"Our society will greatly benefit from more Waldorf-educated young people. Having a Waldorf school should be a critical piece of every district's portfolio."

Legal Status

Peace Valley Charter School, Inc., a nonprofit corporation organized and managed under the Idaho Nonprofit Corporation Act. The corporation is organized exclusively for educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provisions of any future federal income tax code. In this document, the Charter School is the petitioning entity and is referred to as Peace Valley (PVCS). Peace Valley Charter School will apply to become its own Local Education Agency (LEA) and will be responsible for all programs, finances, reporting, and monitoring.

The Peace Valley Charter School Articles of Incorporation and Bylaws are included in this document as Appendix A.

Proposed Operations

Peace Valley Charter School, Inc. will operate as a non-profit organization organized and managed under the Idaho Nonprofit Corporation Act. It will be in the Boise School District boundaries and enroll a student population that reflects demographics similar to those of area charter schools. Peace Valley will operate under the leadership of the Board of Directors with the day-to-day operations managed by the school Administrator. Peace Valley will operate with a unique educational approach guided by the Core Principals of Public Waldorf Education.

Proposed Location and Attendance Area

Interest in Peace Valley comes from families across the Treasure Valley, however the school plans to be located in the Boise Independent School District. The three proposed locations are accessible to demographic areas of high interest, while remaining accessible across the wider Treasure Valley.

The proposed attendance area will cover both West Ada and Boise School Districts.

The attendance boundaries are as follows: Listed residential streets, drives, ways, culs-de-sac, etc. will include addresses on both sides of the road also to include future addresses that are built on said roads. Higher capacity roads and highways listed will act as a boundary only, not to include residences outside of the overall encompassed attendance area.

The N.W. corner begins at Eagle Rd. and State Highway 44 / State St. Following State St. east to Highway 55 then following 55 north to connect to Hill Rd. The boundary follows Hill Rd. southeast

to N. Pierce Park Ln. and includes the residential streets just north of Hill Rd., W. Summer Hill Dr., W. Autumnwood St., and W. Wintergard St. The boundary follows N. Pierce Park Rd. that changes into and continues westward as N. Cartwright Rd. The boundary continues southwest and will include the residential side roads that jettison from Cartwright Rd. nearing N. Bogus Basin Rd. as follows, N. Blue Wing Pl., W. El Pelar Dr., N. Sanada Way, N. La Mesita Way, W. Tequila St., N. La Fontana Way, and La Fontana Way. The boundary follows N. Cartwright Rd. south to N. Bogus Basin Rd. then turns southeast to follow W. Curling Dr. The boundary then turns briefly west to wind through Cashmere Rd., south onto N. Whidden St., then east onto W. Highland View Dr. After the street turns into N. 15th St., the boundary turns southeast onto Hill Rd. After Hill Rd. changes to N. 13th St., the boundary will turn east onto W. Lemp St, then south briefly onto N. 8th St., then east again onto N. 7th St. The boundary will turn briefly east onto W. Alturas St. before turning south onto N. 6th St., then southeast onto W. Fort St. The road will change into E. Fort St., then turn southeast onto E. Jefferson St. This road will turn into E. McKinley St., and then the boundary will briefly turn south into N. Maple Ave., then east onto Hillview Dr., then again onto Bacon Dr., then once again onto E. Warm Springs Ave. This road will change into E. Barber Dr., and then the boundary will turn south onto N. Harris Ranch Rd, and then once again east onto E. Warm Springs Ave until connecting with Highway 21. Heading west on Highway 21 the boundary follows I-84 northwest until the S. Orchard St. exit to continue onto W. Victory Rd. The boundary continues to S. Cole Rd. and turns south to W. Desert Ave. This continues west to S. Maple Grove Rd., continues south to E. Lake Hazel Rd. then west to S. Eagle Rd. to create the southwest corner of the boundary. Eagle Rd. is the western boundary that connects to State Highway 44 / State St. to complete the boundary.

Peace Valley's primary area of attendance will include the area inside the outlined portion of the attendance map found in Appendix D.

Target Population

Peace Valley intends to serve students whose parents desire an innovative, holistic public school of choice. Families seeking an alternative educational choice are attracted to various aspects of Peace Valley's educational plan. In part, the target population is distinct in that many families already familiar with the model are excited to have a public Waldorf school available, because none currently exists in the area. Families new to Peace Valley's educational philosophy will be attracted because of the innovative, holistic, arts and nature based approach to the curricula, as well as the respectful, nurturing environment at the core of all successful Waldorf education. See Tabs 7 and 8 for details.

Charter School's Potential Effects

Peace Valley will offer parents across the Treasure Valley an alternative public school of choice that does not currently exist. By ultimately enrolling students in grades K-8, Peace Valley will provide a grade configuration that aligns with the Waldorf curriculum and resembles that of other successful charter schools. The Treasure Valley is one of the fastest growing areas in Idaho and many families are seeking a new approach to education. Peace Valley will help alleviate pressure on local schools and meet this growing need. The population of school age students in the Treasure Valley is projected to grow from 121,907 in 2014 to 125,300 by 2019.

<http://www.bloom.org/treasure-in-the-valley/>. This is after an overall student enrollment growth of nearly 12,000 between 2010-2015.

At the same time, demand for charter schools in the Treasure Valley exceeds the current capacity of existing charter schools. As of 2015-2016 there are 1,234 students on charter waitlists within the target school districts and while the true number of students waiting to enroll in a charter school is not known, its potential can only increase as more people have an accurate understanding of the nature of public Charter Schools and their open access to the public. An attendance area greater than Boise School District will ensure that Peace Valley will not take students from any one specific geographic area and that there will be no noticeable impact on either District or on any K8 school within those Districts, fiscally or otherwise. Comments from West Ada are found in an Article in the Meridian Press,

“West Ada school board Chairman Philip Neuhoﬀ said he does not foresee a new public charter school having a big impact on West Ada’s enrollment or state funding. The district would lose per-pupil funding for the students who switch to Peace Valley, he said, but it also would not be providing services to those students. Having enough students is not a concern for the district, which is growing rapidly, he added.”

From the letter received from the Boise School District and conversations with Superintendent Coberly, Boise School District does not perceive any negative effect on their district finances or population and we hope to have a positive relationship with them as they do with the other Charter schools operating in their District. Peace Valley will work in cooperation with the districts in the primary attendance area and regularly share enrollment information in order to assist them in their enrollment planning.

Anticipated Enrollment

In its opening year, Peace Valley intends to enroll a modestly sized student body of 320 K-6 students and grow each year by adding one new upper grade and one additional lower grade, reaching a maximum capacity of 540 students. Peace Valley anticipates offering three Kindergarten classes: 1 full day (with tuition), 2 half days. Kindergarten class size will be a maximum of 20 students per class. Grades 1-6 vary in class size between 27-30 students with a maximum of two classes per grades 1-8 with a maximum of 30 students each. Break-even enrollment for year one would be 185 students, which is lower than the approximately 259 average opening enrollment number of nearby Treasure Valley charter schools.

Initial survey data of 338 interested parents shows overwhelming demand for the lower grades and very strong interest in the upper grades, demonstrating overall support for our enrollment projections. (Appendix Q). A robust city-wide marketing campaign is ready to be launched upon authorization.

Based on the strong survey response received and the building desire for this school over the past five years, Peace Valley anticipates filling its first year K-6 student enrollment and maintaining a waiting list like most Charter schools in the area.

Student Demographics

PVCS anticipates student ethnic demographics to be similar to those of the West Ada/Boise School District, area Charter Schools and Idaho demographics, which report about 75% Caucasian students on average 10% Hispanic with the remaining 15% divided among African American, Asian and other ethnicities.

The number of students needing ELL services has grown in the BSD in recent years, and thus PVCS expects around 5% of enrolled students to require some level of ELL services. PVCS anticipates students with special needs to be around 11%, which is consistent with local District and state statistics. PVCS anticipates the socio-economic demographics to be 28%, a little lower than The Village Charter in Boise which reported 32.3% of their K-12 public school students participate in the National School Lunch Program (NSLP) (See Tab 7 for enrollment details)

Boise School District demographics

<https://www.boiseschools.org/cms/one.aspx?portalId=508306&pageId=1526827>

West Ada School District demographics

<http://westada.org/domain/6088> and <http://westada.org/Page/34856>

Demand

Currently, there are more than 1,800 Waldorf schools and kindergartens in more than 85 countries worldwide (International Forum of Waldorf/Steiner Schools (2016), Appendix P) and 54 Public Waldorf Charter Schools in the USA. These schools exist in large cities and small towns, suburbs and rural enclaves. Most recently, in 2016, Wasatch Charter in Salt Lake City, the first Public Waldorf Charter in Utah, opened its doors to 540 students and is now in its second year with over 1,000 students on its waiting list. The Waldorf philosophy has been very successfully adapted as a public school model and the number of new schools continues to grow nationally every year. There is now research and statistical data to support the public model as well as support nationally from the Alliance for Public Waldorf. The growth the Treasure Valley has experienced the last ten years, especially from California, has increased the demand for this model of education. Many around the country have their children in Waldorf schools and when they consider relocation to Boise, they look for a similar school.

Peace Valley Charter School reflects and represents the values of a growing population of families in the community, many of whom have first-hand experience with Waldorf education from other states or countries and many who are looking for a holistic educational option. The current Board President helped start and worked in a Waldorf-inspired preschool/kindergarten and early Elementary in Peru before returning to Boise in 2016.

Survey results through social media, webpage and open houses have demonstrated a strong demand in the Treasure Valley to offer an elementary and middle school program guided by the Core Principles of Public Waldorf Education and Peace Valley's other key components. (Appendix Q) Peace Valley supporters include a wide variety of families from homeschoolers, those in traditional schools and those in private schools who connect to the various aspects of Peace Valley's vision. Many local families currently home-school or supplement their children's educational experience at home with Waldorf inspired lessons and culture.

Local interest in a Waldorf-based Elementary school has steadily grown in the Treasure Valley over the past ten years. Local families have been celebrating Festivals other related Waldorf-Inspired events together. The Facebook page, *Boise Waldorf Initiative (formerly Dry Creek Initiative)* had 640 followers before the creation of the new, *Peace Valley Charter* Facebook page, created in October 2016, which currently has 566 followers. Peace Valley's website has yielded an additional 130 interested families who are not on Facebook have requested to receive Peace Valley's newsletter and information. Furthermore, in the past 8 months, more than 15 people from outside Idaho nationally and internationally have written with great interest in the school and are considering relocating to Boise because this educational option is available. Many of them currently participate in Waldorf communities and want this educational option to continue for their children.

Since Peace Valley's inception, several events, organized by founding families, have taken place. On November 11, 2016, a traditional Lantern Walk took place at Kathryn Albertson Park with 20 families participating. Many families gathered the week before for a sponsored Craft Day to make the lanterns used for the walk. In 2017, Community Open Houses were held on January 21 and February 18 and April 22 with about 150 different families participating and learning about Peace Valley's mission and vision through hands-on demonstrations, workshops and presentations. On February 25, 2017, Board members participated in the Kids Expo at Expo Idaho and connected with a very diverse population of over 120 families and children. We had a hands-on weaving activity with yarn and sticks. (See photos). On March 21, we hosted *Simplicity Parenting: Using the Extraordinary Power of Less to Raise Calmer, Happier, and More Secure Kids*, facilitated by Carrie Thomas Scott, MA, LCPC Certified Simplicity Parenting Coach, Adjunct Faculty and about 50 area parents attend at the Eagle Senior Center. On May 20th, we celebrated May Faire Family Festival and Fundraiser at Veterans Memorial Park with about 30 families attending. There was traditional Maypole dancing with children and other activities like: cupcake walk, gunny sack race, origami window stars, jump roping, making crowns with flowers and more. Since January 2017, about 338 people have filled out the online planning survey. See Appendix N for a list of those who have expressed a desire to choose Peace Valley Charter School and some of the skills sets offered.

In addition to the list of families interested in enrolling in Peace Valley (Appendix N), about 20 unsolicited emails have been received from teachers, administrators and other education professionals, locally and nationally, who are interested in being a part of Peace Valley. An Education Committee has been formed and includes veteran public school teachers, Waldorf teachers, specialty teachers and a Special Education director.

Administrative Services

The elected Governing Board of Directors will be legally accountable for the operation of the charter school. The Governing Board will employ an Executive Director to oversee the implementation of its mission and vision and supervise staff. The Executive Director may also contract for services related to accounting, legal services, and other contract services that may include transportation, special education, faculty training, and/or other budgeted expenses approved by the Governing Board. Administrative services will be provided by an Idaho State Certified Administrator. The Board will approve a job description and an evaluation plan for this

position. The Administrator will recommend personnel for hiring and will conduct evaluations as well as provide professional development and coaching opportunities for staff. The Administrator will also supervise the Pedagogical Consultant, Student Services Coordinator (Counselor), Nurse and other positions needed as the school enrollment grows. These positions may be hired as part-time employees or contracted to other entities and one individual may hold multiple positions as the school builds enrollment. The Administrator will be responsible for building a strong, positive school culture and climate, and will facilitate this by being present throughout the school, in classrooms, meetings, drop offs, and pick-ups to foster a culture of positive, engaged learning, and serve as a strong advocate for the school's core values.

The Administrator will:

- Oversee curriculum development and implementation and class scheduling
- Monitor and analyze student performance data and prepare reports
- Foster teacher leadership and shared decision making
- Facilitate professional development and teacher evaluations
- Oversee staff/teacher meetings, and instructional planning meetings
- Ensure educational and regulatory compliance at all governmental levels
- Develop and implement discipline policies, in conjunction with staff

Charter School Facilities

While facilities can be a challenge for charter schools in Idaho, PVCS is aware that a successful facility is crucial to school success and student learning. Given that Peace Valley will not have access to school district facilities, securing the best facility will be one of the more challenging pieces of the school's plan. Like many new Charter Schools, Peace Valley will have to start modestly and grow over time.

At its full operating capacity, Peace Valley will require approximately 40,000 square feet of space. Based on its educational model, PVCS will require more than the 850 square elementary school classrooms recommended by the Idaho State School Facility Recommendations. Fully built out, Peace Valley will have:

- 19 learning spaces (classrooms), each approximately 1,000 square feet
- 5,000 square feet for multi-purpose use such as assembly space, library, and indoor play area
- 4,000-5,000 more square feet for specialty classes, labs and workshop areas
- 2,000 square feet administrative space
- 20% additional overall square feet for restrooms and circulation

The three proposed facility options are situated for maximum accessibility and fit within the proposed budget. Peace Valley plans to either lease land and use portable structures or lease an existing building until its enrollment and finances are stabilized to build a permanent facility. There are no plans to build a gym. Students will spend free time outside in a natural play space. Neither are there plans to have a designated cafeteria. Students will eat in their classrooms. A library is not planned for the first years either, but PVCS plans to investigate the collaboration with Public

Libraries and work toward having a dedicated space and materials available. A couple of open spaces that can be used in a variety of ways such as for music class and eurythmy are planned.

PVCS Board has an agreement with Giza Development from Utah that financed and built Wasatch Waldorf Charter and has developed several other Charter schools in Utah as well as an experienced Waldorf Architect Jeff Dickenson, to achieve the school's facility goals. Depending on the option chosen, Giza will purchase land and pay for site development costs. PVCS will lease the facility and land at rate of 9.5% a year for an anticipated five years with the intention of buying the investor at the end of that time. Peace Valley will pay for the transportation, installation and lease of the portables with pre-opening funds. This partnership will allow PVCS to stay within its projected 15% expenditure for facilities and allow the school to steadily grow and eventually purchase the location. In evaluating the following options, Peace Valley carefully considered traffic flow, zoning options, and location in relation to target student market.

Option 1: Lease Portables and then a permanent facility on The Simunich Homestead located at 2521 W Victory and Vista Ave which has been a family farm for over 80 years and is not currently on the market.

This option is a 5 acre parcel that is part of a 60 acre family farm, located just off the freeway at Vista Ave in Boise. It is flat farmland that can easily be used for buildings and for open space. The land was not originally on the market, but the family agent has been working with PVCS on a plan to lease and then build a school on the northeast corner of the property. It is in a residential area with great access from all directions.

The remaining site development costs and portable classrooms will be financed by our investor Developer, Michael Wright of Giza Development and leased back to the school at an annual lease rate of 9.5% of the total project cost, with the intention to purchase the land and buildings in the future.

The land is level and flat, with access along W. Victory approximately 380ft of frontage. Site improvements (development of site plus portable setup/pad preparation) includes the following

- Clearing, Grubbing, Rough Grading Site for portable pads plus parking lots
- Placing paving for student drive through and parking lots
- Installing water, sewer, electric, and fire to portable pads, including routing and connections to portables
- Installing fences around immediate footprint of school

PVCS is negotiating with the land owner to include the following in their lease to PVCS:

- Conditional Use Permit
- Lot Line Adjustments
- Initial clearing of farm vegetation and stripping top layer of organic material unacceptable for use as engineered fill in the site development
- Covering costs for up to 50% of the site utility construction (Electric, Sewer, Water, Storm), including associated tap/impact fees

PVCS has an agreement with the land owner to lease the land for \$60,000 year one and will increase lease payment, equivalent to our enrollment growth, for years two and three for a minimum of three years with the option to purchase in the future. PVCS is negotiating with the

owner to include pre-development improvements in the lease cost such as land line adjustment, conditional use permit and sidewalks. The estimated overall value of the site development is approximately \$206,000. The estimated overall value of portable pad preparation and portable trailer setup is approximately \$150,000. Both items are covered in the Giza Development 9.5% leasing agreement. See Facility Appendix J.

Option 2: Lease land on State and Roe, Lease portables and build permanent facility.

This option is a 4-5 acre parcel that is part of a 60 acre family farm, located near State Street and Roe. It is a previously developed commercial space with many of the utilities stubbed and readily available at the North side of the property. The site development costs and portable classrooms will be financed by our Investor/Developer, Michael Wright of Giza Development and leased back to the school at an annual lease rate of 9.5% of the total project cost, with the intention to purchase the land and buildings in the future. It is centrally located with easy access from all directions. The main entrance would be on the back side of the property furthest from State.

The land is level and flat, with access along Limelight Street. Site improvements (development of site plus portable setup/pad preparation) include the following:

- Demolition of existing structures, clearing, grubbing, rough grading existing site to accommodate new school layout
- Placing paving for student pickup
- Installing fire services for the school facility, installing water, sewer, and electric to portable pads, including routing and connections to portables.
- Installing fences around immediate footprint of school.

The estimated overall value of the site development is approximately \$174,000. The estimated overall value of portable pad preparation and portable trailer setup is approximately \$159,000. Both items are covered in the Giza Development 9.5% leasing agreement.

Option 3: Lease of Eastern Portion of Existing Facility at 3100 Lakeharbor

The Lakeharbor property is in a great location off of State street with a traffic signal and dedicated turn lanes. There is easy access from all directions. This location is within walking distance of the greenbelt and Willow Athletic Complex.

Approximately 14,756 SF of existing office/retail space is available at Lakeharbor near Collister and State Street. Under new ownership by Sawtooth Development/Whiting-Leasure and represented by Thornton-Oliver-Keller, the flexible and available space at this site allows us flexibility in the tenant improvements to construct a K-8 school space with many maintenance services covered by the Landlord under a full-service lease agreement.

Overall tenant improvements for Lakeharbor include the following:

- Demolition of existing space not needed for the classroom spaces, including existing partition walls, flooring, carpet, ceiling tile as required, and areas needed for new restrooms exclusive for the school
- Re-frame/finish walls as required to meet code compliance

- HVAC tie-ins to existing mechanical systems to provide additional space conditioning required for school occupancy
- Tie ins and re-layout of existing lighting and power systems to accommodate school occupancy classrooms (electrical systems appear adequate to support classroom use rooms and the minimal IT/Data requirements needed to support the Waldorf-inspired educational methods)
- Flooring, finishes, door and specialty hardware required to support school occupancy

The 3-year plan includes planned expansions on years 2 and 3 at roughly 1,800 SF / year to accommodate student growth, which this space is readily able to provide.

See Appendix J for the PCSC Facility Options Template with full details of these three options.

Civil Liability and Insurance

Peace Valley will have the same responsibilities as any other public school in matters of civil liability. The Idaho Public Charter School Commission, Idaho State Department of Education, and Boise School District shall have no liability for the acts, omissions, debts or other obligations of Peace Valley Charter School, except as may be provided in an agreement or contract between the authorizer and charter school.

Peace Valley will procure and maintain a policy of general liability insurance and errors and omissions insurance adequate to meet the requirements of state law. Insurance will be provided by insurance companies who have and maintain a rating of "A" according to the A.M. Best Company. A copy of proof of insurance will be provided to the authorizer. Peace Valley shall be responsible for maintaining its own insurance for liability and property loss as required by Idaho State Law. Peace Valley shall hold harmless and indemnify the authorizer against any claim, action, loss, damage, injury liability, cost or expense of any kind or nature, including, but not limited to, attorney's fees and court costs, arising out of the operation of Peace Valley and/or arising out of the acts or omissions of the agents, employees, invitees or contractors of Peace Valley.

Tab 3 – Educational Program and School Goals

When approached by the news media and asked the question, "What did Waldorf Education do for you?," Norwegian Prime Minister Jens Stoltenberg replied, "It encouraged me to always strive to become a better human being."

An Educated Person

Today's students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world, in which they can expect to have several careers across a lifetime. Those who invent, rather than follow convention, increasingly shape the 21st century. Peace Valley's educational approach is ideally suited to this emerging world. Peace Valley's goal is to engage young minds in the wonder of learning. Peace Valley students not only learn the core curriculum, but their curiosity and creativity are unleashed as they develop confidence in their own unique abilities. We live in a time of rapid change. What is innovative today will be obsolete tomorrow. Peace Valley will work to prepare students for a world that does not yet exist, but in which they will be able to adapt and thrive.

"Our highest endeavor must be to develop free human beings, who are able of themselves to impart purpose and direction to their lives." If this goal, here articulated by Rudolf Steiner, is to be realized— if children are to be motivated of themselves to engage in the world as teenagers and young adults, then they must have both the tools for success and a sense of purpose and efficacy to counteract the apathy and cynicism so rampant today.

No matter how Peace Valley grows and develops, it has Core Principles and values that are immutable. Chief among them is the abiding respect for each child that comes into our community and the belief that the school's job, in partnership with parents, is to help students become fully and confidently able to master every skill they turn their hand to and to take up any challenge the world presents them with.

By the time their experience with Peace Valley ends, students are well prepared to go into the next phase of their journey, having built a powerful academic foundation and the confidence to go with it. How to recognize a Peace Valley graduate? Look for individuals whose thoughtful intelligence, creativity, originality and compassion make them leaders in any environment. Peace Valley graduates will be people who cultivate peace, foster communication, and encourage tolerance. They are engaged in the advancement of the arts, the sciences, and the well-being of the planet. They are a powerful force for good, because they are confident in meeting the world with passion and vision. They have learned not only to ask "why?" but also to ask, "why not?"

Recent research supports Peace Valley's concept of an educated person. A recent study conducted by the Stanford Center for Opportunity Policy in Education highlights the effectiveness of many important areas that are harder to test,

Interviews with graduates reveal that their K–8 experiences support their continued growth and learning orientation through high school and college. In particular, graduates report they approached their

continued education with the assumption that their voices were worth hearing and sharing, be it with peers or their classroom teachers, even if they were taking a minority or unorthodox position. Driven to pursue personally relevant educational interests, for the purpose of self-improvement and curiosity, they did not fear failure but understood it to be a part of the learning process. Profoundly, many students commented on the social responsibility they felt to engage the world in a meaningful way that makes the world a better place.

Growing a Waldorf-Inspired Approach in a Public School District, by Diane Friedlaender, Kyle Beckham, Xinhua Zheng, and Linda Darling-Hammond

Peace Valley believes in a new kind of thinker—one who meets the world with curiosity and interest, who sees possibility where others see limits, and who solves problems with empathy and creativity. Progress calls for new ideas, fresh perspectives and an abundance of imagination. Peace Valley Charter School aims to build the character and creative intellect of tomorrow's leaders.

How learning best occurs

At the core of Peace Valley's educational program is the conviction that education is an art as well as a science. Each child is regarded as an integrated being whose physical, emotional, and intellectual capacities will grow and thrive in response to guided cultivation. Academic studies are therefore enlivened and balanced with artistic and social activities. Each lesson meets the students' need for doing, feeling, and thinking. Music, movement, visual and performing arts, practical and expeditionary activities are all integral to the curriculum. The sequence, timing, and presentation of the curriculum are designed to be developmentally appropriate as well as therapeutic for students who are facing the challenges of modern childhood.

Instruction is organized using a schedule which includes Main Lesson, Practice Periods, and Specialty Subjects. The breadth of Specialty Classes, combined with the depth of Main Lesson and the reinforcement of Practice Periods, creates a rich and remarkably effective curriculum. The founders of Peace Valley believe that a Waldorf-based program has distinctive features that create an environment where learning best occurs.

The research cited in Tab 1 and in Appendix O, research like *Why Waldorf Works: From a Neuroscientific Perspective* demonstrates that long standing philosophies and methods started by Rudolph Steiner are as relevant today as when he began them.

Educational Program and Goals Overview

The heart of the Waldorf method is that education is an art—it must speak to the child's experience. To educate the whole child, his heart and his will must be reached, as well as the mind.

Rudolph Steiner

Specially Tailored Curriculum

Peace Valley will integrate a traditional Waldorf curriculum with the Idaho Content Standards. Waldorf curriculum is designed to develop critical, intellectual personal, emotional, and social skills. As the Idaho Standards state, the primary areas of focus are teaching students these same kinds of skills. Upon authorization, Peace Valley's Education Committee will build upon the work done by the Alliance and other successful public schools to which the Common Core Standards are aligned, to help prepare its students for success now and in the future.

(<http://www.journeyschool.net/21st-century-learning-aligning-waldorf-the-common-core>) The committee will create a scope and sequence tailored for Idaho specific Content Standards before the school opens. This will provide teachers with a roadmap for each grade. More details can be found in Appendix M.

Teacher Engagement

Peace Valley sees the teacher as the key text and source from which students learn. The role of the teacher is more than just dispensing information or following a pre-determined set of lessons; rather the teacher is an artist, a professional, and a mentor. In the tradition of Waldorf education, teachers at Peace Valley are encouraged to create lessons that are alive and tailored to the needs of the students in their classrooms; technology is not used as a replacement for live instruction. Learning occurs best when students are part of a positive and cooperative environment and feel they belong.

Development of Lessons

Peace Valley teachers are not given one set text from which to teach, but are encouraged to draw upon various well-researched and proven methods to craft their instruction. Peace Valley ensures the availability of and access to a variety of well-established and interactive curriculum resources for core subjects through training programs. In addition, materials on teaching in the Waldorf method and authoritative sources on the various subject matters are available in a shared teacher library. Ample time is provided to classroom teachers for lesson preparation using time when students are being instructed by specialty teachers. In addition, all teachers attend annual workshops designed to immerse themselves in the content areas to be taught in the coming year and facilitate the development of lesson plans. Those teachers who are working on Waldorf certification will participate in monthly webinars with trained mentors that will greatly assist in regular lesson development.

Excellence in Teaching

Within a safe and encouraging learning environment, teachers set high yet attainable standards for their students. They work to learn each student's strengths and areas that need improvement, which will allow the educator and student to work together to create learning experiences that benefit and best support educational and developmental goals. Teachers are encouraged to use differentiated instruction that caters to varied strengths/intelligences and promotes the use of authentic assessment. In this way, teachers at Peace Valley create a learning environment in which all students can advance and succeed. Differentiated instruction can be approached through tiered learning experiences that integrate the arts, physical activity, connection with the environment, and practical work. The differentiation of tasks allows each student to approach content material at his/her own ability level utilizing personal strengths. In addition, the use of

authentic assessment allows students to utilize his/her own strengths to succeed in the creation of a product that represents their growth and knowledge of a subject.

Teacher Looping

Cohorts of students move through multiple grades together with the same class teacher in a process called 'looping'. The class teacher, while not the only teacher with whom the group has contact, is the adult who acts as class guardian. The resulting connection between student and teacher acts as a guarantor for student well-being, while placing an emphasis on relationships as a means for learning. Renowned educational researchers have cited specific advantages to the looping model, including the following:

- Instructional time is maximized
- Teachers increase their knowledge about a child's intellectual strengths and weaknesses in a way that is impossible to achieve in a single year
- It builds an emotional and intellectual climate that encourages complex thinking, risk-taking, and involvement
- Standardized test scores show significant growth in students' core academic subjects

According to researchers, "the most important variable in a positive elementary school program is the constant attention of a single teacher/caregiver with whom a child can develop a predictable and meaningful relationship" (Grant and Johnson). Looping saves an average of 6 weeks instructional time at the beginning of each year. Classroom community is developed as students form strong bonds with their peers and teacher. Looping also allows for greater partnerships with parents, and encourages a sense of community to be developed between parents, children, and teachers. Relationships deepen as the teacher remains with the same class each year, allowing teachers to grow with, and come to more deeply understand, their students and provide students the opportunity to develop loving, connected, and meaningful relationships. The strong teacher-parent bond also helps all involved work through problems instead of handing them off to a different teacher the following year. At the end of each school year a multilevel discussion will take place to decide the best method of looping for the next year, given the variables that arise within the faculty.

Rhythms in Learning

The Waldorf-inspired approach sees consistency as a vital element of learning. During the school day, the rhythm of learning ebbs and flows. There is a balance of experience between concentration and relaxation, mental and practical work, movement and stillness, listening and participation, observing and doing. Such rhythm sparks interest, maintains attention, and supports children physiologically. Rhythms extend beyond the classroom walls on multiple levels. For instance, the school's master schedule of classes is set so students engage in most of their intellectual work in the early hours of the school day, when their brains are particularly alert. Another example of school wide rhythm is the celebration of the seasonal festivals, which provides a natural sense of continuity and connection. Parent-partners are supported in their efforts to establish clear and predictable patterns on the home front as well (bedtime rituals, sharing family stories, reading, chores, meals, etc.).

The Role of the Arts

I think that it is not exaggerated to say that no other educational system in the world gives such a central role to the arts as the Waldorf School Movement. There is not a subject taught that does not have an artistic aspect. Even mathematics is presented in an artistic fashion and related via dance, movement or drawing to the child as a whole. Steiner's system of education is built on the premise that art is an integral part of human endeavors. He gives it back its true role. Anything that can be done to further his revolutionary educational ideals will be of the greatest importance.

Konrad Oberhuber
Curator of Drawings, Fogg Art Museum,
Professor of Fine Arts, Harvard University

The arts are integrated throughout the school curriculum for several reasons. The visual and performing arts develop the aesthetic sense and support the students' emotional lives. For this reason, study of the arts is central to the program. Secondly, artistic activities such as painting, drawing, drama, singing, and instrumental music are combined with core academics to enrich and enliven learning. The arts stimulate the various intelligences in each student. Art projects are thematically linked to academic work. For example, fractions may be demonstrated through experiencing musical whole, half and quarter notes. Research has proven that students who study the arts consistently perform better in academic pursuits. Recent scientific studies show that music enriches a person's thinking capacities and overall well-being. In one study, researchers increased students' music lessons from one to five a week while cutting back on math and language studies. After three years, these students were as good at math as those who had stayed in the standard curriculum, and even better at languages. Researchers also found the music students to be more cooperative with one another. A recently published report on Neuroeducation calls for the use of music and the arts, not as a means of enrichment, but as a means of building cortical circuits critical for success in writing, reading and mathematics (Hardiman, Magsamen, McKhann, & Eilber, 2009).

Learning from Whole-to-Parts

The learning process is integrated and holistic so material is comprehensible and connected across disciplines. Learning typically starts with concrete and familiar examples and moves from there into more abstract concepts. Ideas are presented within the broader context first and then broken down into smaller pieces. This practice is particularly evident in the presentation of Main Lesson.

Teaching through the Oral Tradition of Storytelling

Another key feature of Peace Valley's learning program is storytelling. During Main Lesson teachers deliver core material in the form of compelling stories, drawn from material which they have learned by heart, and spoken in their own words. The subject matter of these stories ranges from fairy tale and fable in the youngest grades to biography of famous men and women, or

accounts of discoveries or significant historical events in the higher grades. Classic literature and expository texts are also read at appropriate times after Main Lesson. Teachers make special efforts to use vivid language and imagery to spark the students' curiosity, hold their attention, and model high standards for speech. Through storytelling and the accompanying chalkboard drawings, students become enthusiastic participants in the learning process.

Preservation of Childhood

To ensure optimal learning, the school prioritizes the preservation of childhood. Premature intellectual demands are avoided and skills are introduced at appropriate ages, fostering a cooperative non-competitive environment. Preservation of childhood also calls for the healthy development of the imagination through creative play, nature-based activities, appropriate autonomy and a wholesome environment.

Imagination at Work

As advocates for childhood, Peace Valley works to establish a culture free from consumer-oriented messages and commercial images. Today's children are immersed in an electronic environment. According to a recent study by the Kaiser Family Foundation, by the time the average child reaches 7th grade he spends more time with media than with parents, physical activity, homework, and chores combined. Over-exposure to electronic media hampers the development of the child's imagination, memory, and overall well-being. Research indicates children use less mental effort when processing information from electronic media than they do from print. The concern is that children who are exposed to heavy doses of electronic media may never learn to process information in a complex way that facilitates creative achievement.

Connection to Natural World and Environment

A significant part of Peace Valley's curriculum is delivered through observation-based science studies, gardening, outdoor classrooms, and activities.

Foreign Language Immersion

Language is best taught at an early age and immersion allows for easier language acquisition for students. Students begin in the first grade with an immersion method that includes songs, games and other relevant methods that make learning joyful and profound.

Educational Program

I believe that Waldorf Education possesses unique educational features that have considerable potential for improving public education in America. Waldorf schools provide a program that not only fosters conventional forms of academic achievement, but also puts a premium on the development of imagination and the refinement of the sensibilities.

Elliot Eisner, Ph.D., Professor of Education and Art, Stanford University; Past President, American Educational Research Association; Author, Curriculum and Cognition: Educating Artistic Vision

Peace Valley offers an educational program that is not found anywhere else in the Treasure Valley. In opening a public charter school guided by the Core Principles of Public Waldorf Education, Peace Valley is building on nearly 100 years of educational innovation and success. By using an established, researched and proven methodology and curriculum, Peace Valley can ensure that its practices will lead to strong educational outcomes. There is a well-established and growing body of research substantiating Waldorf curriculum practices and demonstrating how this holistic, balanced approach to education can be incorporated into Idaho Content Standards.

Using the guiding principles and methodologies of Public Waldorf Education and the educational paradigm of eco-literacy, Peace Valley Charter School will provide an education that ignites the imagination, engages the heart, develops the mind and opens the world for each student to find their unique place within it. The school will support the growth of each child into a confident, creative, self-directed person with a sense of social responsibility, compassion, integrity and a respect for all life.

There is a growing body of evidence that shows student involvement in the arts can make a significant difference in improving academic achievement and students' motivation and engagement in learning. See Appendix P for reference citations.

Description of Curriculum

Using a Waldorf approach to teach the Idaho Content Standards, Peace Valley's curriculum is designed to ensure adequate and appropriate preparation for life. It ensures that students meet the state objectives of being prepared for college and the workplace (as defined by core standards), but it also adds to the richness of these academic objectives by providing experiences which further students' human development. Follow this link to Waldorf Curriculum Overview <http://www.beaconmama.com/WaldorfTable.pdf> for a more complete understanding of the curriculum's depth and breadth. An example of Peace Valley's plan for an integrated curriculum scope and sequence is in Appendix M.

Developmental Model

Waldorf curriculum is based on a developmental model where the subject matter taught aligns with the developmental stage. Peace Valley curriculum is harmonized with the traditional presentation of subjects and themes in Waldorf schools. Presentation of subjects is related to the age and stage of the children. Slow beginnings are honored, and each student is encouraged to learn and blossom at her own pace. Homework and additional projects are limited and always connected to deepening learning and supporting the child.

Global and Cultural Scope

The Waldorf curriculum is an ascending spiral with new information and competencies building upon those introduced in earlier years. Much of the language arts and history instruction can be found in the study of stories: tales, fables, myths, cultural practices and history that is drawn from the global sphere and then presented creatively as the students explore the world through the ideas, traditions and stories of ancient and modern cultures. History, language arts, science, math, and history are taught in main lesson blocks of three to five weeks during the morning main

lesson hours and then reinforced and integrated through specialty classes in the afternoons. Topics covered in main lessons include:

Primary Grades 1-3

Pictorial introduction to the alphabet, writing, reading, spelling, poetry, and drama. Folk and fairy tales, fables, legends, ancient Hebrew stories. Numbers, basic mathematical processes of addition, subtraction, multiplication, and division. Nature stories, model house building, and gardening.

Middle Grades 4-6:

Writing, reading, spelling, grammar, poetry, and drama. Norse myths, local and regional history and stories of ancient civilizations. Review of the four mathematical processes, fractions, percentages, and geometry. Local and world geography. Comparative zoology, botany, and elementary physics.

Upper Grades 7-8

Creative writing, reading, spelling, grammar, poetry, and drama. Medieval history, Renaissance, world exploration, US history, and biography. Mathematics, geography, physics, chemistry, astronomy, and physiology.

Daily Schedule

Peace Valley will emphasize a rhythm throughout the school day. Not only will the curriculum be balanced, but the school day will be balanced as well. Instruction is organized using a schedule, which includes Main Lesson, Practice Periods, and Specialty Subjects. This predictable schedule and flow of activities creates a rhythm within each day, a breathing quality to the sequence and scope of activities and a predictable, sustaining force to the students. It also eliminates the fragmentation that is common in most school days and allows the child to become fully absorbed in a subject day after day. The main lesson has been a defining characteristic of Waldorf education since its inception, and has been found to improve student performance and coherence of the curriculum even in situations with high student transience. Peace Valley is considering a modified early release one day a week, possibly Wednesdays to allow the Faculty Council to meet for regular planning, support and professional development.

Greeting & Circle Time

Students are greeted by teachers at the door. Handshakes, eye contact, and the chance to recognize and perceive the emotional state of each child at the commencement of each day provide a connection between student and teacher and a means from which to begin individuating the day's activities. Once welcomed into the classroom, students will join in an opening activity. In the lower grades, this is often described as "circle time" and involves the recitation of poetry, singing of songs, movement and rhythmic activities that engage the body, teach coordination, and introduce mathematical facts and concepts. In upper grades, this continues to involve recitation and some movement, but songs and math facts may transition to more complex speech activities and mental math problems often taking a shorter amount of time and not performed in a "circle."

Main Lesson

Main Lesson is typically a 2-hour block of time in which new information is presented to students each morning. This means that new, academic information is always presented in the mornings, when children's brains are awake and receptive. Additionally, rather than jumping from subject to subject in small, fragmented chunks of time, main lessons allow for depth and exploration of subject matter through various methodologies. For example, integrated into a 4th Grade main lesson focused on Norse mythology, teachers may include activities that involve identifying parts of speech, writing, art, comparing and contrasting, movement, and mathematics. Later, the 4th Grade main lesson may be focused on fractions, but in learning fractions students may engage in writing and drawing and baking dish which may then be divided into fractions, in addition to traditional math "practice problems." In this way, the curriculum invites students to practice a variety of skills and develop many capacities in an imaginative and more applied context.

During Main Lesson, there are three distinct stages of learning:

- **Stage One** generally takes place over one day. The teacher guides students through specific learning activities from whole-to-part. The children experience this with minimal abstraction so they can absorb the new information deeply. For example, at the beginning of a 6th Grade geometry lesson students might observe and then draw natural phenomena such as flowers. As they discover the innate patterns, geometrical concepts emerge. This method contrasts with teaching that is too abstract or isolated from context, which can then become discouraging and indigestible.
- **Stage Two** usually occurs the next day. After literally "sleeping-on" the previous day's content, the children summarize it in their own words with minimal but conscious input from the teacher. In *Classroom Instruction that Works*, Dr. Robert Marzano established that summarization and effective questioning boost student achievement more than nearly any other known teaching strategies. Research in cognitive psychology has found that long-term memory is greatly improved if students process material in a deep and meaningful way. Self-generated elaboration (as happens when a child retells or summarizes information) leads to better recall than mere study of material, as it establishes a long-term memory trace. In this way, the content becomes "owned" and "reconstructed" in new ways by the students. Retelling during Stage Two is consistently more vivid and integrated. The literal process of sleep is an essential part of learning. Research corroborates that the brain processes sensory information in significant ways during phases of deep sleep (Sleep, Learning, and Memory).
- **Stage Three** may take place over ensuing weeks and leads further towards the development of analytical thinking capacities. In this third stage, there is emphasis on promoting deep understanding at the conceptual level using critical thinking strategies. In the example above, the 6th Grade geometry students have now worked with complex theorems and can solve challenging math problems since their learning has been appropriately structured. Teachers work hard to present information from whole to parts in thoughtful, thorough ways. They understand if teaching is too detached, unstructured or chaotic, students will not engage, which could lead to boredom, frustration, and underachievement. It is expected that the main lesson block will regularly include movement based activities, and often some time spent outdoors in activities that relate to the content of the subject being studied and are directly supervised by the teacher.

Practice Period

Practice periods provide an opportunity for students to reinforce and deepen skills in mathematics and other subjects on a consistent basis. These practice periods allow them, particularly in the upper-grades, to regularly apply and utilize the math facts and practice operations that have been previously taught in main lesson blocks. Usually, students will have 3 math practice periods and one language arts practice period a week; however, this ratio may be adjusted based on teacher's on-going formative assessment and determination of students' needs.

Teaching Art

In addition to the artistic component that accompanies most main lessons, the class teachers at Peace Valley will also provide weekly artistic classes for their students. These weekly classes are closely connected to the curriculum (in that the subject matter of a particular block is in some way connected to the artistic lesson) and afford an opportunity for the class teacher to deepen the student's understanding and experience of the subject matter as well as to teach the student artistic skills in modeling, painting and drawing.

Drawing

Class teachers at Peace Valley guide their students step by step in artistic drawing classes to instruct them in basic drawing techniques. The artistic medium used in each grade is chosen for a pedagogical reason. From Early Childhood through Grade 2, block and stick beeswax crayons are used to facilitate ease of motion and avoid conventional line drawing techniques. In third grade, colored pencils are provided for drawing and writing when more precision is required. Later, in Grades 6 to 8, other artistic materials are introduced, such as pastel, oil pastel, charcoal, and pen and ink.

These drawing lessons, for all the grades, help to enhance the quality and understanding of main lesson book-work, as well as to broaden the student's artistic abilities. From simple colorful representations, the students go on to black and white sketching techniques, perspective drawing and portraiture in the upper grades.

Form Drawing

Form drawing, the freehand drawing of geometric shapes, is a subject taught in Waldorf-inspired schools that is not offered in most other schools. The forms the children draw each year are chosen to resonate with the developmental challenges they typically experience that year and with the academic subjects they study in each grade. In fourth grade, for instance, the children work with fractions and so draw geometric forms that express fractions in visual shapes. Students also draw forms that relate to the cultures they are studying. In fifth grade, elaborate designs are derived from ancient Greece and Egypt as they study those cultures. Form drawing aims to develop specific qualities in students:

- Concentration: The children draw slowly and with care, trying to make each shape as well done as possible. Even "simple" forms require focus.
- Hand-Eye Coordination: Drawings are usually modeled from an example the teacher draws on the board, which requires the child to repeatedly look up at the example and back down to his or her own work.

- **Handwriting:** Children draw flowing shapes that are reminiscent of numbers, letters, and beautiful cursive handwriting.
- **Spatial Intelligence:** Form drawing requires students to distinguish between left and right, or top and bottom. This develops spatial intelligence, organization, and an understanding of how individual parts relate to the whole.

First graders begin with forms based on straight lines and curves, but soon graduate to ‘running’ forms (one simple motif repeated across an entire line). This supports the development of cursive handwriting. The teacher, having told a tale which gives rise to a particular form (the crenellation of the top of a castle, say, or a set of waves represented by running cursive c’s) allows the children to practice the form through large body movements, mapping it out on the blacktop, drawing it in the air or on the floor, and then helps them bring it to the pages of their workbooks as they refine their small-motor skills.

In the older grades, the class teacher introduces forms that are symmetrical around an imaginary vertical or horizontal line, or both, and forms that metamorphose in sequence. In Grades 4 and 5, students replicate braided knot and free hand geometric forms; in Grades 6 to 8, they draw complex geometric forms using compasses, straightedges, rulers, and protractors.

Specialty Classes

In addition to the broad arts-infused academic curriculum, Peace Valley offers a variety of specialty classes taught by teachers with a focus on a particular subject. Some classes are taught throughout all grades and others are introduced in the upper grades, as appropriate. These classes further integrate and reinforce the core content and subjects studied during main lessons.

Practical Arts (Handwork/Woodworking)

Handwork

In handwork classes, children work with natural materials to transform them into something beautiful and useful. The handwork curriculum unfolds in such a way as to meet the developmental needs of the growing child and in a way that complements the main lesson studies.

In first grade, the children begin the handwork curriculum by making their own knitting needles. They learn to knit and create items based on square or rectangular shapes. In second grade, the children learn the purl stitch, and learn to increase and decrease stitches. This enables them to work on more complicated projects such as knitting animals. These activities develop concentration and encourage dexterity and fine-motor skills.

In third grade, the children learn to crochet and create useful items, first based on squares, (pencil bags, belts and purses), and then moving on to more complex patterns such as hats. These include the first projects to be worn. Crocheting emphasizes work with the dominant hand.

From fourth grade on handwork moves through a progression of skills: cross-stitch and needlepoint, with an emphasis on the creation of patterns, sock-making (knitting with five needles), sewing projects that require hand-stitching, the use of a gusset, and of a sewing pattern, wet felting, bookbinding, hand-sewn dolls, and simple machine-sewn juggling balls.

In eighth grade, handwork projects have included marionette making, doll making, and machine sewing of simple clothing such as pajama pants. The use of the sewing machine offers an opportunity for students to observe how a machine works and to experience directly the impact of machines on the craft of sewing.

Woodworking

The appreciation for wood as an artistic and functional medium begins early, and this impulse is carried upward through the grades. First graders make their own wooden knitting needles by sanding wooden dowels and applying a finish. In third grade, a building project using wood or other natural materials often results in a structure that the whole school can use and enjoy. Sixth graders begin the process of shaping a block of mahogany into a top. They learn about the properties of the wood, care and use of hand tools such as chisels, and techniques for shaping, smoothing and finishing their top. Sometimes in the same year, the sixth graders move on to making a wooden spoon from blocks of mahogany, sycamore or basswood. The students' own design for the spoon is sketched on the block of wood, an exercise that strengthens their ability to visualize forms in three dimensions. Then, gradually as the excess wood is removed with chisels, mallets, files, rasps and other hand tools, the form of the spoon takes shape. It is smoothed with sandpaper and a beeswax or mineral oil finish is applied.

In Grade 7, students take on more complex projects (such as a model boat) that may require learning to work from written plans or shop drawing. In Grade 8, as the students enter the modern age in their studies, they are introduced to the use of modern woodworking machinery and the techniques of joinery. A typical project is a three-legged stool, which requires the use of the lathe, band saw, router, and drill press.

Foreign Language

Spanish as a second language begins in Kindergarten and a second foreign language such as French or Latin will be considered for the upper grades. Spanish Immersion Kindergarten will be offered with an integrated language approach through the grades.

Grades 1-3

Because language is best taught through immersion, the Spanish teacher interacts with the children only in Spanish, using songs, verses, stories, circle games, folk dances, and cooking or other cultural activities. Classes have two Spanish periods each week and students learn to identify parts of the body, objects in the classroom or the home, colors, animals, weather, numbers, etc., and to engage in simple greetings, responses and dialogues. All instruction is completely oral and learning is achieved through imitation and repetition. The third graders also make their first simple Spanish reader.

Grades 4 and 5

Here the focus shifts to include reading and writing, still entirely through immersion. The children read aloud to strengthen good pronunciation, rhythm and fluency. At the same time, the teacher introduces parts of speech, grammar and spelling as the children write their own sentences in much the same process they followed when learning to write in English. The content of the texts and lessons reflects and enhances each grade's main lesson curriculum.

Grades 6 and 7

Longer and more complex oral stories are introduced, as well as basic readers. Question and answer exercises naturally follow both stories and reader, designed to gauge comprehension and stimulate speaking. Students continue to read and recite stories and poetry in groups and then individually in order to refine speech patterns; they practice dialogues, engage in rapid-fire question and answer, and regularly perform drill exercises in grammar and syntax.

Grade 8

In the eighth grade, a new focus on concentrated thought and diligence goes hand in hand with the mastery of grammar. The students make notebooks that are divided into vocabulary, grammar and writing sections, the latter replete with essays and illustrations drawn from studies of Latin American history, culture and biography, a kind of “personal text book” for future reference. The class reader is now approaching the complexity of a simple chapter book.

Music

Many teachers have discovered that music can also be a powerful means of integrating other aspects of the curriculum. By tapping into the experiential and expressive aspects of music, teachers can add a distinctive dimension to instruction in other subjects. This insight has been used to develop interesting and productive pedagogical models like the Waldorf schools in Europe and the United States. In the Waldorf schools, for example, the goal is the education of the whole human being by paying attention to the needs of the human spirit. The arts particularly are used as part of a theory of human development that helps children find nonverbal modes of expression and understanding.

From *Growing Up Complete: The Imperative for Music Education, The Report of the National Commission on Music Education, March 1991*

Singing

Early Childhood: Kindergarten students at Peace Valley will frequently hear and join in with singing in a treble register, as teachers sing songs during circle time, and to accompany various daily activities. Singing as a regular part of class activities, and to signal transitions, will continue through third grade, and from fourth grade on, will be given designated time in the curriculum through junior and senior choirs, in which all children will participate. Additionally, each class will continue to sing regularly with their class or homeroom teacher. In junior choir, rounds and two-part singing will cultivate the strength of alto and soprano voices. In senior choir, a bass or tenor section is possible, as many of the children’s voices have deepened. Both choirs will be accompanied by piano, and work from octavo music, strengthening sight-reading skills as well as a continuing familiarity with solfeggio.

Instruments

In first grade, the children are introduced to wooden flutes or recorders. All musical instruction is oral, with the children learning by imitation. Teachers may conduct students in flute-playing by using a series of pitch-based hand-signals or solfeggio. New songs are taught first through singing, then playing on the flute. All vocal and flute music is treble, unison, and with simple beat (no syncopation). Small percussion instruments may at times be used for accompaniment.

In grade three, students are taught simple rounds, to be sung and played on their flutes. Beginning music notation is introduced, addressing note value, and the notes of the treble clef.

In grade four, twice-weekly violin or ukulele lessons begin, in which the children are taught correct posture and bowing position, as well as basic scales. Using a beginning-level book, the students learn to sight-read and play simple pieces, as they learn to recognize key signatures, rest notation, etc. Students may have the option of taking cello or viola instead of violin. Other accommodations are made for children with physical challenges which preclude the holding of a traditional stringed instrument; for example, a lap-held kantala or lyre, or percussion instrument may be played. Strings class will continue for all students through eighth grade, culminating in a school orchestra for grades 7 and 8, by which time all students will proficiently read musical notation for their respective instruments. Incoming students with no previous exposure to orchestral instruments will be accommodated by appropriate extra instruction in strings, or the selection of a simpler orchestral instrument. Regular flute or recorder work continues to be a regular part of the curriculum across the grades, with new voices (descant, alto, tenor and bass) being added over time. By seventh and eighth grade, each class can perform as a recorder ensemble, using the regular sight reading of new pieces as a means to deepen the abilities of seasoned players, and cultivate proficiency in newer class members.

Eurythmy

A dance-like movement art, eurythmy may be the most distinctive course offered in Waldorf-inspired schools. The word “eurythmy” stems from Greek roots meaning beautiful or harmonious rhythm. Eurythmy choreography and gestures seek to visibly express music and language, through the movement of bodies on the dance floor. Classes for Grades 1 to 8 have significant portions of piano accompaniment to their eurythmy. Moving to music develops a sense of rhythm and musical timing; awareness of pitch, melody and harmony; and familiarity with scales and intervals, all of which have specific codified gestures or choreography in eurythmy.

As a somatic art, eurythmy supports a child's development of balance, ease of movement, uprightness and dexterity. It also supports many aspects of the development of language arts, dramatic arts and music across the grades. From kindergarten through Grade 8, each class is carefully crafted to meet the needs of the developing child, and to co-ordinate with the content of their main lessons and other studies.

Through its interweaving forms and increasingly complex choreographies, eurythmy is a potent tool in the development of every class, every school's social fabric. A group practicing eurythmy hones a sense of precision in its movement together, allowing for a heightened perception of interconnectedness. Eurythmy is usually taught by a specialist who has been specifically trained

in eurythmy, typically for at least four years. In addition to pedagogical eurythmy, there are also therapeutic and performance oriented forms of the art.

Physical Education and Movement

Peace Valley's movement curriculum is designed to meet the growing developmental needs of children from kindergarten to eighth grade. At all ages, specific skills are taught which aid the children in developing balance, coordination, strength and dexterity, whether the exercise is one which challenges each child individually or as a member of a team. From simple games to team sports, the children are taught to play with each other before playing against each other. They are taught how to play safely, and are exposed to a full range of movement modalities, so that they become confident, graceful, and capable. Knowing their bodies, they know themselves, and thereby enter a healthier relationship with the world and its requirements.

In the early years, kindergarten teachers introduce movement through imitation of daily activities, circle games, singing, string games, and imaginative play. Movement in kindergartens fosters the development of social and communication skills as well as laying the groundwork for cognition.

From grades 1 to 4, physical education is taught through various games to help develop an enhanced awareness of personal space with clearly defined boundaries. Physical activities are emphasized through games using imagery, story, rhythm, and imitation. Specific skills, such as ball skills, juggling, running and gymnastics are introduced and built up through the grades, as are four square and games that involve the net. In the fifth grade, there is a focus on beauty, grace, and style, as well as strength and endurance. The experience culminates in participation in the Pentathlon, where each child strives to perform the five Olympic disciplines with beauty, grace and the correct form, to accomplish their best in each event. Spatial Dynamics™ exercises which enhance posture and strengthen students' spatial awareness also begin in fifth grade, as does instruction in circus arts.

Each child learns several circus skills such as tight wire walking, stilt walking, juggling, poi, unicycling, etc., and participates in putting together a performance which is shared with the entire school community. In grades 6, 7 and 8, more conventional sports are introduced into the movement curriculum. Now the student can have real respect for the law of rules and understand how a team works together. At the same time the child is developing self-discipline and a competitive nature and will aspire to exactness, technique, and timing as he or she becomes more aware of the world.

During these years, the students are trained in archery, javelin, discus, and shot put. They participate in a track and orienteering meets and receive instruction and team experience in lacrosse, basketball, and soccer.

Biodynamic Sustainable Garden Program

Students have the opportunity to learn many basic skills that are rapidly becoming lost in today's industrialized society. Peace Valley's sustainable biodynamic garden is a working, living project that promotes environmental stewardship and allows students to grow their own organic food while exploring nature through inquiry based learning and engaging in hands-on experiences. Students work the soil, build compost, plant, harvest, and prepare food. Repeating this work over

years provides insight into the rhythm of nature and seasons to gain a deeper awareness of the natural world.

- Students connect with cultural rituals that have provided sustenance for humans across the ages:
- Compost materials from the garden and school's usage
- Utilize rain water and optimal sun position to maintain school garden
- Celebrate our harvest and share our skills with the community
- Learn cooking and preservation skills with our bounty
- Plant and grow food for farm to lunch school program and for the local farmer's market

Program Growth – Community Outreach

Peace Valley has a larger vision which includes several growing gardens as well as a greenhouse that will one day provide a sustainable garden to school-lunch program for students and even beyond.

- Offer community garden workshops, cooking classes, and healthy lifestyle classes to the community.
- Offer a community garden food program for those in need to receive free bounty.
- Offer our space to the community to learn and grow using our resources.
- Offer a meals scholarship program for food delivery for healthy, free meals to those in need.
- Offer Summer Garden Camp program to community families.

Speech and Drama

A visiting speech specialist works with students on the qualities of the spoken word to enliven children in the use of speech. Drama is a component part of the annual class plays in each grade, and is taught as a special class for older students, often in conjunction with speech and /or eurythmy.

Technology and Ethics

This subject begins in 6th Grade as students begin to use technology in the classroom for more than state testing. This is a specific curriculum that has been developed for use in schools and helps students to consider their use of online resources, social media and other current issues in the digital age.

Outdoor Adventures

Peace Valley plans to provide monthly opportunities for students in the upper grades to connect their learning to nature through trips off campus. These may include traveling to observe caves or mineral deposits studied in 6th Grade, learning about the muscular and respiratory systems and their function during anatomy or physiology and then making observations and comparisons of the two during a hiking or biking outing, or studying references to nature in renaissance writing while in the foothills. A naturalist will regularly come to classrooms to teach hands-on lessons about nature and the environment. The lesson will be followed up on a different day with a full-day hike

and outdoor activities in the Treasure Valley. Other optional outdoor education field trips and assemblies will also take place throughout the year.

Student Support

Student support serves as the basis for defining agreed upon behaviors in the school community, resolving conflicts, teaching a social and emotional health curriculum, and facilitating a strong school community.

Among the challenges that face us today, isolation and disorientation are experiences that stand out in terms of the emotional distress in childhood and teen years that can color the rest of our lives. Yet when a child is subtly excluded from his/her class community or feels disoriented and behaves badly, the reflection both the class and the students hold of each other, and the relationship with the teacher can be strongly affected. Exclusion, emotional, learning and behavioral problems carry the possibility for distress and the feeling of being stigmatized, but if resolved in an insightful and warm way it brings the opportunity to experience dynamic human encounters through which the essential individuality of the child and teen grows.

From Sustainability Center, Kim John Payne

“At the core of this approach is the belief that...There is no such thing as an antisocial or disobedient child, only a disoriented one. What this means in practice is that when a social, emotional or behavioral problem comes up, teachers and parents are given support to find the tools they need to help orient the child. This is much more than just a kind way of talking about difficult issues; it can be a paradigm shift. “

What Makes the Healthy School Culture (HSC) Process Different?

- Unlike standard mediation, behavior modification and diagnosis based “labeling” practices, this approach, developed and refined over 25 years, is specifically designed to address social and behavioral issues in the context of the curriculum and day to day interactions.
- Keeping the child and teen in the center, it creates teamwork between parents and teachers rather than allowing strain in adult relationships to simmer, build and distract.
- This process sees conflict and challenging behavior as being a part of social and emotional learning that all students experience at times.
- Without blaming and shaming the children or teens who are disoriented, it helps them see the implications of their actions and be involved in planning how to put things right.
- It is a whole community approach spearheaded by a small group of trained faculty and parents who form a Student Support Executive Group. The parents in this process focus on parent education and support.
- It creates a transparent process and communication. This means that parents, teachers and the student know where they stand and what strategies are being used to help improve the situation.
- Student ‘citizenship’ is fostered by establishing a Student Social Action Committee made up of older students who help with social issues in the younger grades.
- Students see that this approach is a fair and effective way to work through social and discipline issues that helps rather than punishes them.

- It forms a “three-legged stool” of support for a student. So often discipline, learning and social issues tend to come together and become confused. This process establishes and ensures the smooth running of these three streams within the school.
- It makes life easier for the teachers and helps keep their focus on the class and the curriculum.
- It is sensitive to the personnel limits of the school and does not overburden the teachers with unreasonable extra committee work.

Curriculum Alignment with Idaho Content Standards

Peace Valley understand the importance of aligning Waldorf Curriculum with Idaho Content Standards for state assessments to have fidelity and will insure there is a clear curriculum map to assist teachers during the academic year. It has the support of the other successful public Waldorf schools around the United States that have already aligned their curriculum. The Alliance for Public Waldorf Education, of which Peace Valley is a member, has compiled comprehensive recommendations regarding the placement of Common Core Standards in the public Waldorf classroom. The Waldorf-Common Core Curriculum Alignment and Handbook (see Appendix P) is an exploration not just of “what and when” but also “how” public Waldorf schools can address these standards while remaining true to Waldorf philosophy and pedagogy. The Handbook is organized as a set of grade-level documents, K–8, each including a summary overview of that grade’s Waldorf curriculum and tables of the Common Core Standards in English Language Arts and Mathematics. Using the Handbook as a resource, and with careful attention to the distinct characteristics of the Idaho Content Standards, upon authorization, PVCS’s Education committee, comprised of experienced Waldorf and traditional public educators and a Special Education Director, will create an integrated curriculum scope and sequence of the Waldorf curriculum with Idaho Content Standards that will be completed before June 2018. Details of this process can be found in Appendix M.

The Faculty Council will continually review and ensure that academic benchmarks are being met. Peace Valley’s desire for educational innovation does not alter essential content, but rather the method in which it is taught. The Idaho Content Standards represent worthy goals in teaching students higher order thinking skills, application of knowledge, and deeper understanding of concepts; success in this endeavor will come with excellent teachers and instructional methodologies in well-supported classrooms.

Faculty Council, Administrator and Pedagogical Consultant will continually work together to discuss how each grade level will adequately prepare students throughout the year to take standardized tests and to feel comfortable with the appropriate technology. Although Waldorf schools traditionally don’t use technology in the lower grades, Peace Valley as a public school embraces the need for state testing. Peace Valley’s comprehensive plan will ensure that students have the necessary time and tools to adequately prepare for these exams. The Administrator will ensure teachers have access to computers throughout the year to ensure these goals for their students. PVCS’ expectation is that students will mirror other public Waldorf schools and show a slower start, but a very strong finish.

Peace Valley Charter believes that if students are engaged in deep and meaningful ways, their academic experience will be one that puts them on the path to becoming critical thinkers and

lifelong learners – growing and improving every year to reach their greatest academic potential. Peace Valley believes that growth is the cornerstone of achievement and will strive to help students achieve high growth each year. Because Peace Valley has not existed previously in any form, it does not have baseline testing data. However, the expectation is that PVCS will match the longstanding trends found in other public Waldorf schools regarding testing data and will meet or exceed district peers on all levels by fifth grade and above, especially for those students who have two or more consecutive years at Peace Valley.

Curriculum Resources

The comprehensive K-6 set of Christopherus Curriculum materials has been purchased for the teacher resource library to assist teacher's main lesson development. These materials will provide full lessons for all the language arts, math, science, history main lessons plus a full year's worth of specific lessons and ideas for handwork, crafts, painting, drawing, modeling, form drawing, music, movement and games, cooking and other lessons as appropriate. In the grades where it is appropriate, there will also be "practice lessons" in math and language arts. The Christopherus Curriculum emphasizes art, with full color drawings and paintings in all volumes, including "pictures in steps" – drawings and paintings in stages and with instructions so that people can understand how they were created. These materials, along with other original source books and curriculum materials donated from veteran Waldorf instructors, will assist teachers in designing their classroom lessons each year.

The Board acknowledges that Peace Valley's goals may expand to meet needs identified in the future. Peace Valley's staff will collaborate with the Board to create and polish goals essential to its mission over time, and target excellence for students that staff has gotten to know, assess and educate. The skills and viewpoints of Peace Valley's Highly Qualified staff will be critical to ongoing goal development and achievement. Therefore, the following goals are general guides for the first year, in addition to projected goals for accreditation.

Peace Valley Goals

The students at Peace Valley will demonstrate mastery of the traditional Waldorf curriculum adapted for public schools and Proficiency in Idaho Content Standards K-8 upon graduation. It goes without saying that Peace Valley's ultimate goal is to create a school where all students show proficiency and yearly academic growth, in measurable areas. The rationale for the measures of each educational goal is based on meeting or exceeding State comparisons, demonstrating year over year school-wide growth and developing the social, moral, emotional, and cognitive competence of each individual child through an authentic Waldorf approach to education and in accordance with the Peace Valley Mission. Work has already been done in this area. <http://www.journeyschool.net/wp-content/uploads/Part-I-PublicWaldorfCommonCore.pdf>

Students attending Peace Valley will work toward achieving these goals. (It is expected that students continually enrolled for two or more consecutive years will show greatest proficiency).

1. **MASTERY** of the traditional Waldorf curriculum adapted for public schools and aligned to the Idaho Content Standards as demonstrated by student progress reports (Whole Child

Rubrics), End of Year Narrative Report, Individual Student Portfolio (Main Lesson Book Review) and the Measurable Student Educational Standards (MSES).

2. **LITERACY** as evidenced by IRI performance, ISAT ELA testing and Student Progress Reports (Whole Child Rubrics), End of Year Narrative Report, Individual Student Portfolio (Main Lesson Book Review) and the Measurable Student Educational Standards (MSES). Strategies for reaching this goal include adherence to a Waldorf inspired curriculum with strong emphasis on vocabulary development, storytelling, main lesson book creation, and taught in a developmentally appropriate manner based on student readiness.
3. **CRITICAL THINKING AND GOOD JUDGMENT** as evidenced by strong performance on Student Progress Reports (Whole Child Rubrics), End of Year Narrative Report, and Individual Student Portfolio (Main Lesson Book Review). Strategies for reaching this goal include teacher observation of student peer interactions, student work ethic, work quality and completion, and attitude.
4. **CREATIVE AND IMAGINATIVE THINKING** as evidenced by strong performance on Student Progress Reports (Whole Child Rubrics), End of Year Narrative Report, and Individual Student Portfolio (Main Lesson Book Review). Strategies for reaching this goal include daily main lesson book compositions, daily performance and practice in painting, handwork, flute, violin and storytelling; active participation and roles in plays and festivals.
5. Peace Valley students will develop strong knowledge of the principles of good **HEALTH** and a healthy lifestyle, and how that relates to them personally as well as the whole community. Since Waldorf education engages the students, in body and mind, students experience many opportunities to utilize and develop their physical capacities, throughout the curriculum. The Highly Qualified, Waldorf trained teacher observes and records all aspects of each child's development (including physically) throughout the year. Students will demonstrate enthusiasm for outdoor, physical free play and activities. Students will be continuously engaged in hands-on curriculum components in agricultural and cooking arts. Outings, relevant to the different Main Lesson Blocks, will be organized to focus on providing physical activities for students.
6. **REVERENCE AND STEWARDSHIP** as evidenced by strong performance on Student Progress Reports, End of Year Narrative Report, Individual Student Portfolio (Main Lesson Book Review) and the Measurable Student Educational Standards (MSES).

Strategies for Eco-literacy: At Peace Valley, students develop an appropriate of humanity's impact on the environment in which we live. Recycling is a campus-wide effort and discussions about reduced-trash lunches and snacks are had regularly as students eat in their classrooms with their teachers. Peace Valley school gardens will include compost areas and vermi-culture in which students understand first-hand the relationship between the products they use and its relationship with the earth. Student art materials are also made from natural resources such as beeswax crayons and natural dye watercolor

paint. Each classroom will have a nature table which displays items from the environment that change with the seasons. The kindergarten tends a small organic garden near their play yard while the grades will maintain crops on a larger scale in their classroom planter boxes. Peace Valley is in the process of founding partnerships with local nature conservation and education entities such as the MK and Foothills Learning Centers, North End Organic Nursery and Edwards Nursery. It also has the commitment of Boise native, Naturopath and Herbalist, Dr. Brent Mathieu to provide lectures about relevant subjects. These and other ongoing planning will assist with the implementation of Science lessons delivered through animal husbandry and farm and garden lessons to enable students to model and practice reverence for and responsibility to all living things.

7. **RESPONSIBILITY and SELF-RELIANCE** as evidenced by strong performance on End of Year Narrative Report. Strategies for reaching this goal include numerous opportunities for students to initiate animal husbandry and garden care, care in completion of main lesson books, attitude towards school, completion of school work and homework, social interactions with peers, self-regulation. The curriculum reinforces qualities such as responsibility, self-reliance, bravery, courage.
8. **LIFELONG LEARNING** as evidenced by responses on student and parent survey results, and multi-year performance comparisons on Student Progress Reports (Whole Child Rubrics), End of Year Narrative Report, and Individual Student Portfolio (Main Lesson Book Review). Strategies for reaching this goal include delivering all curriculums imaginatively and interdisciplinary so that students understand content in a larger context.
9. **COMMUNITY OUTREACH:** It is a priority at Peace Valley that students learn compassion and a sense of responsibility for the society in which they live. As such students are engaged in learning about ways to help others and participating in community outreach activities such as Food, Clothing, Book Drives, and bringing them to communities in need. PVCS will possibly partner with a local assisted-living facility in which seniors will visit the school throughout the year and students will have an opportunity to get to know them through various activities such as storytelling, reading books together, and playing games. Each year, through a multilevel process, the school will pick a specific outreach focus.

Research-based, Proven Educational Outcomes

American schools are having a crisis in values. Half the children fail according to standard measures and the other half wonder why they are learning what they do. As is appropriate to life in a democracy, there are a handful of alternatives. Among the alternatives, the Waldorf school represents a chance for every child to grow and learn according to the most natural rhythms of life. For the early school child, this means a non-competitive, non-combative environment in which the wonders of science and literature fill the day without causing anxiety and confusion. For the older child, it offers a curriculum that addresses the question of why they are learning. I have sent two of my children to Waldorf schools and

they have been wonderfully well served.

Raymond McDermott, Ph.D., Professor of Education and Anthropology, Stanford University

Dr. Mary B. Goral's *Transformational Teaching: Waldorf-inspired Methods in the Public School* specifically addresses Waldorf education in the public setting. Goral looks at public school teachers who implemented Waldorf-inspired teaching into their urban classrooms in Louisville, Kentucky. This qualitative study found that students in these classrooms were more engaged in the learning process and were happier in school. Teachers reported that methods inspired by Waldorf education helped them build strong classroom communities and kept the teacher's passion for teaching alive. (Appendix P)

In "Learning from Rudolf Steiner: The Relevance of Waldorf Education for Urban Public-School Reform," a study published in 2008, researcher Ida Oberman concluded that the Waldorf approach successfully laid the groundwork for future academics by first engaging students through integrated arts lessons and strong relationships instead of preparing them for standardized tests. In her assessment of four California public schools that use Waldorf methods, Oberman conducted a study comparing standardized test scores between Waldorf Charter Schools and schools of similar demographics in California. This study showed that 2nd Grade Waldorf students perform slightly below their peers, while 4th Grade students are about equal or above in performance. By 8th Grade, the Waldorf students match the top 10% of their peers and far surpass the average scores on the California Statewide Tests; and no children are well-below grade level. (Appendix P).

While *private* Waldorf students are less exposed to standardized testing (such tests are generally minimal in the elementary school years, but exist in some form in all schools), U.S. Waldorf pupils' SAT scores have usually come above the national average, especially on verbal measures (Oppenheimer). Studies comparing students' performance on college-entrance examinations in Germany found that Waldorf graduates passed the exam at double to triple the rate of students graduating from the state education system, and that students who had attended Waldorf schools for their entire education passed at a much higher rate (40% vs. 26%) than those who only had a partial Waldorf education (Ullrich).

Education Thoroughness Standards

Standard 1: A safe environment conducive to learning is provided.

Goal: Maintain a positive and safe teaching and learning climate. Every student has the right to attend a school that encourages positive and productive learning, provides a safe and orderly environment, and promotes student respect for themselves and others. Waldorf schools honor and protect the wonder of childhood. Every effort is expended to make Peace Valley safe, secure and nurturing environments for students, and to protect their childhood from harmful influences from the broader society.

Objectives: Peace Valley Charter School will:

- Develop guidelines for physical safety. These guidelines will include, but not be limited to, the procedures for fire drills, reporting unsafe equipment, methods for

- checking students in and out of school, notification of parents' rights, and staff monitoring responsibilities;
- Provide a facility and adopt policies that meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools;
- Establish, publish, and enforce policies that define acceptable and unacceptable behavior, including for weapons, violence, gangs, and use or sale of alcohol and drugs;
- Create an environment that encourages parents and other adults to visit the school and participate in the school's activities.

Standard 2: Educators are empowered to maintain classroom discipline.

Goal: Create a positive teaching and learning environment with an emphasis on high expectations of behavior and participation.

Objectives: Peace Valley Charter School will:

- Adapt the policies into a student handbook providing a code of conduct including clear expectations and consequences for unacceptable behavior. It will be on the web page and handed out at the mandatory parent meeting at the beginning of the year.
- Set a school-wide philosophy for teachers to handle minor and major infractions in the classroom setting
- Teach appropriate behaviors and foster responsible decision-making skills.

Standard 3: The basic values of honesty, self-discipline, unselfishness, respect for authority, and the central importance of work are emphasized.

Goal: Offer opportunities for students to develop and express exemplary character traits in concert with the overall educational program.

Objectives: Peace Valley Charter School will:

- Utilize the general philosophy of the Waldorf pedagogy to instill appropriate values
- Emphasize the importance of adults modeling important values at school
- Help students build personal bonds and carry out responsibilities to one another and to the faculty and staff; and, older students will mentor younger students
- Develop a sense of community and service within the school, and between the school and the larger community. Community outreach instills a sense of individual, social, and civic responsibility and enables the student to use newly found knowledge to solve community problems.

Standard 4: The skills necessary to communicate effectively are taught.

Goal: Teach students a range of effective communication skills appropriate for the 21st century using the Waldorf pedagogy.

Objectives: Peace Valley Charter School will:

- Emphasize meaningful language experience in the language arts, enhanced by dramatization, memorization and exposure to a foreign language
- When appropriate for upper grades, provide access to computers to teach students basic computer skills and appropriate communication through technology (e.g., e-mail, Internet, on-line learning) and,

- Provide instruction in a foreign language(s). Knowledge of a second language is essential in many occupations. In addition, knowledge of a second language will boost English proficiency, improve memory and self-discipline, and enhance verbal and problem-solving skills.

Standard 5: A basic curriculum necessary to enable students to enter academic or professional-technical post-secondary educational programs is provided.

Goal: Develop an international citizen for the 21st century through the Waldorf pedagogy and sustainability practices where student capabilities rather than textbooks drive pacing. Students must be well grounded in the basics such as reading, writing, mathematics, science and technology, language and social studies.

Objectives: Peace Valley School will:

- Use the Idaho Content Standards as a starting point to be enhanced the Waldorf pedagogy.
- Emphasize foreign language in all grades.
- Teach a comprehensive health curriculum, as required by the state. Physical activity during the school day will be incorporated into the curriculum.

Standard 6: The skills necessary for the students to enter the workforce are taught.

Goal: Provide students with basic skills that prepare them for future employment using learning tools such as computers, scientific equipment, and local and national resources. These tools assist students in learning how to learn so that they become lifelong learners and are prepared to enter the workforce with a solid foundation of knowledge and skills.

Objectives: Peace Valley will:

- Provide a strong foundation in reading, writing, problem solving, math concepts, science, social studies, and Eco-literacy
- Enable students to develop the following intellectual habits important in the workplace: adapting to new situations and responding effectively to new information; solving problems; locating and evaluating information from a variety of sources; making flexible connections among various disciplines of thought; thinking logically and making informed judgments; and,
- Enable students to develop the following qualities and personal habits important in the workplace: accepting responsibility for personal decisions and actions; honesty, courage, and integrity; a healthy lifestyle; empathy, courtesy, and respect for differences among people; self-confidence; concentration and perseverance; responsible time management; assuming a fair share of the workload; and working cooperatively with others to reach group consensus.
- Encourage sustainable living practices

Standard 7: The students are introduced to current technology.

Goal: Provide to students a technology environment using tools such as computers, scientific equipment, and networks linked to local and nationwide resources.

Objectives: Peace Valley will:

- Use interactive technology as tools in an integrated educational program rather than as primary instructional delivery systems;
- Use computers as tools for such activities as accessing research information, authoring, computation, record keeping and data storage, and communication.

- Encourage the effective use of technology as a tool in the workplace of the 21st century.

Standard 8: The importance of students acquiring the skills to enable them to be responsible citizens of their homes, schools, and communities is emphasized.

Goal: Provide to students the skills and understanding necessary to become international citizens in their respective jobs and communities of the 21st century.

Objectives: Peace Valley will:

- Provide outreach experiences that reflect responsible citizenship in a democratic society and an interdependent world
- Enable students to develop the following habits of responsible international citizens: accepting responsibility for personal decisions and actions; honesty, courage and integrity; empathy, courtesy and respect for differences among people; assuming a fair share of the workload; and working cooperatively with others to reach group consensus;
- Encourage sustainable living practices through composting, reducing waste and keeping an eye on the school's carbon footprint, reusing materials when possible and recycling all possible materials; and,
- Enable students to understand and apply concepts and principles embedded in each of the social studies: history, geography, political science, and economics.

Special Education

Peace Valley is committed to the belief that education is a means by which each student can reach his or her fullest potential; all students have a right to educational experiences that challenge their individual development whether it is below, at, or beyond the level of their same-aged peers. Waldorf education appeals to multiple intelligences and is multisensory in nature. The curriculum is presented in a wide range of modalities, allowing for students of varied disabilities and learning styles to access content. Thus, Waldorf education is uniquely positioned to provide a well-rounded education for all populations of students.

Peace Valley is committed to providing eligible students with disabilities a free and appropriate public education (FAPE) consistent with appropriate laws and regulations for charter schools. Peace Valley is also committed to serving children with special needs, whether such children are currently or newly identified as such. Peace Valley will not deny admission to students on the basis of disability. No student will be excluded from PVCS, counseled out, or referred to other schools in the district because of their special needs.

Peace Valley will follow the requirements of IDEA, the state of Idaho, and all other federal and state mandates regarding students with special needs. The Peace Valley Board of Directors will adopt the 2007 Idaho Special Education Manual with all subsequent revisions, and implement appropriate special education policies and procedures consistent with state and federal laws, rules, regulations, and legal requirements. All children will receive appropriate services as outlined in the Individuals with Disabilities Education Improvement Act, Section 504, and the Idaho Special Education Manual. PVCS will plan and budget to provide a highly qualified special education teacher and at least one paraprofessional, and physical facilities that are appropriately accessible to permit access by students with disabilities. PVCS will make funding and contractual

arrangements to ensure that PVCS students with disabilities receive special education and services as required in IDEA 2004 and outlined on the students' IEPs.

All special education personnel will meet highly qualified special education standards and will be interviewed, selected, hired, trained, and in place by the first day of the 2018-2019 school year. To meet these expectations, PVCS will conduct a yearly Child Find activity. PVCS will follow a three-step process, as outlined in the Idaho Special Education Manual, to determine whether a student requires special education services:

The school will locate students by establishing and implementing an ongoing Child Find system, which will include referrals by parents, school staff, etc. An individual will be appointed to coordinate the development, revision, implementation, and documentation of the Child Find system.

PVCS's Child Find system will also publicize and ensure that staff and the school's constituents are informed of the availability of special education services through information included in staff orientation, on the school's web page, in registration materials and using various social media.

PVCS will conduct a thorough and comprehensive evaluation for students referred, to determine if the student qualifies for special education services under the Individuals with Disabilities Education Act. PVCS would adhere to the guidelines and timelines outlined in the Individuals with Disabilities Education Act and the Idaho Special Education Manual. As outlined in the Idaho Special Education Manual, an evaluation team, which includes (at a minimum) a special education teacher, a general education teacher, an administrator, a district representative, the student when appropriate and the parent and/or adult student, will review the information from the comprehensive evaluation to determine the student's eligibility for special education. These sources include, but are not limited to, general education interventions, formal and informal assessments, and progress in the general curriculum, and will also include all referrals by parents and/or other adults including teachers, counselors, or other school professionals as outlined in the Idaho Special Education Manual.

PVCS will implement and utilize a comprehensive Response to Intervention program as recommended in the Idaho Special Education Manual. This comprehensive, general education-led program will consist of the core components of problem identification, problem analysis, applying researched-based intervention and progress monitoring to determine student response to the scientifically research-based interventions. Students who do not respond adequately to the Response to Intervention program may be considered for a Referral to Consider a Special Education Evaluation. If during an evaluation process, the multidisciplinary team determines the need for an evaluation by personnel not directly employed by PVCS, such as a school psychologist, speech therapist, occupational therapist, or other required experts not currently employed by the school, such evaluations will be contracted with a private provider. If the student qualifies for special education services, and the subsequent Individualized Education Plan (IEP) requires the need for contracting with personnel not directly employed by PVCS, then the PVCS will contract with the appropriate service providers to provide IEP-related services (i.e. Speech and Language Pathologist, Occupational Therapist, Physical Therapists etc.).

Staffing

Most children with academic goals receive 30-60 minutes of service a day, depending on whether they have goals for language arts, math, or both. They're typically seen in small groups of 4-6. Anticipating a special education population of about 10-11%, staffing in year 1 would need about 7 instructor hours/day, year 2 would need about 10 instructor hours/day, and year 3 about 12 instructor hours/day. Because of the testing, meeting, and paperwork requirements for special education, we plan to have paraprofessional support starting year one. Year 1 - 1 teacher, 0.5 para, Year 2 - 1 teacher, 1 para, Year 3 - 1 teacher, 1.5 para and continue to meet the need using this ratio. Contracted services for SLP and OT are also included in the budget to assist with speech-language goals and fine motor or sensory goals. These are often in consultation with teachers to meet these needs.

Individual Education Plans

A Highly Qualified special education teacher will be responsible to monitor Individual Education Plans (IEPs) and supervise the implementation as written. A special education teacher will provide services in an inclusion or a pull-out model depending on the degree of accommodation necessary to meet the student's needs. These services will be delivered by a special education teacher or licensed provider, with supporting para-educators as allowed by IDEA and the ESEA. The special education teacher will consult with the general education staff to utilize effective classroom accommodations, adaptations, and modifications. The continuum of settings and services that will be provided at PVCS includes: general education classes, resource classes, and provisions for supplemental services such as resource services, itinerant instruction provided in conjunction with the general classroom, classroom aides, replacement curricula, behavioral supports, etc. In determining appropriate settings and services for a student with a disability, the IEP team shall consider the student's needs and the variety of alternate placements and related services available to meet those needs. PVCS may contract with private providers for the provision of related services. Services may be provided by a licensed therapist, who may use a para-educator for support. In the rare event that the IEP team determines that the student's academic needs cannot be met on site, PVCS may contract with other agencies to provide those services.

For all special education students, PVCS will develop, review, and revise IEPs in accordance with state and federal laws. PVCS will adhere to the IDEA Procedural Safeguards and FERPA to assure protection of student and parent rights, including the confidentiality of personally identifiable information in student special education records. These statutes also provide for the right to review and inspect records. PVCS will ensure access to charter school programs, as required by the Americans with Disabilities Act (ADA). PVCS's building plan will permit access by students with disabilities. The school will provide transportation for special education students when the student's IEP requires it because of the multidisciplinary team decision. PVCS uses evidenced-based programming and curricula when working with students with disabilities who need supplemental or replacement curricula.

PVCS will follow the guidelines provided by the IDEA and Idaho Special Education Manual in regard to the disciplining of a student protected under the IDEA. This will include the consideration of a Functional Behavior Assessment and subsequent Behavior Intervention Plan when the

special-education multidisciplinary team identifies that the behavior of the student impacts their learning or the learning of others. When the Behavior Intervention Plan is required, it will be developed with Positive Behavior Interventions and Supports. When required in accordance with the IDEA and Idaho Special Education Manual, the special education multidisciplinary team will conduct a Manifestation Determination to establish whether or not the misconduct of a student with a disability was (1) a demonstration of the disability, that is, an inability to understand impact and consequences or an inability to control behavior; (2) the result of an inappropriate placement; and/or (3) the lack of provision of services consistent with the IEP and placement.

Nondiscriminatory Enrollment Procedures

PVCS will not deny enrollment to a student with a disability because of that student's need for special education or related aids and services. All appropriate services will be provided for students with disabilities who meet the federally- established eligibility criterion for such services. Enrollment policies described elsewhere in this charter petition are consistent with the mission of PVCS and civil rights requirements. The nondiscriminatory policy will be stated on the school's website, applications, advertisements, etc. LRE Requirements. PVCS will provide special education and related services to eligible PVCS students in the Least Restrictive Environment (LRE), educating students with disabilities with their non-disabled peers to the maximum extent appropriate.

Related services may include (but is not limited to) Positive Behavior Interventions, Adaptive Technologies, Extended School Year, etc. This will be in accordance with the Idaho Special Education Manual, PL94-142, and as identified on each student's IEP. In many cases, the LRE will be specified within PVCS. PVCS will provide assessments to admitted students as required, meeting individual student needs and IDEA requirements. LRE decisions are made individually for each student. The student's goals and required services are developed prior to the determination of the location of services and settings. The services and settings needed by each student with a disability must be based on the student's unique needs that result from his or her disability, not on the student's category of disability.

English Learners

Peace Valley, in accordance with its Board's philosophy to provide a quality educational program to all students, will provide an appropriately planned instructional program for identified students whose dominant language is not English. The purpose of the program is to increase the English proficiency of eligible students so they can attain academic success. Students who have limited English proficiency will be identified, assessed, and provided appropriate services. PVCS will maintain an effective means of outreach to encourage parental involvement in the education of their students. This will be accomplished at the beginning of each school year. PVCS will enlist the services of an interpreter to communicate with non-English speaking parents, as required by law. Parents will also regularly be apprised of their student's progress.

Peace Valley will provide services to all English Language students in line with Office for Civil Rights and Title III regulations (if applicable) under ESSA. English language development services will be provided for students who enroll in Peace Valley and are eligible for these services. Peace Valley will administer a Home Language Survey (HLS) to all students registering for enrollment in order to identify students who may speak another language or come from a

home environment where a language other than English has a significant impact on the level of English. See Appendix P for sample HLS. The HLS and incoming evidence will determine whether an EL screening test is required. A person from the Administration team will be designated to oversee the process and receive proper training to conduct the HLS and administer the WIDA ACCESS Placement Test to screen for EL program eligibility. Students meeting the criteria will receive EL instruction based on best current research and practices. Students will continue in the EL program and be monitored by staff until they meet the exit requirements. All teachers will be aware of EL needs and receive necessary training as needed. Statewide EL entrance and exit procedures will be adopted.

Dual Enrollment

Dual enrollment of Peace Valley students at Boise schools is an option for all students as provided for in 33-203(7) of the Idaho State Code. While an option, families will be encouraged to enroll full time at PVCS to benefit most fully from their unique educational offerings. Dual enrollment qualifications and requirements are subject to all provisions of Idaho Code §§33-203. State funding of a dually enrolled student will be limited to the extent of the student's participation in the public school programs.

The Peace Valley Charter administration will work closely with families to provide assistance based on their needs. Dual enrollment information will be provided to the public through the student handbook, at parent education and orientation meetings, and on the school website. PVCS will not accommodate Boise School District students seeking dual enrollment at PVCS. Policies will be developed and adopted once the administration team is in place.

Tab 4 – Measurable Standards, Accreditation, and Accountability

The heart of the Waldorf method is that education is an art – it must speak to the child’s experience. To educate the whole child, his heart and his will must be reached, as well as the mind.

Rudolf Steiner

Building on the Educational Goals in Tab 3 and by utilizing Waldorf curriculum in conjunction with Idaho Content Standards, students will excel academically and transition successfully into any upper level high school setting. Student achievement will be monitored throughout the learning process. The Waldorf curriculum consistently relies on formative assessments which, combined with Idaho state interim assessments, offer a good sense of student progress. Peace Valley intends to use both the Interim Comprehensive Assessments (ICAs) and Interim Assessment Blocks (IABs) that connect to the Smarter Balanced assessments. These interim assessments, along with the Waldorf Whole Child rubric (given twice yearly) will offer insight and data that teachers will use when personalizing learning. End of year summative assessments, including ISATs will be included in student’s comprehensive portfolios, providing a holistic student evaluation.

Measurable Student Educational Standards (MSES)

The following measurable goals reflect Peace Valley’s expectations for its students.

Standardized Testing

1. **Idaho Reading Indicator** - In the first year, at least 70% percent of third graders will either meet or exceed the state legislative goals set for the spring IRI. Following year one, students attending two or more consecutive years will show the greatest proficiency with the goal to reach 90% of third graders meeting or exceeding the state legislative goals set for the spring IRI.
2. **ISAT Testing grades 3-8**- Peace Valley’s students’ aggregate scores will meet or exceed the state average on the Idaho Standards Achievement test (or any other state-administered test) in Math, English Language Arts and Science.

School Specific Measurements

1. **Global Citizenship Responsibility:** Conducted before school starts and Spring
http://www.peecworks.org/peec/peec_inst/01795CBE-001D0211.0/furcosurvey%20civicrespons.pdf
 - At least 80% of Kindergarten through 5th graders will score a 2 or above on the Civic Responsibility Survey Level 1 Post-test.
 - At least 80% of 6th through 8th graders will score a 4 or better on the Civic Responsibility Survey Level 2 Post-test.

Student Progress Reports (Whole-Child Rubric)

Assess student progress in academic, social and motor skills based on teacher observation K – 8 in mid-October, early April.

Symbol Key: E = Exceeds Standards M = Meets Standards P = Progressing Towards Standards B = Below Standards

At least 70% of K-6 students will score M=Meets or E=Exceeds Standards and 90% of will score P=Progressing toward Standards or greater and 100 percent of students will show growth in scores between the Fall and Spring testing.

Symbol Key: A = Advanced P = Proficient B = Basic BB = Below Basic C = Credit FB = Far Below Basic NC = No Credit

Fall and Winter and Spring Assessment - At least 70% of 6-8 students will score Proficient or greater and 90% will score 85% score Basic or greater and 100% of students will show growth in scores between the Fall and Spring testing.

Testing

Peace Valley Charter School will participate in all state mandated testing, including, but not limited to, the ISAT, ISAT Alt, IRI. The school will assign a test coordinator who will oversee the testing program and insure the testing process is followed with fidelity for all tests. Most of PVCS's potential families have not experienced a Waldorf school previously, and therefore, they don't have any comparison or preconceived idea about testing. Peace Valley Charter will communicate with families to help them understand the importance of the assessments and the information that can be gained from them. Faculty and Administration will clearly state in the Parent Handbook and to all parents at the beginning of the year orientation that Peace Valley students are expected to participate in state standardized testing for all grades, unlike many private Waldorf schools who use standardized testing for upper grades only. Use of all forms of written and electronic communication will be employed to inform parents. The Administrator/Assessment Coordinator will ensure that a portable computer lab or Library facility is prepared on designated test dates and that all faculty and parents will have ample notice of the testing schedule. These online assessments will occur during the state-mandated testing windows outlined by the Idaho State Department of Education.

The conventional model of assessment in education: Teach, test, grade, move on. This can be described as, at best, auditing achievement. Think of assessment as information for improving teaching and learning . . . to advance learning . . . by providing useful feedback to teachers and students that is then built into the process of teaching and learning.

--Grant Wiggins—co-author of Understanding by Design

Formative Assessment and Evolving Teaching Practices

In order to ensure ongoing success in meeting Peace Valley's goals and mission for its students, the school will implement formative and summative standards-based and performance-based

assessments. Peace Valleys' Student Information System will have a built-in component to track student progress on a regular basis. The student Assessment team will have instant access to this data and will work quarterly with the Faculty Council and teacher to assess individual student growth across the year.

Students' growth will be measured through the teacher's regular review of student work. For each skill listed on the checklist an appropriate assessment method will be identified. After each main lesson block, teachers will make regular assessments of students using these various means and tracking their formal and informal observations on the assessment tool. For each skill or competency listed, the teacher will indicate the student's level of proficiency. This will enable teachers to clearly track students' development of competencies and skills and adapt their teaching as appropriate. The results of the formative assessment will serve as the basis for reports to parents and parent-teacher discussions based on the Whole Child Rubric.

Further, the data from the assessments will be collected by the Administrator/Assessment Coordinator who will work with teachers to identify gaps and trends: Where is the whole class struggling? Are certain demographic groups lagging behind their peers in a particular area? Data gathered from these assessments will also be augmented with survey data (from parents and teachers related to school-wide priorities) and demographic data (such as attendance records) to help identify areas of concern. Data collected will be used by the Administrator, Pedagogical Director, Class Teachers, Specialty Teachers, and Learning Specialists to help guide and adjust instruction at Peace Valley, with the intention of reaching every student and reporting regularly to the Governing Board on school-wide progress towards goals.

Longitudinal data will be collected in a variety of ways. At all grade levels, direct observation will be recorded to note the child's strengths and weaknesses in specific skill areas and will be used as a continuous measure of student progress. These assessment reports will be shared at faculty meetings and Board meetings, when applicable and appropriate, to demonstrate growth in learning. Waldorf assessments are unique in that they "travel" with the child throughout their education. Teachers pass along these assessments to each student's future teacher (for example, if a teacher or student must leave the class prior to completing the 1-8 grade cycle, or when moving on to high school).

Individual Student Portfolio

Students will regularly track their progress and evidence of their learning in a portfolio that catalogs their learning experiences and reflects the individual achievement, proficiency and progress toward proficiency as related to the Idaho Content Standards. In addition to the objective measures of student achievement, student portfolios will include samples of the students' main lesson books, projects, pieces of art, and practice papers and exams.

Peace Valley student portfolios will evidence academic achievement in core academic areas and the Idaho Content Standards. Portfolios are assessed according to school-wide rubrics, with input from the class teacher and Subject Specialists across content areas. Teachers also write Narrative Reports to add to the Portfolios and provide parents with an analysis of the summative and formative assessments conducted throughout the year. The portfolios will demonstrate student growth and proficiency in core academic and mission specific subjects.

Readiness Assessments

Readiness assessments for 1st Grade and 2nd Grade will measure physical, cognitive, social, and emotional development. Kindergarten and 1st Grade teachers will prepare students for the 1st and 2nd Grade readiness assessments and conduct ongoing observation and informal assessment of student readiness throughout the year. In late spring, a team of teachers from the Kindergartens and grades will conduct the assessments. These readiness assessments are an evaluation of the child as a whole, based both on the teachers' observations of the child's developmental changes throughout the year, and on a series of exercises. Children enjoy this assessment time with the teacher team, seeing it as a grand series of games to play.

The 2nd Grade Assessment is focused on evaluating students' motor-sensory development as a basis for continued academic learning. Areas evaluated include fine and gross motor skills; bodily coordination, such as crossing the midline, rhythm (which incorporates hearing and timing) and hand foot coordination; and balance and spatial and temporal orientation. These assessments provide data that informs future instruction including needed physical-spatial exercises and improves remediation and extension programs.

Parent Involvement

The school will internally review the level of parent involvement and the school's accomplishments over the course of a year to measure overall success. Peace Valley Charter is a school of choice. Accordingly, it is essential to measure the satisfaction of and solicit feedback from the parent community. Regular parent surveys allow collection and tracking of data on several levels. Student surveys allow direct collection of information regarding the support and climate that students experience at their school. These surveys will be used both for current students as well as those leaving the school or graduating.

Annual Reporting of MSES

Annual reports will be made available to the Idaho State Department of Education and the Idaho Public Charter School Commission regarding Peace Valley's MSES. Non-student specific MSES results will also be made available to parents and other stakeholders on the school's website, within 60 days of receipt of data. Student-specific data will be shared with parents at the parent teacher conferences at least once a year.

Peace Valley will work with parents to ensure high testing participation. As a public school, parents will understand this is a regular part of academics. The majority of PVCS students will come from other schools where testing is a regular part of the academic year. Peace Valley will help parents understand that these measurable tests are part of the comprehensive view of student assessment and will provide valuable data for teachers, administration and the Governing Board to ensure we are meeting academic benchmarks. Because there is no local, private Waldorf school where testing might not happen in younger grades, there is no comparison for a culture of "opt out". Furthermore, Peace Valley will use several of the communication techniques found in this article <https://www.naesp.org/sites/default/files/resources/2/Principal/2007/N-Dp12.pdf> with parents. PVCS plans to lead by example with open and honest communication on all levels to ensure strong participation.

Accreditation

Peace Valley is not seeking authorization for grades 9-12 as this time. However, accreditation for all grades is desired and in its first year of operation, Peace Valley will apply to Northwest Accreditation Commission, a Division of AdvancED for accreditation, as required in IDAPA 08.02.02.140. Peace Valley Charter School will complete the accreditation process review and obtain candidacy status within the first year of operation and work to achieve accreditation within three years. The accreditation report and/or self- evaluation will be submitted to the authorizer annually, as required by Idaho Code §§ 33-5206(7).

School Improvement

If at any point PVCS is identified as a school in need of improvement, the Board will actively examine data to ensure that effective leaders are in place. In addition, the school's board and leadership teams will look closely at multiple levels of data to begin determining where and what areas need to be addressed. Strategic improvement planning will go into effect and the Idaho State Department of Education will become a resource to help guide Peace Valley Charter School in school improvement efforts. Peace Valley will utilize the statewide system of support and framework for analyzing problems, identifying underlying causes, and addressing instructional issues to better understand why it has not made sufficient progress in student achievement. A highly structured comprehensive plan will be written that is specific to and focused on the school's instructional program. Peace Valley will utilize a school improvement planning tool that allows us to include scientifically based research that will strengthen the core academic subjects in the school and to address the specific academic issues that caused the school to be identified for school improvement. Finally, the plan will include on-going monitoring and involvement of the school's board.

A wide variety of achievement data will be used in the educational planning process. The school administration and the Governing Board will review school-wide achievement data that includes academic proficiency and growth data twice a year.

Tab 5 – Governance Structure, Parental Involvement, Audits

Governance Structure

Peace Valley Charter School is governed by a Governing Board that is responsible for the overall policy, direction and compliance of the school. Peace Valley will be a legally and operationally independent entity, established by the nonprofit corporation's Board of Directors. The elected Board of Directors will be legally accountable for the operation of the charter school.

A list of current Board members and their backgrounds is included as Appendix E. Peace Valley commits to adhering to all federal and state laws and rules and acknowledges its responsibility for identifying essential laws and regulations and complying with them. This includes Idaho's Open Meeting and Public Records laws. Meeting dates will be posted on the main doors to the building and on the school website in accordance with the school's bylaws.

Peace Valley has chosen to use an Executive Director model in addition to an Idaho Certified Administrator. Although costlier, Peace Valley's Board believes that the investment in an Executive Director will help insure the school's short and long-term success and prevent the missteps of other local Charters. In year one the Executive Director will be a half-time position and will be full-time by year two. Charter schools are more demanding on school Administrators than traditional schools, which have the financial and administrative support of their districts. The Executive Director, experienced in Waldorf philosophy and methodology and with demonstrated leadership, will focus on the school's mission and vision and support an enthusiastic newer Administrator.

The Executive Director will work strategically on financial and facility development as well as community engagement. Peace Valley's Administrator is responsible for the day-to-day academic operations and will oversee scheduling, student testing, teacher evaluations, student behavior and curriculum support. A part-time Curriculum Director (Pedagogical Consultant) will be hired year one to assist the Administrator with curriculum implementation and teacher support. An Administrative Assistant will complete enrollment paperwork and required reporting, in addition to other duties.

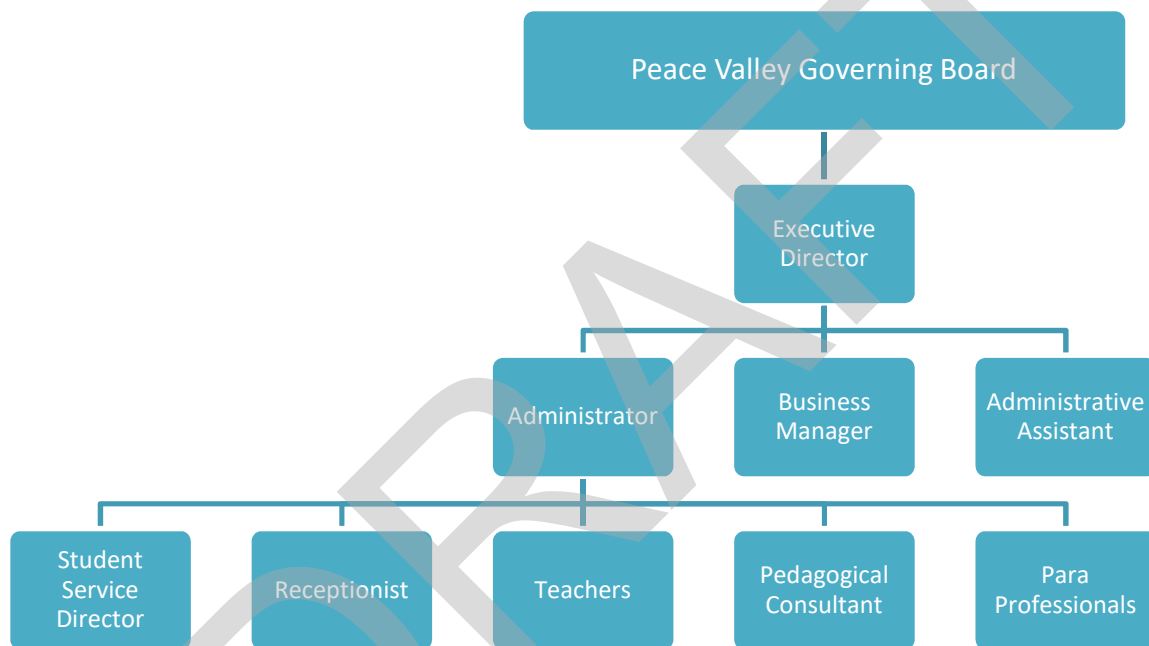
The Governing Board has an agreement with Red Apple Financial (Red Apple) for pre-opening back-office assistance starting year one. Red Apple will serve as the school's Business Manager. Red Apple currently works with 28 charter schools in the western United States, including public charter schools with a Waldorf emphasis. Red Apple will oversee the accounting, financial compliance and strategic financial management of the school. See Appendix F.

To provide clarity in roles and expediency in decision-making, Peace Valley will develop a differentiated decision-making paradigm that clearly articulates for each council/committee/administrator how decision-making will occur on various issues. Methods of decision-making will include

- Administration makes the decision and then communicates its decision to faculty/community
- Administration solicits input from faculty/community and then decides

- All members of faculty/community have an equal voice and discussion will occur until consensus is reached
- Administration will delegate decision-making to the faculty/community. By providing clarity to all Councils on the scope of responsibility and involvement, true collaboration can occur and all members of the Peace Valley community will be empowered contributors to school decision-making.

The essence of teaching, and truly all education, is found in relationships. The success of the Waldorf approach to education is not to be found in the curriculum or methods alone, but in the full commitment and intention of teachers and administrators who see, know, teach, connect with and inspire students.



Ethical Standards

As outlined in Section 4.6 of the bylaws, upon taking the Oath of Directors, Board members are required to sign and abide by the Code of Ethics for School Board Members. Peace Valley Charter School's ethical standards for board members are included in Appendix E.

Board Oversight Responsibilities

Peace Valley Charter School is committed to effective school governance. The Peace Valley School Board is legally responsible for the school's operations. The Board shall consist of Directors elected or appointed for a four (4) year term of office as set forth in the Bylaws (except during the first year when terms will be staggered to ensure continuity of leadership). Terms will begin the year the school is authorized. The number of Directors constituting the Board of the Corporation shall be not less than five (5) or more than thirteen (13) Directors. The Board members will make every attempt to include a balance of skills and vocations on the Board as

new members are determined in accordance with the procedures set forth in the Restated Bylaws. The function of the Board can be described as fiscal management, policy making, advising and evaluating. The Board shall have the further duty of directing the financial means by which the educational program is conducted. They shall also ensure that the community be informed of the needs, purposes, values and status of the charter school.

Bylaws have been adopted to promote and retain long-term commitment to Peace Valley's mission by staggering the transition of Board members so that board members are not all replaced at any one time. A variety of skills and vocations are desired and included, but are not limited to: legal expertise, financial/accounting expertise, Waldorf and public education expertise including administration, instruction, and special education, and business operations expertise. To assist with this aim, it is anticipated the Board will organize from within its membership a Recruiting Committee committed to and tasked with identifying potential new board members. In collaboration with the Parent and Faculty Councils, the Board will maintain a list of potential future board members from individuals. In addition to identifying potential future board members, the Recruitment Committee will be tasked with: assessing the skills, experience, and expertise of the existing board to identify gaps, evaluating potential future board members against identified needs, extending invitations to potential board members to run for vacancies, and establishing an orientation program to assist new directors in becoming familiar both with the Peace Valley and the responsibilities of board members.

Responsibilities of Governing Board Members

Because Peace Valley is a non-profit organization and a public charter school, as described above, the Governing Board is the entity that is legally obligated to oversee the organization's activities. Their primary functions involve:

- ensuring that the activities of the school align with its mission and vision
- creating a strategic plan for the school
- ensuring compliance with all relevant state and federal regulations
- enacting and exercising oversight over the budget to ensure the responsible management of public funds
- overseeing fundraising and marketing activities of the school
- being responsible public servants who represent the school and community well
- creating policies to guide the practices and procedures followed at the school
- hiring the Executive Director, Administrator and Business Manager and faculty

Peace Valley Governing Board will receive ongoing training, especially during the transition year and on a regular basis through Gradalis and ISBA. To ensure that members of Peace Valley Governing Board are well-versed in their responsibilities, including:

- governing, oversight and strategic planning
- sound and well-accounted financial management of public funds
- compliance with all state and federal legal obligations; responsibility to represent the community's interests
- and ensuring alignment of activities with the mission and vision of Peace Valley

As Governing Board members turn over, it is intended that the practices of regular strategic planning and professional development will continue at monthly meetings. In addition, orientation meetings provided by the President and Executive Director along with the creation of Board member agreements and Board books will help to smooth the transitions and provide education to incoming Governing Board members regarding their responsibilities and the mission and vision of Peace Valley.

1. Training for Governing Board members by ISBA “Duties and Responsibilities” and Gradalis upon the charter’s authorization. <http://gradalis.com/business-services/>
2. On-going professional development at monthly meetings.
3. Preparation to submit background checks on all necessary Employees hired, upon Charter authorization.
4. Utilize Alliance for Public Waldorf Education resources for Board training and support.
5. Formation of a Board Development Committee to oversee and implement ongoing professional development, creation of board member agreements and board books, and scheduling a strategic planning meeting for Spring 2018.
6. Creation of a Board Calendar including, but not limited to:
 - a. Annual Budget Approval (for upcoming and previous year)
 - b. Governing Board Meetings
 - c. Committee Meetings
 - d. Target Dates for Executive Director Hiring and Evaluation Process
 - e. Review of Board Member Agreements & Conflict of Interest Forms
 - f. Annual Retreat (including review of mission, vision, charter, and goals)
 - g. Application submissions for start-up funds
 - h. Application submissions for grants
 - i. Fund-raising events
 - j. Dates for completion of website and marketing materials
 - k. Dates for completion of facility-related events

The Governing Board is an autonomous body that delegates significant authority for operational responsibilities and execution of policy and procedure to the Executive Director and Administrator. The Board monitors the school’s progress on the stated performance outcomes. The Administration collaborates closely with three key groups, the Board of Directors, the Faculty Council and the Parent Council. All groups work interdependently and support each other.

Transition from Founding Board to Governing Board

Peace Valley has been founded on a shared leadership and decision-making model and the members have worked collaboratively during the entire creation process. A transition plan for the founding board to governing board is in place and being followed as Peace Valley evolves into a functioning school. This transition will ensure clarity for expectations and responsibilities.

As their terms expire and or vacancies arise, the Board will fill the positions as specified in Section 4 of their Bylaws. The Board will be determined through elections as outlined in the Corporate Bylaws. The Corporate Principals will remain the same unless the Articles of Incorporation are amended through the Idaho Secretary of State’s office. The role of the Founding Board focuses on envisioning and realizing the mission and vision of the school, attracting support through committed families and students, obtaining authorization, pursuing partnerships and business

arrangements, and building a strong foundation and infrastructure for the school. To use an education metaphor, their work is to “get the right people on the bus.” Peace Valley’s Governing Board has an Education Committee, Facilities Committee and a Marketing and Fundraising Committee, each chaired by a Director. These committees are made of 4-7 experts in these fields; have between 4-7 to assist in the school’s pre-opening organization and development.

The Governing Board ensures the right people are on the bus, and that the destination is worthy, achievable and successful. In the case of Peace Valley, it is anticipated that three or four of the currently nine board members will potentially step down to become school employees: Board President, Laura Henning, potential Executive Director. Secretary, Alan Mulligan, potential Elementary Teacher, Ruth Bucklin, Pedagogical Consultant and Special Class Teacher and Karli Love, possible Administrative Assistant. The members who will potentially move into staff positions at the school will assist in the school’s transition.

Board Recruitment, Training and Evaluation

The Peace Valley School Board will actively seek new board members as needed through recruitment to Board committees. Advisory Committees will provide a “trial” period by which prospective board members can be vetted. The Board experience/expertise matrix below will guide the Board’s efforts to recruit appropriate new Board members, ensuring that Board members in total are proficient in all areas of Board leadership (Taken from Idaho State Department of Education Charter School Resources). An experienced member of the Board will be assigned as a mentor to each new Board member. As part of the annual Board self-assessment, areas of expertise needed to enhance Board function will be identified and prospective committee members recruited accordingly. School Board policy will be written and adopted regarding composition, purpose, and operating parameters of Board appointed Advisory Committees. At a minimum, each advisory committee will be lead/chaired by at least one Board member. Committee members will be solicited and selected by the Committee chair. If possible, committee selection will represent the different school interests, demographics and constituents including parents, community members, business, and students when possible.

The first year in office, each Board member will receive and read the materials included in the “New Board Member Packet” as well as a packet of Waldorf related information. As new Board Members are added, each is provided with a New Board Member Welcome Packet, which contains information in regards to responsibilities of being a Board Member. Within the packet responsibilities listed include, but are not limited to: Board Member roles, state statute for charter schools, ethical standards, meeting laws, policies, financial reports, budgets, and other responsibilities.

An annual Board self-assessment will identify future areas of professional development and develop strategies to implement the areas of improvement identified. Board members will also be encouraged to attend staff and parent education meetings.

Founders

Founders are those who have made material contributions to the establishment of Peace Valley by giving their time, effort, energy and resources to the creation and formation of the charter,

including the formation of the school and its policies, mission statement, methods and governance structure. The original founders' names and requirements to meet the status are found on Appendix E.

Additional Founders may be added up to the time of the school's initial year's lottery, by majority vote of the Board of Directors. These additional Founders may be persons, employees, or staff who contribute significantly to the development of the school in ways such as: participating as volunteers in the creation and development of the school's physical location, structures, grounds, and general campus, and by other action.

Parental Involvement

Parental involvement is vital to education and is an important purpose of charter schools. Peace Valley will empower parents and guardians of students with a wide range of meaningful opportunities to participate at Peace Valley, resulting in a strong and supportive community of parent stakeholders.

Parents will be at the heart of the operation of Peace Valley and will have opportunities to participate in all levels of school governance. Parents and family members of students will have the opportunity to be elected to the Family Council or Governing Board.

Peace Valley's Family Council will meet monthly to plan and coordinate efforts to involve families in a vibrant school community. Further, members of the Family Council will assist in school direction and governance in the following ways:

- Oversee student-related activities at the school
- Plan and direct festivals
- Help with recruitment of students and families
- Oversee use of volunteers within the school
- Direct various aspects of the school, such as garden, farm and lunch program
- Provide Governing Board and Faculty Council insight into student needs
- Coordinate PVCS cooperation with outside groups
- Assist in fundraising efforts

Peace Valley's Executive Director will encourage an inclusive, collaborative environment at the school by soliciting feedback and information from parents through surveys and focus groups. Inclusion of parents in decision-making will give all parents a voice and create a sense of shared ownership of the school. Parents will be encouraged to actively participate in their student's schooling by attending regular parent education nights. These will include an orientation to the school, seminars on various topics related to Waldorf education, and periodic enrichment evenings with class and specialty teachers.

In addition, parents will participate in Parent-Teacher Conferences, participating in the establishment of student goals and communicating openly regarding student progress and challenges. Families will be invited to attend open houses and family festivals, and volunteer. There may be opportunities for parent volunteers to accompany classes on local trips as chaperones. Parents may serve on various committees and participate in fundraising, traffic/parking lot assistance, musical and handwork assistance, playground monitoring, aiding

classroom teachers, library assistance, at-home teacher assistance, providing snacks for classes, and extracurricular activities. Teachers will be asked to look for activities in which parents can assist them. Parents may be surveyed to provide information about their availability and areas of interest.

The Family Council will establish a Parental Involvement Committee responsible for supporting the Administration, teachers, and other parent committees to identify involvement opportunities and notify parents of opportunities. Such opportunities may be posted on PVCS's website, emailed to parents, sent home in classroom flyers or listed in a school wide newsletter. Personal invitations may also be extended where interest and aptitude are known. Peace Valley will encourage, but not require, each family to contribute at least 5 hours of volunteer service per child to the school each month, fifty hours over the course of the school year towards various volunteer opportunities that may include: playground supervision, assisting in the classroom, site maintenance, fundraising, hospitality, room parenting, serving on a Committee, attending parent education evenings. Family volunteer hours will not affect student opportunities to participate in activities nor affect enrollment. Peace Valley believes families will want to be involved in the experiences the school will offer and that if they are adequately informed of the wide-ranging opportunities to participate they will be willing and anxious to do so. Additionally, parents are asked to attend education evenings that are critical to providing consistency between home and school practices, and to enhancing parent understanding of Peace Valley's educational model. One of these meetings is the annual parent orientation meeting held prior to the start of each school year. It is customary for class teachers to visit their new students' homes prior to the start of each school year, with parental permission, to build communication between the home and school, as well as to assist the teacher in individualizing their teaching approach to each child's needs.

Lastly, the school year consists of a series of school wide festivals that solidifies the community's ties. Parents are asked to attend and volunteer at festivals. This high level of parental involvement enables parents/guardians to become integrally involved in shaping Peace Valley, ensuring it fulfills its overall mission. Parent involvement will be documented using an online reporting system to assist the Parent Council in volunteer coordination. Teachers will contact parents directly requesting specific help and notifying them of their hours. Parent voice will be actively sought using regular satisfaction surveys and blogs.

Regular means for communication with parents and families will be established, likely including but not limited to: a school newsletter, regular emails from class teachers, use of class websites to convey information, online tracking of student progress, Open Door Days with the Administration, teacher office hours, sharing assemblies, festivals and home visits. Peace Valley intends that parents are partners in the education of their children. They know their child, and teachers and administrators at Peace Valley intend to learn from families and build long-term relationships with them that will support each child's optimal growth.

Students with 504 plans and support under IDEA will have school assistance as they communicate to resolve issues. Parents will make teachers and administrators aware of student

needs in order to develop individual plans for students in these circumstances, and school personnel will seek to work with parents to meet the needs of every child.

Audits

Every year, Peace Valley Charter School will hire an independent certified public accountant to conduct an independent audit that complies with generally accepted auditing standards. Upon completion of the audit, the Board will review, approve, and accept the audit report and findings. A copy of the audit report will be submitted to the authorizing entity and the State Department of Education. Annual audit and financial compliance will be completed pursuant to Idaho Code.

Financial Reporting

Peace Valley will comply with the financial reporting requirements of Idaho Code Section 33-701 (5-10). Within one hundred twenty (120) days from the last day of each fiscal year, the Board will prepare and publish an annual statement of financial condition and report of the school as of the end of such fiscal year in a form prescribed by the State Superintendent of Public Instruction pursuant to Idaho Code Section 33-701(5). Such annual statements shall include, but not be limited to, the amounts of money budgeted and received and from what sources, and the amounts budgeted and expended for salaries and other expenses by category. In addition, the school will develop and maintain an expenditures website as required by Idaho Code Section 33-357.

Annually, Peace Valley Charter School will file with the State Department of Education such financial and statistical reports as the SDE may require pursuant to Idaho Code Section 33-701(7). Peace Valley Charter School will destroy all claims or vouchers paid five years from the date the claim or voucher was canceled and paid pursuant to Idaho Code Section 33-701(8). Peace Valley Charter School will review the school budget periodically and make appropriate budget adjustments. Amended budgets shall be submitted to the State Department of Education pursuant to Idaho Code Section 33-701(9). Peace Valley Charter School will invest any idle monies as permitted by Section 67-1210 of the Idaho Code.

Tab 6 – Employee Requirements

Qualifications

Peace Valley Charter School's full time and part time staff will meet or exceed qualifications required by state law. All regular classroom instructional staff shall be certified teachers as required by Idaho Code Section 33-5205(3)(g) and will demonstrate content mastery in the teaching positions that require this designation, including Special Education teachers. These teachers will meet the qualifications outlined on the State Department of Education's website and documentation, and all teachers will be Highly Qualified. School Administrator will hold an ISDE Administrator Certificate.

- Teachers will possess an Idaho teaching certificate, permit, or other document equivalent to that which a teacher in other Idaho public schools would be required to hold as well as be highly qualified as defined by Peace Valley.
- All applicants must complete a standard employment application and interview process.
- All applicants selected for employment shall submit a criminal history check pursuant to Idaho Code 33-130, comply with Idaho Code 33-1210 (information on past job performance), and meet final Board approval pursuant to Idaho Code 33-513.
- Teachers must have completed Waldorf training, be in an approved Waldorf training program or begin Waldorf certification within two years of being hired. See details in Appendix L.

To engage wider participation from parents, extended family and the greater community, Peace Valley reserves the right to hire any individual identified as possessing a particular talent or skill for temporary or part-time assistance under the direct supervision of certified staff members. This provision is intended to allow various community experts and other specialized persons who may not hold certification to contribute to the school according to their talents, experience, creativity and expertise, and allows PVCS to draw upon the wealth of knowledge and experience found in the community by individuals who may not hold a teaching certificate. The ultimate goal is to employ highly qualified educators as defined by the SDE and as appropriate to the position. All staff, whether temporary or permanent, will be required to pass a background check.

Background Checks

All employees, subcontractors, board members, and volunteers who have unsupervised contact with students in a PK – 12 school setting are required to undergo a Background Investigation Check and FBI fingerprinting in compliance with Idaho Code 33-130. Each person stated above shall turn in a completed fingerprint card to the school, which will submit this background check information to the Office of Certification at the State Department of Education. All subcontractors will pay for their own background checks.

Professional Development and Evaluations

Waldorf teachers play a unique role in Waldorf schools because they not only present lessons to a class of students, they must also act as facilitators, mentors and guides to individual students.

Peace Valley's vision is to create a climate which fosters life-long learning. As a part of this process, Peace Valley staff is expected to actively participate in continuous professional development. Professional development is an essential component in the growth, leadership, and development of excellent teachers. Peace Valley is committed to ongoing, personalized professional development for its teachers and staff. Professional development opportunities will be offered during the summer and throughout the year for all teachers and staff. Details of Professional Development and Assessment are found in Appendix L.

In addition to Professional Development opportunities, PVCS will provide faculty a Reference Library that will include original source materials and books for each grade, and the complete set of books and resources binders of the Christopherus K-6 Waldorf Curriculum for. The curriculum also comes with a subscription to their exclusive online forum that includes many requested grade specific threads as well as sub forums dedicated to The Early Years, Personal Development, Planning, Waldorf Philosophy and more. New questions and conversations paired with 5 years of archived content (2006 – 2011) provide a wealth of support for those using this curriculum.

In addition to the on-site professional development offered to all staff members, all Peace Valley teachers will participate in the Art of Teaching course prior to the school opening. This week-long offering will give all staff a great foundation, preparing them for the school year and build a stronger community. The professional development cost will be covered by the school. Details are in Appendix L.

Peace Valley also values parental input as part of the evaluation process. Parents will be given the opportunity to provide feedback on teacher performance yearly. The evaluation process will include a section for input received from parents or guardians. Each certificated staff member shall receive one written evaluation completed no later than May 1, per Idaho Code. The evaluation shall include a minimum of two documented observations, one of which shall be completed prior to January 1 of each year.

If teacher performance is deemed below expectation, the teacher will be placed on probation. With input from the teacher and guidance from the Administrator, a performance improvement plan will be developed. The teacher will be guided and mentored per the plan by the Administrator. Upon completion of the performance improvement plan, the teacher will either be removed from probation, continue probationary status, or will be terminated. The performance improvement plan will be adjusted as necessary throughout the probationary period.

Teachers will be supported, not only through professional development but through the Faculty Council and the Pedagogical Consultant. The Student Services Coordinator (Counselor) visits classrooms on a regular basis addressing teachers' unique concerns about their instruction and classroom management. This leadership team will give helpful feedback to teachers to improve classroom management and academic learning.

Professional Codes and Standards

Staff must comply with the professional codes and standards approved by the State Board of Education, including the Code of Ethics for Idaho Professional Educators outlined in IDAPA 08.02.02.076. If a staff member violates any of the Code of Ethics, the Peace Valley Charter School Board will deliberate and decide about the member's status.

Transfer Rights

Peace Valley will be its own Local Education Agency (LEA). No employee transfer rights apply between Peace Valley and any other school district.

Employee Benefits

It is the intent of Peace Valley Charter School to offer competitive wages and benefits so that it can recruit and retain talented employees. All employees who currently are members of PERSI will continue their participation. All new employees that are eligible for PERSI will become members of PERSI. All employees will contribute to the Federal Social Security System. Peace Valley Charter School will make all employer contributions as required by PERSI and Federal Social Security. In addition, the school will also pay for worker's compensation insurance, unemployment insurance and any other payroll obligations of an employer as required by Idaho Code 33-1279. Peace Valley Charter School will also allow for accumulation of sick leave as allowed by Idaho Code 33-1217. The Board will provide health insurance and may establish other benefits. The Board will develop a process to ensure that all eligible employees are enrolled in one of the school's health insurance plans.

Collective Bargaining

The staff at Peace Valley Charter School shall be considered a separate unit for purposes of collective bargaining.

Contracts

All teachers and administrators will be on a written contract with Peace Valley Charter School, approved by the Board. All contracts will be conditioned upon valid certification being held by such professional personnel at the time of commencement of said duties. A copy of all teacher and administrator contracts along with certificates for certified teachers and administrators will be on file in the school office. Job postings and all other hiring and employment practices will be free of any unlawful discriminatory language or practices.

Health and Safety

“The healthy social life is found when in the mirror of each human soul. The whole community finds its reflection, and when in the community, the virtue of each one is living.” - Rudolf Steiner

As outlined in the Thoroughness Standards discussed in Tab 3, Peace Valley complies with the provisions of Idaho Code to ensure the health and safety of staff and students by implementing health and safety policies and procedures. The Peace Valley Board and Staff strive to create a learning environment that is conducive to active, imaginative learning. Peace Valley will provide a positive, safe, engaging school climate that includes school life, facilities, relationships, teaching and learning. Peace Valley Charter School and its staff strive to provide the best possible environment to nurture developing minds. As a seed flourishes best in fertile soil, so too will a proper environment enhance the teaching, learning, and relationships on campus. To that end, specific policies are put in place to positively impact productivity and minimize dangers to the health and safety of the students and staff.

“School climate” refers to the quality and character of school life. A positive school climate nurtures children's innate creativity to become lifelong learners who are mindful, active, and engaged citizens in our community. This is done by establishing and maintaining close relationships with students so that potential issues can be addressed promptly. A sustainable, positive school climate fosters youth development and learning necessary for a productive, contributing and satisfying life in a democratic society. This climate includes: Norms, values and expectations that support people feeling socially, emotionally and physically safe. People are engaged and respected. Students, families and educators work together to develop, live and contribute to a shared school vision. Educators model and nurture attitudes that emphasize the benefits and satisfaction gained from learning. Each person contributes to the operations of the school and the care of the physical environment.

Throughout the day, teachers respond to any issue or need that a student or students may have. For specific issues like bullying/harassment, Peace Valley will adopt policies implementing the Three Streams Approach. Similarly, suicide prevention is addressed through the relationship between teachers and students. As previously noted, teachers greet students' at the door each day to connect with each student and take a brief inventory of his mental and physical state. Teachers will receive basic instruction in suicide detection to be able to note changes in student behavior that could be a warning sign. In compliance with Idaho Code §33-512 B, Suicidal Tendencies-Duty to Warn and Idaho Administrative Procedures Act (IDAPA) 08.02.03.160, if a student should exhibit signs of self-harm, teachers are encouraged to question the student regarding their motives and assess the course of action. If there is no immediate danger, the teacher will document the incident and speak with the parent and student, following up as necessary.

Peace Valley will maintain health records highlighting chronic issues on each student and make them available in emergencies. Emergency contact numbers will also be maintained for all students. First aid kits will be readily available on at the Main Office, and a portable first aid kit will be taken on all off-campus excursions. The Peace Valley Charter Campus will hope to have an on-site nurse one day a week to oversee immunization records, health forms and monitoring of student health needs and assessments. A designated “sick-bed” for students to rest while waiting to be picked up from a parent is planned. Peace Valley Charter School will maintain a drug, alcohol, and smoke-free environment.

To reduce the risk of serious injury, staff training will be provided for emergency and first aid response on a yearly basis. All staff will be trained in emergency response protocols and will be provided an emergency response binder for use in the classroom at the beginning of each year. Staff will also be trained to identify the use of drug, alcohol, and mood-altering substances. Staff will also be trained to address health and psychological issues with the students appropriately.

Peace Valley Charter School will comply with Idaho Code Section 33-210. In keeping with the federal regulations established by the Drug Free Workplace Act of 1988, Peace Valley Charter School is committed to upholding a drug-free environment.

Pursuant to Section 39-4130 of the Idaho Code, representatives from the Division of Building Safety, Bureau of Logging and Industrial Safety, Industrial Safety Section will perform regular

inspections of the facility. By so doing, the Board will ensure the facility is in compliance with Idaho Code §39-4130 to meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools. The facility will pass inspection by fire and safety officials using the same guidelines for all public schools. Proper signage will be placed in key locations illustrating fire exit routes, safety reminders, restroom cleanliness, etc. Students will be periodically reminded of health and safety concerns appropriate to the season, including proper dress and slipping hazards. Fire and evacuation drills will be conducted during the first week of school, and during the first week back after extended breaks.

All visitors and volunteers will be required to check in at the office and to wear an identification badge. Student check out during the school day will require the person picking up the child to sign the child out at the office and to produce appropriate photo identification. Peace Valley will provide parents and students copies of the policies prior to the commencement of the school year. Parents will be required to affirm they understand these rules before enrolling their student and sign that they received a copy at the mandatory Parent Meeting. Teachers and staff will meet with students individually or in small groups to address any issues that arise. If a problem continues, the teacher will contact the student's family and may request a parent/guardian-teacher conference.

Bullying and Harassment

Peace Valley defines bullying as a pattern of aggressive, intentional or deliberately hostile behavior that occurs repeatedly and over time. Bullying behaviors normally fall into three categories, physical, emotional, and verbal; and may include, but are not limited to, intimidation, assault; extortion; oral or written threats; teasing; putdowns; name-calling; threatening looks; gestures, or actions; rumors; false accusations; hazing, social isolation, relationship abuse, sexual assault and cyber-bullying.

Cyber Bullying

Peace Valley defines cyber bullying as bullying using technology or any electronic communication. This includes, but is not limited to, electronic mail, internet communications, instant messaging, posting on social networking sites, or facsimile communications. Cyber-bullying includes creating a web page or blog in which the creator assumes the identify of another person, the knowing impersonation of another person as the author of posted content or messages, or the distribution by electronic means or communication of messages that meets the definition of bullying above, whether distributed directly or creating a posting that may be accessed by one or more persons. Since most cyberbullying takes place off school grounds, for the school to intervene and discipline the administrator must make the determination the cyberbullying has adversely affected the educational environment and that, because of the cyberbullying, there is an imminent threat to the safety of a student or to the school learning environment. For more details see the Parent/Student Handbook Appendix O.

Media Viewing Policy

The cumulative effect of repeated exposure to television, video games, movies, radio and computers can negatively impact a child's development, especially during important early years. It

is well documented that media exposure in early childhood causes developmental damage to the brain and central nervous system. Both the National Association of Pediatrics and the National Association for the Education of Young Children have established guidelines for media exposure which are very similar to Peace Valley's. It is encouraged that before sixth grade, electronic media (video games, tablets, phones, computers, etc.) be eliminated from the child's life. After sixth grade, this exposure should be kept to a minimum (and not allowed on school days). With older children, it is important to review movies beforehand and discuss the content afterwards. Eliminating television from a child's life may seem like a radical step at first, but families who do it say that it significantly improves the child's attitude at home as well as at school. Ongoing workshops will inform and support this policy. (Parent Student Handbooks Appendix O)

Disciplinary Procedures

Peace Valley's intention is that violations of PVCS's Code of Conduct, particularly any conduct that could lead to suspension or expulsion, might be detected early and remedied in accordance with the school's disciplinary plan before such action would need to be taken. However, Peace Valley recognizes its responsibility to provide a safe environment conducive to learning for all students. If the class teacher is not able to handle the situation alone and prevention of the behavior has not succeeded, this course of action may be taken:

1. If the child involved has been identified as disabled, a determination will be made as to whether the behavior in question is a manifestation of the child's disability, and appropriate care will be taken to comply with IDEA in any disciplinary actions.
2. All teachers who are involved with the student would meet in Faculty Council to discuss the concerns.
3. All teachers would pay attention to the student in question over a course of time determined by the council before meeting in council again.
4. At the end of the designated time, a second Faculty Council will discuss what the next course of action should be to ensure the student's success in correcting the problem.
5. The parents and student may be invited to attend a meeting with the Faculty Council and Administrator to discuss the problems needing attention. A plan of action may be written and implemented by teachers and parents in an effort to remedy the problem.
6. In cases where student behavior poses an imminent harm to fellow students or members of the Peace Valley community, as outlined in the Suspension and Expulsion Policy and Procedure, the Administrator may consult with the relevant class teacher, student and parents, and make an immediate plan of action, which may include suspension or expulsion if necessary. The above steps would then be followed in order to determine how to most appropriately support the student's re-entry into the classroom.
7. If these efforts fail and the problem continues, the Administrator will notify the parents in person or by phone or email if the school intends to suspend the student. In the event of suspension/dismissal the PVCS staff will act in accordance with IDEA and all other applicable state and federal laws. Further all suspensions and expulsions shall be conducted in accordance with the published PVCS Suspension and Expulsion Policy and all applicable State and Federal laws to ensure that the student's property right to an education and due process rights are duly protected.

If expulsion is deemed necessary by teachers and Administrator, they will petition the Governing Board for expulsion in accordance with PVCS's Policies and Procedures Governing Suspension and Expulsion. Expulsion (Idaho code 33-205) by the Peace Valley's Board of Directors will be done by written notice to the Parent/Guardian of the pupil stating the grounds for expulsion and the time and place where the Parent/Guardian may appear to contest the action of the Board.

There is a zero-tolerance policy regarding the possession, handling, or transporting of any deadly or dangerous object while engaged in a school activity, on school property, and/or while riding school-provided transportation. A dangerous object is defined as any object used in a dangerous and/or inappropriate manner that may cause harm to a person or property, as defined in Section 921 of Title 18 of the United States Code.

Violation of the weapons policy will result in immediate suspension and possible expulsion as determined by the Board on a case-by-case basis. The suspension and expulsion includes participation in any school activity on school property. The suspended or expelled student may not be present on school property at any time. This may be modified only by the Board on a case-by-case basis. Any pupil having been denied enrollment or expelled may be enrolled or readmitted to the school by the Board of Directors upon such reasonable conditions as may be prescribed by the Board; but such enrollment or readmission shall not prevent the Board from again expelling such pupil for cause.

Per Idaho Code 33-205, the school's Board of Directors may deny enrollment to Peace Valley Charter School to any student whose conduct is continuously disruptive of the school spirit, as determined by the Board.

Contacting Law Enforcement and student's parents

When a student is suspected of being in violation of federal, state, or local law for possession, use, or distribution of any illegal drug or controlled substance, the local law enforcement agency is to be notified immediately. The administrator or designee shall communicate all available information to the police and offer the full cooperation of the administration and faculty in a police investigation. The administrator or his/her designee will notify a parent or guardian of an interview or detainment of a minor student by law enforcement officials. Any search, seizure, or subsequent disciplinary action shall be subject to applicable school policies, regulations, state laws, and student handbook rules. The policy will be included in the student handbook (Appendix O) and on the school's website.

Tab 7 – Admissions, Discipline, Student Policies

Enrollment

Anticipated initial enrollment is 320 K-6 students; adding 2 new classes a year (one additional lower grade and one upper grade) to reach capacity of three Kindergarten classes and two classes for 1st through the 8th grade. Peace Valley has an enrollment cap of 540 students for grades K-8. If there is demand to open more grades after the initial year the Board will consider accelerating the growth timeline but will not exceed the enrollment cap without permission from the Authorizer.

PVCS Governing Board is confident its initial enrollment can be reached based on the strong desire for a school integrating Waldorf principles in the Treasure Valley by families locally, nationally and internationally. Peace Valley has received strong support in the last 10 months, without a concerted marketing campaign, and is confident the initial enrollment can be reached.

	Year 1	Year 2	Year 3	Year 4	Year 5
K	60	60	60	60	60
1	60	60	60	60	60
2	56	60	60	60	60
3	54	56	60	60	60
4	30	56	60	60	60
5	30	30	60	60	60
6	30	30	50	60	60
7	0	30	30	52	60
8	0	0	30	50	60
Total	320	382	470	522	540

Admissions Procedures

Peace Valley shall establish an enrollment admissions deadline, which shall be the date by which all written requests for admission to Peace Valley for the next school year must be received. The enrollment deadline cannot be changed once the enrollment information is disseminated. The enrollment window and deadline will be established by the Governing Board of Directors each January for the upcoming school year. Peace Valley Charter School will comply with Section 33-5205 (3) (j) Idaho Code. A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a child in this state, may make a request in writing for such child to attend Peace Valley Charter School. In the case of a family with more than one (1) child seeking to attend Peace Valley Charter School, one written request for admission must be submitted on behalf of each sibling. If the initial capacity of Peace Valley Charter School is insufficient to enroll all prospective students, a lottery shall be utilized to determine which prospective students will be admitted to PVCS.

Only those written requests for admission submitted on behalf of prospective students that are received prior to the enrollment deadline established by Peace Valley Charter School shall be permitted in the lottery. Written requests for admission received after the established enrollment deadline and those students requesting transfer to PVCS during the school year will be added to the bottom of the final selection list for the appropriate grade.

Returning students will not need to reapply each year, but will need to indicate a commitment to return by signing a form by the enrollment deadline to secure a spot for upcoming school year. Peace Valley will be open to all students on a space-available basis. No student will be denied admission based on ethnicity, creed, gender, disability, or place of residence. No out-of-state students will be enrolled. Peace Valley will follow the equitable selection process that is outlined in IDAPA 08.02.04.203.07 or another method that is approved by the authorizer.

Peace Valley Charter School will take the following steps to ensure the primary attendance area is aware of the enrollment opportunities at Peace Valley Charter School (per Section 33-5205 (3)(s) Idaho Code). While taking into consideration the language demographics of the attendance area (Appendix D), at least three (3) months in advance of the enrollment deadline established by Peace Valley each year, information will be posted in highly visible and prominent locations within the area of attendance. In addition, Peace Valley shall ensure that such process includes the dissemination of press releases and/or public service announcements, to media outlets that broadcast within, or disseminate printed publications within the attendance area for Peace Valley. Peace Valley Charter School will ensure that such announcements are broadcast or published by such media outlets on not less than three (3) occasions, beginning not later than fourteen (14) days prior to the enrollment deadline each year. The outlets chosen for dissemination of information will be focused on the age range of students for which the greatest number of openings is anticipated.

Admission Preferences for Initial Enrollment

If the initial capacity of Peace Valley Charter School is insufficient to enroll all prospective students, a lottery shall be utilized to determine which prospective students will be admitted to Peace Valley. Peace Valley Charter School will follow Idaho Code Section 33-502 (j). Prospective students will be placed in priority groups as follows:

1. **First Priority:** The first priority group of Peace Valley will include the children of full-time employees and Founder's children (provided that this admission preference shall be limited to not more than ten percent (10%) of Peace Valley's enrollment). See Appendix E.
2. **Second Priority:** The second priority group is siblings of pupils already selected by the lottery.
3. **Third Priority:** The third priority group is students who reside in the primary attendance area of Peace Valley Charter School.
4. **Fourth Priority:** The fourth priority group includes students who reside outside of the primary attendance area of Peace Valley Charter School.

Admission Preferences for Subsequent Enrollment Periods

1. **First Priority:** Pupils returning to Peace Valley Charter School in the second or any subsequent year of operation. Returning students who have filled out the intent to return form are automatically enrolled in the appropriate grade and do not need to be selected by lottery.

2. **Second Priority:** To children of founders and full time employees provided that this admission preference shall be limited to not more than 10% of school enrollment.
3. **Third Priority:** Siblings of pupils already enrolled in Peace Valley Charter School.
4. **Fourth Priority:** Prospective students residing in the primary attendance area of Peace Valley Charter School.
5. **Fifth Priority:** Prospective students residing outside the primary attendance area of Peace Valley Charter School.

Proposed Attendance List for Lottery

Peace Valley Charter School will comply with Idaho State Board of Education Rules Governing Public Charter Schools IDAPA 08.02.04 for the Proposed Attendance List for Lottery.

Equitable Selection Process

Peace Valley Charter School will comply with Idaho State Board of Education Rules Governing Public Charter Schools IDAPA 08.02.04 for the Equitable Selection Process.

Final Selection List

Peace Valley Charter School will comply with Idaho State Board of Education Rules Governing Public Charter Schools IDAPA 08.02.04 for the Final Selection List.

Notification and Acceptance Process

Peace Valley Charter School will comply with Idaho State Board of Education Rules Governing Public Charter Schools IDAPA 08.02.04 for the Notification and Acceptance Process.

Subsequent School Years

Peace Valley Charter School will comply with Idaho State Board of Education Rules Governing Public Charter Schools IDAPA 08.02.04 for Subsequent School Years.

Waiting Lists

Once the equitable selection process is conducted each year, waiting lists for each grade will be developed. Students will be placed on the list according to the order they were drawn for their respective priority group. Those lists will be used to fill available spots until the next equitable selection process is conducted. If a student or the student's parent or guardian does not accept an offer of enrollment by the date designated, the student's name will be removed from the list and the next eligible student will be offered the seat. Students who wish to transfer to Peace Valley during the school year will be placed on the waiting list for the appropriate grade level. Waiting lists will not carry over from one year to the next.

Public School Attendance Alternative

Not applicable

Denial of Attendance

In accordance with Idaho Code 33-205, the school's Board of Directors may deny enrollment or may expel or deny attendance to Peace Valley Charter School to any pupil who is a habitual truant, or who is incorrigible, or whose conduct, in the judgment of the Board, is such as to be continuously disruptive of school discipline or the instructional effectiveness of the school, or whose presence in a public

school is detrimental to the health and safety of other pupils, or who has been expelled from another school district in this state or any other state. Any pupil having been denied enrollment or expelled may be enrolled or readmitted to the school by the Board of Directors upon such reasonable conditions as may be prescribed by the Board, but such enrollment or readmission shall not prevent the Board from again expelling such pupil for cause. The process for expulsion and denial of attendance is in Tab 6 under Student Discipline. For Special Education cases, refer to Tab 3 under Special Education Services.

Student/Parent Handbook

To ensure that both parents and students understand the expectation for students at Peace Valley Charter School, parents will receive a student handbook at the mandatory parent meeting at the beginning of the year and will sign they have received a copy, and it will be posted on the school's website. See Appendix O for the draft student/parent handbook. The handbook will be finalized once the administrative team has been hired and before the first school year starts

Tab 8 – Business Plan, Transportation, School Lunch

Business Plan Description

Peace Valley Charter School is organized exclusively for charitable purposes, under Idaho non-profit statutes. The Articles of Incorporation for Peace Valley Charter School as filed and approved by the Secretary of State for the State of Idaho on November 8, 2016 can be found in Appendix A. The Non-Profit Corporation is organized exclusively for educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code. Charter Schools face the challenges of tight budgets resulting in part from not having access to the local taxes that traditional public schools enjoy, and having to pay for facilities from the reduced amount. The non-profit status is important in accessing contributions from entities that offer grants and donations to the programs of public charter schools. Peace Valley's 501c3 status is in process and should be received from the IRS by late September.

Peace Valley will operate as a public charter school of choice and is required to follow most, but not all the rules and regulations of traditional schools. It will educate students in the Treasure Valley incorporating the core principles of Public Waldorf education. Peace Valley Charter School will initially serve kindergarten through sixth grade beginning in August 2018, and grow to include seventh and eighth grades. Peace Valley will be located within the Boise School District boundaries and plans to serve students from the Boise and West Ada School Districts.

Peace Valley's objective is to develop students into lifelong learners who are mindful, active, and engaged global citizens. This will be achieved by providing a developmentally appropriate education, using a rigorous curriculum brought to life through instruction using arts and nature to inspire the innate curiosity and creativity of students.

Peace Valley is committed to sound management practices and a conservative fiscal approach to assure the viability and long-term sustainability of the school. Peace Valley will prioritize strong leadership and emphasize the need to recruit, train, and retain highly qualified and committed faculty and staff.

Pre-Opening Plan and Timeline

Marketing Plan

Competitive Analysis - There are no schools that offer a curriculum guided by Public Waldorf Education in the area to be served. There are many private pre-schools with similar values but families don't currently have an option beyond Kindergarten. Peace Valley offers a unique educational option for Treasure Valley families wanting a focus on developmentally appropriate educational principles.

As stated in Tab 2 regarding demand, the desire for this educational option has been steadily growing in the Treasure Valley for the past five years and had had lots of support through local Waldorf based co-ops and playgroups. Building on this strong foundation, Peace Valley started marketing in 2016 through a family lantern festival on November 11th. (See Appendix N for Outreach details). Although many families currently cannot wait to enroll in the school, constant student recruitment and retention is a top priority of the school. The Board and the school administration will employ the most successful marketing strategies in order to reach out to families in our community. The foundation of Peace Valley's marketing strategy has been built on social media, electronic communication and a series of Open Houses. With over 550 current social media followers, a number that grows daily, families and students in the area are kept up to date with Peace Valley's progress and educational values. Information about the school, including announcements regarding registration and lottery will be disseminated via social network channels such as Facebook, Instagram, and Twitter. This strategy of communication will be coupled with a grass-root, feet-on-the-ground approach to recruit students, which is the foundation of building real relationships with families. The marketing campaign understands the personal nature of human interaction and will leverage relationships so that early advocates of the school help sell the school to friends and family. Founders and volunteers on the Marketing Committee will manage marketing efforts throughout the petition process, during pre-opening, and during the first year of operation. Through our aggressive marketing plan, PVCS aims to create strong relationships with local neighborhoods and non-profits, working with families to make them aware of this new school option. The Pre-opening timeline is included as Appendix K.

A Marketing Committee has been formed and is working to promote a consistent message linked to Peace Valley's vision, mission, and values with the goal of engaging parents, board, staff, students, and community members. The Marketing Committee includes at least one Board Member, two founders who are marketing professionals and other volunteers who will continue to communicate Peace Valley's mission, using a variety of communication modalities. Media coverage and marketing will utilize as many free or low-cost options as possible, and will ensure universal access. The various budgets reflect the line-item expenditure to fund the various marketing efforts. Various people and companies have already donated free printing and graphic art services. An article has recently been published by Meridian Press (http://www.mymeridianpress.com/news/peace-valley-founders-propose-to-open-treasure-valley-s-first/article_74c1d580-6424-5877-99e6-b1a851194a9f.html)

Peace Valley will continue to collect data from the public at informational events, and will monitor public comments on Facebook to inform decision making throughout the pre-opening timeline (Appendix K). Marketing to local preschools that align with Peace Valley's mission and vision has begun and will continue. Events already completed: March- Simplicity Parenting Presentation open to the public; April-

Open House and Kite Making; May Fair family festival held in a local park and monthly participation in the Farmer's Markets June-September.

Prospective students are given the opportunity to enroll regardless of race, color, nationality or ethnicity, religion, gender, social or economic status, or special needs. The advertising process for PVCS includes all current requirements as stated in Idaho Code § 33-5205. PVCS takes into consideration language demographics of the attendance area and disseminates information accordingly. Peace Valley may recruit students for enrollment by, but not limited to, the following:

- Utilizing PVCS's marketing committee-for advertising to all demographics of families
- utilizing the school website, as well as social networking tools
- posting advertising materials in prominent locations within the District
- utilizing the media through press releases and articles, word-of-mouth referrals
- developing a multimedia advertisement campaign

Post-Authorization Media outreach examples include:

- Strategies for Reaching At-Risk Youth and Underserved Families
 - Information booth at community events
 - Information at neighborhood retail spaces
 - Neighborhood Canvas
- Community calendars on television, internet, websites and radio including Spanish-language stations
- Ads/articles in local newspapers or other print publications
- Follow up with Boys and Girls Club for potential families
- Connect with local YMCA programs nearest the location
- Continue collaboration with Agency for New Americans
- Open houses, parent education events, and festivals
- Information tables at local events/festivals.
- School website (peacevalleycharter.org) as well as Facebook (www.facebook.com/boisewaldorf)
- Public presentations: Chambers of Commerce, Rotary, news/radio, etc
- Development and publication of news releases

Peace Valley is fortunate to have several founding and Board members and volunteers who are fluent Spanish speakers, so it is well prepared to share its vision in Spanish. To ensure all prospective students and families are reached with the marketing plan, including at-risk and non-English speaking students as well as underserved students (Idaho Code § 33-5205) the marketing committee will specifically target outreach to these groups as follows:

- 1) Form partnerships with groups who can help us to effectively deliver our message to the non-English speaking community including: the Idaho Office on Refugees, Idaho Commission on Hispanic Affairs, the Idaho Hispanic Chamber of Commerce, Agency for New Americans and other groups. (Beginning in Summer 2017)
- 2) Provide press releases in Spanish to (local Spanish language publications) and public service announcements to Spanish language radio stations. (Ongoing pre-post opening)

- 3) Post enrollment information and forms posted in Spanish on the PVCS website. (Fall 2017)
- 4) Post advertising print and electronic materials in English and Spanish in prominent locations (i.e. the libraries, churches, hospital, clinics, preschools) (Fall 2017)
- 5) Provide materials in Spanish at all public events, whenever English materials will be distributed. (Fall 2017)
- 6) Advertising materials will state Peace Valley's non-discrimination policy (Summer 2017)
- 7) New website design will also include a Spanish version. (Summer 2017)

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Marketing Committee Timeline

	Sept. 2017	Oct. 2017	Nov. 2017	Dec. 2017	Jan. 2018	Feb. 2018	March 2018	April 2018	May 2018
Lottery Applications									
application period begins				X					
application period ends					X				
winners announced					X				
Emailers									
notification after hearing		X							
monthly update of progress			X	X	X	X	X	X	X
Farm to Table Dinner									
invitation out	X								
guest list finalized		X							
event		X							
Silent Auction									
online auction set up	X								
publicity push for auction		X							
auction items in and grouped		X							
auction start		X							
auction finish		X							
Direct ask									
direct ask structure finalized				X					
direct ask information sent out					X				
direct ask follow ups						X			
Idaho Gives									
get PVCS set up - webinar					X		X		
set Committee					X				
event									X
Public Notification of Lottery									
have plan set (including meetings, publicity to several population groups)		X							
plan implemented			X						
Mayfaire									
set committee					X				
event									X
Farmer's Market									

	Sept. 2017	Oct. 2017	Nov. 2017	Dec. 2017	Jan. 2018	Feb. 2018	March 2018	April 2018	May 2018
booth		X							
booth		X							
Grants									
completed list			X						
Recognition									
strategy for tiers completed			X						
Passive Fund Raising Support									
local business for donations list completed						X			

Management Plan

Peace Valley is formally organized as a non-profit corporation pursuant to the Idaho Nonprofit Corporation Act, Idaho Code 30-3-1 et seq., and will be operated in accordance with the requirements of that act. Peace Valley is organized to operate a public charter school in Idaho and will be operated in accordance with the Idaho Public Charter Schools Act and other laws applicable to the operation of Idaho public entities.

The Governing Board is the entity that is legally obligated to oversee the organization's activities. The Governing Board members are responsible for ensuring: the success of Peace Valley's academic program, that the school's programs and operations are faithful to its charter's terms, and that the school is a viable organization. (See Appendix E for Board resumes) Its primary functions involve:

- ensuring that the activities of the school align with its mission and vision
- creating a strategic plan for the school
- ensuring compliance with all relevant state and federal regulations
- enacting and exercising oversight over the budget to ensure the responsible management of public funds
- overseeing fundraising and marketing activities of the school
- being responsible public servants who represent the school and community well
- creating policies to guide the practices and procedures followed at the school

The Board of Directors is responsible for financial and legal requirements of Peace Valley including the annual budget, expenditures, and legal compliance with local, state, and federal regulations. The President shall sign employment contracts and ensure compliance with state and federal regulatory agencies. The Board of Directors will have the responsibility to approve the selection of the school Executive Director. The Board also will be responsible for hearing, and approving or disapproving, the recommendations of the school Administrator with respect to changes in staffing, program, discipline or curriculum. The Board will, when necessary, adjudicate disagreements between parents and the administration.

Upon approval of a charter, the Board will develop a policy manual which shall include policies for: Instruction, Students, Community Relations, Personnel, Administration, Financial Management, Non-instructional Operations, School Facilities, and Philosophy. Board Policy will be made available to the public either as a hard or electronic copy - or both. The Board of Directors will serve as the liaison between Peace Valley and the Authorized Chartering Entity.

Administrative Roles and Responsibilities

Contractual services

Financial services will be contracted out to licensed and bonded entities. As contractual services are considered, additional funding sources will be utilized to include state allocations per pupil, federal start-up grants, private grants, business partnerships and donations.

Executive Director

Peace Valley intends to hire an Executive director as a half-time position year one to develop to full-time. The Executive Director will work with the Governing Board to assist in implementation and oversight of its mission and vision. It will also support the Family Council and the school's Development functions to advance the school's financial and facility goals and adhere to its mission and vision.

The Executive Director will also represent Peace Valley within the community. The Executive Director will begin work on a contract basis after authorization to help implement Peace Valley's startup, as detailed in the timeline. To the extent administrative services exceed the capabilities and capacities of the Executive Director, the Board of Directors reserves the right to retain contracted professional services on an as needed basis.

The Executive Director will be authorized, subject to budgetary limitations, to hire and supervise other staff such as an office manager, receptionist, clerk. The Executive Director will also be authorized to contract for required services including, but not limited to, transportation, special education, faculty professional development, faculty training, equipment, supplies, and other budgeted expenses, subject to the limitation that all expenditures exceeding \$14,000.00 shall be subject to the approval of the Board of Directors.

The Administrator

As the day-to-day leader of the school, the Administrator must embody the school's vision, mission, and goals and translate them into effective policies and procedures. The Administrator is responsible for instruction and curriculum, personnel decisions and hiring, and legal compliance. The Administrator shall chair a hiring committee responsible for the hiring of all certified professionals and shall have supervisory responsibility for all such professional employed by Peace Valley.

Peace Valley's Administrator will have both the autonomy and accountability necessary to determine Peace Valley's day-to-day operations subject to the policies, plans, and programs established by the Board of Directors. The President will maintain oversight authority over the operations, but will not interfere unnecessarily in the Administrator's day-to-day management. Specifically, the Administrator will:

- Work with the Executive Director to ensure that PVCS activities are aligned with the mission and goals set forth by the Governing Board.

- Oversee the development and implementation of curriculum and assessment
- Supervise and evaluate PVCS teaching staff
- Meet regularly with Faculty with weekly in-class visits
- Oversee student enrollment process and development of class schedules
- Periodically teach students
- Work with the Pedagogical Team to oversee teacher training and evaluation
- Coordinate, maintain and report student assessment data
- Ensure compliance with all relevant State and Federal Regulations
- Coordinate fire and other drills and implementation of emergency procedures
- Oversee all school-sanctioned fund-raising activities

Although the search for an Administrator will begin upon authorization. It is anticipated that anyone hired will be on contract at another school through 2017-2018 school year. Therefore, the Governing Board, Executive Director and Committees will take on the pre-opening work. An Open House will be planned before school starts to allow families to meet the Administrator and begin building this important relationship. The Administrator will also be invited to Professional Development training in the summer and other opportunities to know the Board, staff and families.

School Financial Plan

The Governing Board will be responsible for Peace Valley's financial management. The Board of Directors' role in financial management will include, but not be limited to, the following:

- Establishment of operating and capital budgets
- Long-term financial planning and preparations
- Monthly review of budget-to-actual financial performance, providing for adequate oversight of financial performance and the opportunity to adjust expenditures as necessary to ensure operation within budget
- Monthly review of cash flow projections
- Establishment of internal financial policies consistent with the requirements of state law and Generally Accepted Accounting Principles to provide for adequate financial controls
- Approval of all expenditures in excess of \$14,000.00 coupled with a monthly review of Peace Valley's general register to verify compliance with expenditure-related policies established by the Governing Board.
- Engagement on an as-needed basis, as determined by the Board of Directors, of accounting and/or bookkeeping professionals to meet Peace Valley's needs in monitoring financial performance and ensuring financial viability and success.

The Start-up budget and assumptions are found in Appendix G

Three year operating budget forecast is in Appendix H

The Breakeven budget is in Appendix H

A copy of the estimated first year month-by-month cash flow is contained in Appendix I.

Budget

The budget will be prepared in compliance with Idaho Code Section 33-801 and rules of the State Board of Education, will be presented at a public hearing in June of the year the school will open, and

will be delivered to the State Department of Education as required on or before July 15 prior to the start of the school year. Copies of the budget will be provided to the public on the school Website. The budget will be prepared, approved and filed using the required Idaho Financial Accounting Reporting Management System (IFARMS) format.

Start-Up and Long-Term Budget: An initial budget with forms, three-year operating budget, and first year month-by-month cash flow form are attached. See Appendices G, H and I.

Income Sources

Funding sources will include state allocation per pupil, federal start-up grants, private grants, business partnerships and donations. The fundraising committee, along with a grant writer, has already identified several potential sources of additional funding and will prepare proposals pending the school's approval by the authorizing chartering entity. However, the general budget is prepared assuming no soft money, and based on State funding.

Expenditures: Purchasing Process

The Executive Director will determine procedures for procuring goods and services with approval from the Governing Board of Directors.

Payroll Processing

Peace Valley will outsource its payroll processing to Red Apple the initial year, as determined by the Administration and with approval from the Governing Board of Directors. However, if it is more cost-effective and can be capably handled internally, payroll shall be handled by the Administrative support personnel as retained by the Administrator pursuant to the authority set forth above. PVCS will review the best payroll method on a yearly basis.

Financial Management

Accounting records will be kept in accordance with GASB principles. Peace Valley will follow the requirements set forth by the Idaho State Department of Education, including formats for account numbering. The Board of Directors will be responsible for financial management.

Revenues

Estimates of funding sources will include state allocation as based on the Support Unit Calculation for Charter Schools. Peace Valley will notify the Idaho Department of Education's School Achievement and School Improvement, in writing, of its intention to apply for Federal Title I funds if it appears there are sufficient students to qualify. The school will develop and implement an approved Consolidated Plan that details the programs. This plan will include, but not be limited to, a Parent Involvement Policy, Parent Compacts, participation in the state assessment and accountability system, highly qualified staff, and a scientific research-based program of support for academically at-risk students. Federal funds for Title I, Title IV-B, and the child nutrition program (if sought) will be calculated through the prescribed formulae. Peace Valley will follow this or a similar process for revenues:

1. Revenues will be received by the accountant/business manager, who will record the transaction in the proper account and will provide a receipt for the revenue.
2. The Executive Director and Governing Board of Directors will also review the record of revenues and will approve the transactions.

The preparation for and the review of the annual financial audit will provide an additional financial safeguard. Purchasing procedures will be in compliance with State Law, Idaho Code 33-601. The board will develop and implement policies and procedures before February 1 of the opening year. Purchases of goods or services by Peace Valley will follow state guidelines provided by the Idaho Department of Administration, Division of Purchasing. Peace Valley will adhere to the policies as explained in Idaho Department of Administration's Purchasing Guides or other state purchasing guidelines that the department may publish in the future to supplant these guidelines. The Business Manager will prepare monthly financial reports for the Board that will include the dispersal of funds for the purchases. The yearly financial audit will also review the purchase as an additional safeguard.

Reports and Audits

Peace Valley will conduct an independent financial audit annually. A yearly independent audit will be performed as required by Idaho statute regarding audit reporting. The Business Manager will provide a monthly cash-flow report and balance sheet to the Board of Directors that details revenues and expenditures for the previous month. The budget will be in the Idaho Financial Accounting Reporting Management System (IFARMS) format.

Fundraising

The marketing and Development Committee, led by Board Member Jo Burgoon, has created a multi-tiered fundraising plan that begins in August 2017 and will continue during the pre-opening year and beyond. It includes a private donor campaign, grant writing, special events and family festivals. Founders and supporting families have already helped compile a list of potential donors, both private individuals and businesses. (See Appendix N for details on pre-opening details)

When charter authorization and 501c3 status (expected 11/2017) are completed, the Committee will begin meeting with the list of business owners and private individuals to further PVCS's financial goals. The Governing Board and the Executive Director, with the support of the Family Council, will be responsible for fundraising efforts, if implemented, to generate capital or to supplement per-pupil allocations. The Peace Valley fundraising strategy combined with state student funding revenue will create financial sustainability for the Charter School. Peace Valley's proposed budgets are based on state provided income. However, Peace Valley's educational model supports Early Childhood education (Preschool ages 3-5), afterschool enrichment programs and yearly family festivals. All of these have their own educational goals and objectives and will be run completely separately from Peace Valley Charter School's finances and staff. These programs will donate a portion of their revenues to Peace Valley on a yearly basis. Separate from these sources of income, fund development is an ongoing process and will become part of the Strategic Plan and should be reviewed and updated on a regular basis by the Governing Board's Development Committee. Peace Valley's fundraising plan will identify who is responsible for fundraising, how fundraising benefits the school and community, what resources are available, and how to develop a fundraising plan. Fundraising is a shared responsibility. The school's viability does not rely on fundraising and all budgets are predicated on projected SDE funding.

The school's fundraising philosophy will be through direct ask campaign at the start of the school year to fund areas non-critical to the school's functioning and viability. The Family Council may conduct fundraising events throughout the year. The Executive Director, and if applicable Development Director,

in conjunction with the Board will apply for identified grants and oversees an annual fundraising campaign to provide resources for expenses not allowed for by state funding, i.e. facilities purchase. The Board will assume responsibility for developing a Fundraising plan, and revisit and update it annually. Peace Valley's fundraising strategy combined with student funding revenue will create financial sustainability for the school. Peace Valley's fundraising objectives may include major gifts, annual fund campaign, special events, foundation grants, partnership fundraising options, and other activities as needed.

Special Events

Festivals are an integral part of Peace Valley's educational philosophy. First and foremost, they are community wide events centered on a season that coincide with the students' educational experience. Students prepare for these festivals throughout the year through dance, crafts, singing etc, although there are many smaller festivals throughout the year that are school focused. Mayfaire and WinterFaire are schoolwide, communitywide celebrations that will be celebrated every year. They involve food, games, music, dancing, crafts and a silent auction. These events are a chance to connect to the wider community and share a common experience. Because of their size and nature, they are naturally a source of funds.

Special Events, in addition to raising money for the school, has the potential to be used to provide good publicity and public relations. Peace Valley intends to hold two annual Special Events, Winter Faire in December and May Faire in May.

Transportation Plan

Peace Valley will offer transportation services for students from the initial opening of the school for students in the primary attendance area in accordance with Idaho code 33-1501-1514. This is to ensure that lack of transportation will not negatively affect potential students for whom transportation may be a barrier to attendance. These services will be contracted out through a contractor. At the appropriate time, Peace Valley will follow transportation bidding process as per Idaho Code. First Student has provided an initial quote for services at \$35 per hour based on approximately 5 hours per day, 5 days a week for 38 weeks proposed service for 1 bus..See Appendix F.

To be eligible for transportation services, students must reside within Peace Valley's primary attendance area and they must live more than one and one-half miles from the facility. In accordance with Idaho Code, students who live less than one and one-half miles from the nearest established bus stop must provide their own transportation to the bus stop. That distance shall be determined by the nearest and best route from the junction of the driveway of the student's home and nearest public road to the nearest door of the building or the bus stop, as the case may be. Peace Valley may transport any student a lesser distance when in its judgment, the age, health, or safety of the student warrants it. A daycare center, family daycare home, or a group daycare facility, as defined in section 39- 1102 of Idaho Code, may substitute for the student's residence for student transportation to and from school. Peace Valley will not transport students between childcare facilities and home, in accordance to 33-1501 of Idaho Code.

The Governing Board may approve additional transportation services, under its discretion, if fiscally viable under school budget. Transportation planning will be reconsidered yearly as dictated by student enrollment, the need and/or demand for transportation services, and financing.

Transportation for students with special needs will be provided in accordance with requirements of state and federal law. The service may be contracted following the transportation bidding process as per Idaho Code. Transportation for field trips, excursions, and extracurricular activities will be provided by the school through contracted services.

Student Travel for Extracurricular Activities, Field Trips, Etc. Unless other travel arrangements are authorized, students will board the bus at the school, which is designated as the point of origin for the trip, and will return to the point of origin in the bus. There will be no stops along the designated route to pick up or discharge students. The only variation allowed in this regulation is the release of students to parents in a face-to-face situation at the close of the activity before buses begin the return trip. Such release will require a signed, dated note from the parent.

School Lunch Program

Peace Valley will contract with an outside vendor to provide nutrition services, in accordance with federal requirements, during the first year of operation. The Board of Directors will thereafter survey families annually and discuss whether a school-sponsored lunch program would be feasible with consideration to facilities, needs, interests, and finances. The Board will approve policies for determining eligibility of students for free and reduced-price meals. Verification reporting and record-keeping will be filed with the Idaho State Department of Education in accordance with state and federal law. Peace Valley will collect free and reduced data annually by individual FRL forms and through Direct Certification if participating in the National Lunch Program. Peace Valley will attend mandatory State nutritional training meetings and ensure that Peace Valley follows all required laws and procedures.

Peace Valley is committed to modeling the values taught in its farm and garden sustainability arts curriculum. Its goal is to have students learn to plant, grow, harvest and prepare organically grown food using biodynamic practices. Ultimately, Peace Valley would like to provide healthy, organic lunches from these efforts once the infrastructure and the means to properly provide farm to table lunches is in place and be able to offer free and reduced lunch to students.

Tab 9 – Virtual Charter Schools

Not Applicable

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Tab 10 – Business Arrangements, Community Involvement, School Closure

Business Arrangements

1. Peace Valley is a member of the *Alliance for Public Waldorf Education*. This membership provides access to professional development, networking, consulting, legal assistance and CCSS aligned curriculum and lesson plans. See Appendix F for Alliance Member Schools 2017.
2. Michael Wright of *Giza Development* based in Bountiful, UT is an experienced Charter School developer will potentially purchase property and finance the site development of portables and then for a new facility and lease it back to PVCS with the intention to buyout the lease in five years or less. There are also details for loaning funds for the pre-opening year. See details in Appendix F.
3. Lease agreement is being discussed with cousins Andy and Chuck Mehl who are the legal representatives of the *Simunich* homestead located on 2521 W. Victory road in Boise
4. *Yorgason Law* has agreed to provide legal services. See letter in Appendix F
5. Conversations have been started with both the *MK Nature Center* and the *Foothills Learning Center* to collaborate on nature-based education. No formal agreements have been reached.
6. Agreement with Red Apple Financial for Back-Office, Business Manager services.
7. Quote for transportation services has been procured with *First Student*. Appendix F.

Termination of the Charter

Peace Valley will follow all closure and termination procedures as outlined in the Idaho Public Charter School Commission's Closure Protocol. In case of termination, the Chair of the Board of Directors will be responsible for the dissolution of the school and will cooperate with the Idaho Public Charter School Commission. The Board will follow all state and federal laws regarding the dissolution of a non-profit corporation and arrange for the liquidation of assets and dispersing of funds to creditors. When the Board determines that the school will be terminated, the Chair will execute the termination.

The Chair will arrange for the sale of the assets and will use the proceeds to pay creditors. Within a month after the determination to dissolve the school, the Chair will contact the parents of past and present students informing them of the process to obtain student school records and/or to which school the records should be forwarded. The school will send written notification to parents of students at their last known address and will email the parents at their last known email. The notification will explain how to request a transfer of student records to a specific school, where to obtain records before dissolution, and where and how long the records will be stored after dissolution. The school will send the records to the school requested by the parents. Parents can either email or send written instructions. Within two months after the final school year, the Chair will direct the remaining student records to parents for whom the school has mailing addresses. Any remaining student records will be stored in a secure location for the legal limit. The school will maintain a Facebook page, Instagram account, and Twitter account stating whom to contact for student records.

The Chair will direct all personnel records to all former employees of the school. All former employees shall receive their personnel records within one month after the final school year. Employee records will be stored in a secure location for the legal limit. The Chair will arrange for the sale of the assets for distribution of all assets and/or proceeds therefrom pursuant to the requirements of Idaho Code 33-5212(2). Once appropriate assets have been used to pay creditors, the school will redistribute the remaining assets to the Public School Income Fund, in accordance with the requirements of Idaho Code 33-5212(2). Any assets bought with federal funds will be returned to the Idaho Public Charter School Commission and will not be used to pay creditors. All remaining funds will be turned over to the Public School Income Fund in accordance with the requirements of Idaho Code 33-5212(2). Peace

Valley will fund and complete a final fiscal audit. The audit will be submitted to the Idaho Public Charter School Commission and the Idaho State Department of Education.

Additional Information

Additional information can be found in the Appendices:

Articles of Incorporation and Bylaws
Elector Signatures
Attendance Map
Board Resumes
Contracts and Leases
Pre-Opening and Three Year Budgets
Monthly Cash Flow
Facilities Details
Pre-Opening Timeline
Professional Development Plan
Curriculum Alignment
Outreach Activities
Student Handbook Draft
Reference List of Petition Citations
Parent Survey Data

Tab 11 – Regional Professional Technical Schools

Not Applicable

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Appendix D: IPCSC Closure Protocol

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Closure Protocol

Idaho Public Charter School Commission

514 West Jefferson Street, Ste. 303

Boise, Idaho 83702

208-332-1561

pcsc@osbe.idaho.gov

Alan Reed, Chairman

Jenn Thompson, Director

Purpose

This document provides guidance on the public charter school closure process.

Authority

Title 33, Chapter 52 of Idaho Code, known as the Charter School Act provides for public charter school operations based on a contractual agreement between a charter school board of directors and a state authorized chartering entity, such as the Idaho Public Charter School Commission (IPCSC).

Operating contracts, known as Performance Certificates are granted by state authorized chartering entities to the governing board of a non-profit corporation that serves as the charter holder. Performance certificates are limited to five-year terms.

Closure protocol is enacted when:

- an authorized chartering entity chooses to non-renew a school's charter pursuant to I.C. § 33-5209B;
- an authorized chartering entity chooses to exercise its right to revoke a charter pursuant to I.C. § 33-5209C; or
- a charter holder chooses to relinquish its charter by approval of a resolution.

Each authorized chartering entity is required to maintain a closure protocol and is tasked with oversight of the closure process.

If closure is due to an IPCSC nonrenewal or revocation decision, written notice will be issued to the school within 14 days of the decision and this closure protocol must begin within 5 days.

Roles

Authorizer: the authorized chartering entity is responsible to maintain closure protocol and to oversee the closure process.

Charter Holder: the charter holder is responsible to ensure that all closure tasks are complete and all deadlines are met. The school is responsible for any and all costs associated with closure.

Note

Please note that every closure situation is different. This guidance document may need to be expanded or adjusted to accommodate the specifics of a particular closure.

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I. Closure Protocol Team

A. Initial Meeting

within 5 business days of the date on which written notice of closure is issued, a meeting of the closure protocol team will be held.

B. Team Members

The Closure Protocol Team shall meet at least once a month between the date of the decision to non-renew, revoke, or relinquish the charter and the final dissolution of the board. Meetings shall be organized and chaired by the “team lead”. The team lead is also responsible for compiling meeting minutes and all documentation for the final closure report.

Required members of this team shall include:

1. The school’s Board Chair;
2. The school’s Lead Administrator;
3. The school’s Business Manager;
4. The IPCSC Director
5. A Team Lead (appointed by the IPCSC Director); and
6. The State Department of Education’s School Choice Coordinator.
7. Additional members may be added to the closure protocol team by mutual agreement of the required members.

C. Subcommittees

1. Subcommittees shall be established for the purpose of managing closure tasks in the following areas:
 - i. Communication – student, teacher, family
 - ii. Financial – vendors and assets
 - iii. Business – employer and corporation
 - iv. Records – student and employee records

D. Meeting Agenda

The meeting agenda for the initial meeting of the closure protocol team shall include the following:

1. Review of the closure protocol guidance document;
2. Review of the final closure report template;
3. Review the roles and responsibilities of each party and subcommittee throughout the process;
4. Assign liaisons from both the school and the IPCSC to the Closure Protocol Team and any subcommittees;
5. Establish due dates for all tasks listed in Section I.E of these procedures; and
6. Review notification letter drafted by IPCSC Staff.

E. Important Dates

Due dates to be established at the initial meeting of the Closure Protocol Team shall include the following:

1. The date of the school's last allowable draw on public funds;
2. The date on which the school shall cease to provide services to students;
3. The date by which records to be retained beyond the closure date are to be transferred the authorizer;
4. The date by which all assets purchased with federal dollars must be transferred to the authorizer for redistribution to other charter schools;
5. the date on which all employee contracts are to be ended and all communication on behalf of the school must cease;
6. The date on which benefits will end;
7. The date by which the final audit must be completed;
8. The date by which all financial activity must be ended, including cutting the final checks and closing all bank accounts;

9. The date by which all W2s will be issued for the school's final operating year; and
10. The date by which the non-profit corporation must be dissolved.

Communication

A. Initial Stakeholder Notification

1. Within 7 business days of the date written notice of closure is issued, the school is responsible to issue a letter (drafted by the IPCSC) notifying stakeholders of closure. This letter shall minimally include:
 - a. Where and when the final order will be posted online for transparency of the reasons for closure;
 - b. The last date of student services;
 - c. Transfer procedures;
 - d. Explanation of the appeal process and when a decision regarding an appeal would be published; and
 - e. Contact information for the school's administrator and the IPCSC.
2. The school may choose to include a supplemental letter drafted by the school's board, and if so, such draft must be provided to the IPCSC prior to distribution to stakeholders.
3. The school is responsible to distribute the IPCSC's letter (and the school board issued supplemental letter, if applicable) to the following recipients:
 - a. All Parents of current students and all parents currently on a waitlist;
 - b. All Teachers, Staff, and Volunteers;
 - c. All Vendors with whom the school has an active contract or has engaged with in the past 12 months;
 - d. All Lease and Loan/bond holders; and
 - e. Any Educational Services Providers with whom the school contracts.
4. The authorizer is responsible to issue a letter informing stakeholders of the closure situation to the following recipients:

- a. All potentially impacted school districts and charter schools;
 - b. The State Department of Education;
 - c. The State Board of Education;
 - d. The Office of the Governor;
 - e. The Public Employment Retirement Service of Idaho;
 - f. The chairpersons of the House and Senate Education committees; and
 - g. The Senators and Representatives serving the state legislature on behalf of the district in which the school maintains student occupied facilities or business offices.
5. Within 7 days of the date written notice of closure is issued, the IPCSC's letter informing stakeholders of the closure situation shall be posted in a prominent location on the school's website and the IPCSC's website.

B. Staff Meeting

1. Within 7 days of the date written notice of closure is issued, the school's administrator, board chair, and business manager shall hold a meeting with all staff to discuss the following:
 - a. Media contact protocol
The Director of the IPCSC is the authorized media contact for the IPCSC. The school is encouraged to establish a single point of contact to manage public relations on behalf of the school.
 - b. Maintenance of normalcy (to the best possible level) for students through the last day of student services
All instructional and student services are required to be provided in full through the last day the school is allowed to provide such services. The student experience should remain as normal as possible through this process. It is recommended that the school provide guidance for teachers and staff early-on to ensure common language and tone is used when discussing this situation with students and families.
 - c. End of Employment Impact
This date is established by the Closure Protocol Team. When determining the end of contract dates, please consider the impact of this date on health

insurance and PERSI. When at all possible, August 31st is recommended as this will allow teachers who re-employ at another school the best opportunity for uninterrupted health insurance coverage. However, this decision must be balanced with the urgency of the closure and the school's obligation to spend as little as necessary during the closure period.

2. The meeting agenda for this staff meeting should include the following:

- a. Notification of closure timeline and timeline of parallel appeal if the school has chosen to or is considering appealing the closure decision.
- b. Review of media protocol and how to discuss the issue with parents and students.
- c. Date of last paychecks and whether/who will remain on staff after end of student services and end of contract dates.
- d. Timeline for more information regarding sick leave, vacation time, and health insurance; Cobra may not be available when the charter school providing the original health insurance ceases to exist.
- e. Timeline for more information regarding any impacts to PERSI; Employees whose last place of work prior to retirement was the school being closed may lose the ability to transfer accrued sick leave into funds used for medical coverage.
- f. Timeline for winding-down and transition of duties, including, but not limited to facility access and security, access to email and software, hardware returns, and asset management of furniture, fixtures, equipment, and curriculum.
- g. Social emotional services for staff and students if the school has chosen to make such available; We acknowledge that closure can be traumatic for staff and students. Schools are encouraged to consider making additional counseling services available.
- h. Assistance with employment transition for staff (such as access to hiring fairs or letters of recommendation) if the school has chosen to make such available.

C. Ongoing Communication

1. Additional communication with stakeholders will be necessary throughout the closure process.
2. The Communication subcommittee is responsible for ensuring that any necessary communication is timely and accurate.

F. Financial Dissolution

A. Expenses

1. Within 15 business days of the date on which written notification of closure was issued a meeting shall be held between the school's business manager, the IPCSC's Finance Manager, and the Team Lead.
2. Additional attendees (such as the school's auditor) may be invited to the meeting by mutual agreement of both required attendees. Any related costs are the responsibility of the school.
3. No later than the start of the scheduled meeting, the school's business manager shall make the following available to the IPCSC:
 - a. A list of every vendor the school has paid in the last 12 months;
 - b. A copy of all arrangements with vendors including: contracts, service agreements, grants, and/or MOUs with all services providers that are currently active or that have been active in the past 12 months;
 - c. A copy of all lease agreements and all long-term loans;
 - d. A list of all insurance policies held by the school (including liability, directors and officers, worker's comp, etc.), including company, policy number, and coverage specifics; and
 - e. All bank statements for the previous 12 months.
4. The meeting agenda for this meeting shall include the following:
 - a. A review of statute, rule, policy, and regulations related to closure as presented by the Closure Team Lead.
This part of the discussion should consider requirements of the IRS, the Department

of Labor, the Government Accounting Standards Board, as well as the Idaho Charter School Act and rules and policy established by the State Board of Education and the State Department of Education.

- b. A review of projected cash flow through end of operations as presented by the school's Business Manager.

There will be time to revise this initial projection as closure progresses, and the numbers are expected to shift throughout the process, but this exercise establishes a starting place. Please consider the last allowable draw of funds, payroll through end of contracts, and note that there may be additional closing costs, such as a PERSI buy out, storage costs, or penalties on early lease termination.

- c. Development of a plan for immediately reducing spending to necessities only, which may require board action to suspend or change policies to allow for changes in who has spending authority and at what amounts.
- d. Prioritization of payment of anticipated expenditures, pursuant to Idaho Code.
- e. Documentation of a list of items requiring follow-up and who is responsible for the workload or costs.
- f. Establishment of approximate deadlines for when each account is to be closed.

- 5. Following the initial meeting, the school's Business Manager shall be responsible to provide the following documentation:

- a. Verification that the school's account has been paid in full with each vendor as accounts are closed;
- b. Verification that the school has met with PERSI and has established a final transmission date;
- c. Documentation that any outstanding PERSI fees are paid;
- d. Verification that the school has met with the board approved auditor and has established a final audit timeline. Note that the timing of this audit may be later than usual; and
- e. Verification of end dates for leases and liability coverage (including property and directors/officers).

B. Accounting of Assets

- i. The IPCSC shall provide to the school a written guidance document with regard to the sale and dissolution of assets.
- ii. The school shall be responsible to provide the IPCSC and the SDE with a full inventory of all physical assets owned by the corporation within 30 days of the date on which the notice of closure was issued.
- iii. The inventory shall include:
 - a. A description of the item;
 - b. The fund with which each item was purchased; and
 - c. An estimate of the current value of the item.
- D. The Team Lead, the IPCSC's Finance Manager, a representative from the SDE, and the school's Business Manager shall meet to review this inventory within 15 days of receipt of the inventory, and may verify accuracy via thorough on-site review.

C. Dissolution of Assets

1. All viable special education testing materials shall be distributed to the SDE for redistribution to charter schools based on the agency's determination of need.
2. Property owned by the ESP will be claimed by the ESP. The lease by which this equipment was provided to the school must include an itemized inventory and shall be provided to the IPCSC.
3. Any items purchased with federal funds (excluding special education testing materials) shall be returned to the IPCSC for redistribution to other charter schools. The IPCSC shall retain record of what was received and to whom it was redistributed.
4. The school is responsible to arrange for delivery of assets in an organized and well-labeled manner.
5. All assets purchased with state funds shall be liquidated to the greatest degree possible. Please see the IPCSC's guidance on the sale and dissolution of assets for procedural expectations.
6. When all assets have been redistributed and liquidated, and all creditors have been paid, any remaining funds shall be returned to the Public School Income Fund via the State Department of Education.

D. Reporting

1. The school shall ensure that an audit completed by an independent auditor is conducted, the audit report is approved by the school's board, and submitted to both the State Department of Education and the authorizer.
2. The school shall ensure that all documentation required to dissolve the school as a business is filed with the IRS, including dissolution of the 501c3.
3. After the sale of assets, and the all checks are cut, any remaining funds shall be returned to the State Department of Education for distribution to operational schools.
4. File final tax reports.
5. Issue W2s for previous tax year.

IV – Records Management

i. Records Retention Procedures

1. The school's Lead Administrator is responsible to ensure the proper retention and destruction of records in accordance with the State of Idaho's records retention schedule.
2. The public charter school shall make every effort to transfer all active student records (including the cumulative file and the special education file) to the student's next school of choice prior to the date on which records are scheduled to transfer to the authorizer.
3. The public charter school shall ensure that every student file (active or inactive) includes an official transcript (signed, embossed, etc.) or final report card and a record of where and when the student's records were transferred out of the public charter school's care. This information shall be compiled in a single spreadsheet.
4. The public charter school shall ensure that all records to be transferred to the authorizer (cumulative and special education) are scanned into an electronic format. Costs incurred are the responsibility of the school.

5. The public charter school shall ensure that all records are transferred to the authorizer via a secure file transfer protocol.
6. No employee or former employee of the school shall retain copies or have access to student, employee, or financial records after the employee's end of contract date.

ii. Records to be Retained

1. Student Records:

- a. Student cumulative files shall be retained for five years beyond the student's exit date.
- b. Student special education files shall be retained for five years beyond the student's exit date.
- c. Official transcripts or final report cards for all students who attended the school shall be retained permanently and shall include the name and address of the student, the name of the student's parent(s)/guardian(s), the student's date of birth, the courses attempted by the student and grades earned by the student.
- d. Record of student records transfer shall be retained permanently;

2. Personnel Records:

- a. Personnel files shall be retained for five years beyond the employee's termination date.
- b. Personnel files shall include the name, address, and contact information of the employee; employment agreements or contracts signed by the employee, verification of certification (if applicable), and all employee evaluations. No other documentation shall be retained.

3. Financial Records:

- a. Monthly expenditure reports for the five years preceding the school's closure date shall be retained. Records shall be destroyed after five years.
- b. Monthly deposit records for the five years preceding the school's closure date. Records shall be destroyed after five years.
- c. All bids received and contracts awarded in the five years preceding the school's closure date. Records shall be destroyed after five years.

- d. Medicaid reimbursement records for seven years prior to the school's closure date. Records shall be destroyed after seven years.
- e. Bank statements for all accounts for five years preceding the school's closure date. Records shall be destroyed after five years.
- f. Tax documents shall be retained for the seven years prior to the school's closure date. These documents include but are not limited to IRS forms 941 and 1099. Records shall be destroyed after seven years.
- g. Annual financial audit reports and annual board approved budgets shall be retained permanently for all operational years. These documents are submitted to the IPCSC annually, and may not need to be re-submitted.

4. Governance Records:

- a. All meeting agendas shall be retained permanently.
- b. All meeting minutes shall be retained permanently.
- c. A complete copy of the most recent set of board policy shall be retained permanently.
- d. A copy of the board bylaws and articles of incorporation shall be retained permanently.

5. School Culture Records

- a. The school's lead administrator shall be responsible to make arrangements for the permanent retention of all school newspapers, yearbooks, and student handbooks through the Idaho Historical Society. The school is responsible for all costs incurred.

6. Records Requests After Closure

- a. The IPCSC shall manage records requests for student transcripts and for personnel files after the school has closed.
- b. The school shall ensure that the school's URL redirects to the IPCSC's records request page for a minimum of 3 years after the school's closure, at the school's expense.

V. Governing Board

iii. Final dissolution

1. Final Board Meeting

- a. In accordance with OML notice a final meeting of the governing board and pursuant to I.C. § 30-30-1001, a vote to dissolve a nonprofit corporation shall be properly noticed and accompanied by the dissolution plan. In this case, the dissolution plan is the closure protocol, which should be near completion by the time this motion is made. This section of Idaho Code also requires that the agenda state that the purpose, or one of the purposes, of the meeting is to consider a resolution to dissolve of the non-profit corporation.
- b. I.C. § 33-5212 addresses the order in which payments shall be made, and state that any remaining assets after all creditors have been paid shall be distributed to the Public School Income Fund. This information should be incorporated into the dissolution motion as it is required to be noticed by the Non-Profit Corporation Act.
- c. A vote in favor of dissolution passes with a majority vote of the board directors.
- d. A copy of the resolution must be provided to the IPCSC with 24 hours of the vote.

2. Meeting Agenda

- a. Approval of the financial audit report (if not already complete).
- b. Approval of any final contracts to be paid (i.e. for the Business Manager to return at the end of the calendar year to prepare final tax documents and distribute to employees).
- c. Appointment of a designee to file dissolution of the school's 501c3 with the IRS and articles of dissolution with the Idaho Secretary of State.
- d. Appointment of a designee to complete any and all final activities that may be necessary.
- e. Signature of any final checks.

3. Articles of Dissolution

- a. Pursuant to I.C. § 30-30-1003, after the dissolution has been authorized, a designee (identified in the dissolution plan) shall files articles of dissolution with the Idaho

Secretary of State. These articles shall minimally include:

- i. The name of the corporation;
 - ii. The date dissolution was authorized;
 - iii. A statement that dissolution was approved by a sufficient vote of the board.
- b. A corporation is effectively dissolved as of the date of its articles of dissolution.
- c. The school shall provide a copy of the filed articles of dissolution to the IPCSC.
4. A dissolved corporation may continue its corporate existence but may not carry on any activities except those appropriate to wind up and liquidate its affairs.

B. Claims against a dissolved Corporation

- iv. After the date on which the articles of dissolution are filed, the corporation may dispose of the known claims against it by sending written notice, pursuant to I.C. § 30-30-1005. Written notice must include:
 - a. A description of the information that must be included in a claim;
 - b. A mailing address where a claim may be sent;
 - c. The deadline, by which the dissolved corporation must receive the claim; and
 - d. State that the claim will be barred if not received by the deadline, which may not be fewer than one hundred twenty (120) days from the effective date of the written notice.
- v. The corporation must address any unknown claims against it by publishing a notice Pursuant to I.C. 30-30-1006. The notice must:
 1. Be published one (1) time in a newspaper of general circulation in the county where the dissolved corporation's principal office is or was located, or, if none in this state, in Ada county;
 2. Describe the information that must be included in a claim and provide a mailing address where the claim may be sent; and
 3. State that a claim against the corporation will be barred unless a proceeding to enforce the claim is commenced within five (5) years after publication of the notice.

- vi. Claims will be enforced if the corporation's assets have be distributed in liquidation to any party other than a creditor. A claim may be made by a creditor against the recipient, not to exceed the amount received by the recipient.

C. Reporting

1. The school shall ensure that all state and federal reporting is complete prior to dissolution. Verification of completed reports shall be made by the IPCSC. Required reports include, but are not limited to the following:
 - a. ISEE final data upload including, but not limited to student, course, teachers, and financial data sets;
 - b. Federal programs final reporting;
 - c. Grant final reporting; and
 - d. The school shall ensure that dissolution of the charter holder's non-profit organization is filed with the secretary of state and shall provide the IPCSC with a copy of this filing;
2. The school shall ensure that the dissolution of the school's 501c3 is on file with the IRS and shall provide the IPCSC with a copy of this filing.

VI. Final Closure Report Outline

Throughout the closure protocol process, the Closure Team Lead will collect the required documentation and build a final report. The final report will be permanently retained by IPCSC and posted on the IPCSC's website.

i. Cover Sheet

1. A final closure report must include a cover sheet with the following information:
 - a. The legal name of the school;
 - b. The legal name of the charter holder;
 - c. The address(s) that the school occupied at time of closure;
 - d. Contact information for future questions;

- e. The following links and a statement that more information can be found at these locations,
 - i. [PCSC webpage for this school],
 - ii. [webpage for the meeting at which the charter was approved],
 - iii. [webpage for the meeting at which the charter was nonrenewed or revoked, if applicable], and
 - iv. [webpage for any related hearings]; and
- f. A description of where requests for student transcripts can be made after closure.
- g. A list of the complete closure protocol team.
- h. A list of the following key dates:
 - i. The date on which the charter was approved;
 - ii. The first and final dates on which the school was authorized to serve students;
 - iii. The date on which the school received its final distribution of state funding;
 - iv. The date on which teacher contracts ended; and
 - v. The date on which the charter holder's corporation was dissolved.

B. Required Attachments, Redacted

1. Final IPCSC Closure Order
2. Final appeal decision (if applicable)
3. IPCSC Notification of Stakeholders Letter
4. List of all vendors, including the name and address of the vendor, a description of the services provided/purchased, and the date on which the IPCSC verified account closure.
5. A list of insurance coverages, including company and the last date of coverage (including health, liability, etc.)
6. A list of all contracts, service agreements, grants, and MOUs to be retained by the IPCSC, including verification of date received.
7. A list of all lease agreements and all long-term debt held by the school at the beginning of the closure protocol, including the company and amount.
8. Documentation of the termination of any leases or loans.
9. Final bank statements indicating account closure.

10. Expense reports for the 12 months preceding dissolution.
11. A copy of the final check cut to the SDE, if applicable.
12. Inventory of assets, including the fund with which each item was purchased, the date of purchase, the estimated value.
13. For assets purchased with federal dollars, also include the final recipient of the asset, and the date of transfer.
14. The charter holder's final dissolution resolution.
15. A copy of the articles of dissolution.
16. A copy of the 501c3 dissolution notification.
17. A copy of the newspaper notice to unknown claimants.
18. Meeting minutes from all meetings of the closure protocol team and all subcommittee meetings attended by the Closure Team Lead.
19. Any other documentation that may provide important details.

CHARTER SCHOOL PERFORMANCE CERTIFICATE

This Performance Certificate ("Certificate") is executed on **June 8, 2023**, by and between the Idaho Public Charter School Commission (the "Authorizer") and **Rolling Hills Public Charter School, Inc.** (the "Charter Holder") for the purpose of operating **Rolling Hills Public Charter School** (the "School"), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Act of 1998, Idaho Code section 33-5201 *et seq.*, as amended (the "Charter Schools Act").

RECITALS

WHEREAS, **Rolling Hills Public Charter School, Inc.** is a non-profit entity incorporated with a board of directors; and

WHEREAS, on September 17, 2004, the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year **2005**; and

WHEREAS, the School's charter was renewed on **March 1, 2018**, for a five-year term of operations,

WHEREAS, on **February 23, 2023**, the Authorizer conditionally renewed the School's charter for a subsequent five-year term of operations to begin July 1, 2023 and end on June 30, 2028.

NOW THEREFORE in consideration of the foregoing recitals and the mutual understandings contained herein, the Authorizer and **Rolling Hills Public Charter School, Inc.** agree as follows:

SECTION 1: TERMS OF AUTHORIZATION

- A. Establishment of School.** The Charter Holder is hereby authorized to implement at the School the program described in the Charter, attached to this Certificate as Appendix C and incorporated herein by this reference. Any significant changes to any section of the Charter, including the educational program, facilities plan, financial plan, or the management plan, during the School's pre-operational period or first operational term shall be treated as an amendment in accordance with the Authorizer's policy.
- B. Term of Agreement.** The School's operational term shall be from July 1, **2023** and end on June 30, **2028**. Subsequent terms of operation may be issued by the Authorizer in accordance with Idaho Code and Authorizer policy.
- C. Renewal Conditions.** The School is conditionally approved to operate. Applicable conditions are attached as **Appendix B** and incorporated herein by this reference. If all renewal conditions have been completed to the satisfaction of the Authorizer by the stated due date, the School shall continue operations through the remainder of the current Certificate term. In the event that all

renewal conditions have not been completed to the satisfaction of the Authorizer by the stated due date, the Authorizer will consider whether to exercise its authority to revoke the School's Charter at its next regularly scheduled meeting.

SECTION 2: EDUCATIONAL PROGRAM

- A. School Mission.** The mission of the School is as follows: The Rolling Hills Public Charter School mission is to develop educated and engaged citizens through high expectations for student behavior and academic success in a small, safe, structured environment.
- B. Grades Served.** The School may serve students in grades Kindergarten through 8.
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- Create a physically and emotionally safe learning environment. This can be measured via observation.
 - Utilize citizenship education through the Six Pillars of Character. This can be measured via curriculum and lesson plans.
 - Integrate service learning. This can be measured via lesson plan review and observation.
 - Teach to the high through the core curriculum. This can be measured via lesson plans and observation.
 - Offer electives to middle school students. This can be measured via curriculum review.
- D. Standardized Testing.** Students of the School shall be tested with the same standardized tests as other Idaho public school students.
- E. Accreditation.** The School shall be accredited as provided by rule of the State Board of Education.

SECTION 3: SCHOOL GOVERNANCE

- A. Governing Board.** The School shall be governed by a non-profit board of directors (the "Board") incorporated by the Charter Holder. The Board shall serve as public agents authorized by the Authorizer, in a manner that is consistent with the terms of this Certificate, so long as such provisions are in accordance with state and federal laws, rules and regulations. The Board shall have final authority with respect to the School's operation, and shall have the responsibility of overseeing academic achievement, financial stability, and operational management of the School. The Charter Holder shall also be responsible for maintaining and enforcing a compliant Board and providing overall Board stewardship for the School.
- B. Articles of Incorporation and Bylaws.** The articles of incorporation and bylaws of the Charter Holder shall provide for governance of the operation of the School as a nonprofit corporation and a public charter school, and shall at all times be consistent with all applicable laws, rules, regulations, and this Certificate. The Charter Holder shall notify the Authorizer of any modification to the articles of incorporation or bylaws within five business days of approval by the Charter Holder.
- C. Charter Board Composition.** The composition of the Board shall at all times be determined by and consistent with the articles of incorporation and bylaws, and all applicable laws, rules,

regulations, and policies. The Charter Holder shall notify the Authorizer of any changes to its composition and provide an amended School Leadership Roster within five business days of it taking effect.

SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

- A. Oversight Allowing Autonomy.** The Authorizer's role shall be to evaluate the School's performance outcomes according to this Certificate and the Performance Framework, and shall be to provide compliance oversight. The Authorizer shall comply with the provisions of the Charter Schools Act and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School.
- B. Charter School Performance Framework.** The Charter School Performance Framework ("Performance Framework") is attached and incorporated into this agreement as Appendix A. The Performance Framework shall be used to annually evaluate the School's academic achievement, Board stewardship, operational management, and financial stability. The specific terms of the Performance Framework are determined by the Authorizer and shall be binding on the School.
- C. Separate Academic Evaluations.** The academic performance outcomes of the K-8 on-site program operated by the School shall be aggregated across all grades for reportability.
- D. Identified Comparison Group.** For purposes of evaluating the School against the metrics and measures established in the Performance Framework, the School's comparison group shall be identified as described below and shall be established for the length of the Certificate term.
Joint School District No. 2 (002) and Boise Independent District (001).
- E. Authorizer to Monitor School Performance.** The Authorizer shall monitor and report on the School's progress in relation to the indicators, measures, metrics, and targets set out in the Performance Framework. A formal report of the School's academic, financial, and operational performance ("Performance Report") shall be provided to the school and the public by the Authorizer annually. Data necessary to conduct this evaluation will be collected throughout the year. Additional reviews may be necessary if compliance concerns arise.
- F. School Performance.** The School shall meet standard on all measures of the Performance Framework. The Authorizer shall renew any charter in which the School met all the terms of its Certificate, including all appendices, at the time of renewal.
- G. Performance Framework as Basis for Renewal of Charter.** The School's performance in relation to the Performance Framework shall provide the basis upon which the Authorizer shall decide whether to renew the School's Charter at the end of the Certificate term.
- H. Required Reports.** The School shall prepare and submit reports as required by the Authorizer's policy.
- I. Authorizer's Right to Review.** The Authorizer maintains the right to request and review additional documentation if such becomes necessary in the course of regular oversight duties or to investigate the validity of a compliance concern. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.
- J. Site Visits.** The Authorizer may conduct site visits in accordance with the Authorizer's policy. Reports from any site visit shall be made available to the School and shall be included in the

SECTION 5: SCHOOL OPERATIONS

- A. In General.** The School and the Charter Holder shall operate at all times in accordance with all federal and state laws, rules, regulations, local ordinances, and Authorizer policies applicable to public charter schools.
- B. Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be 278 students.
- C. Equitable Enrollment Procedures.** The School shall make student recruitment, admissions, enrollment, and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or proficiency in the English language. If there are more applications to enroll in the School than there are spaces available, the School shall select students to attend using a random selection process that shall be publicly noticed and open to the public.
- i. **Calendar.** The School shall operate on a traditional nine-month calendar in which the last day of the regular term shall fall on or before June 30
 - ii. The School will not offer a summer school session for the purpose of acceleration and/or credit recovery.
- D. School Facilities.** The School shall operate at the following location(s): 8900 N. Horseshoe Bend Rd., Boise, ID 83714. The School shall provide the Authorizer with facilities documentation, including occupancy permits, fire marshal reports, building inspection reports, and health department reports for any facility newly occupied by the School, and any remodeling or construction project for which such documentation is necessary in accordance with Authorizer policy and in accordance with law, rule, regulations, and authorizer policy.
- E. Attendance Area.** The School's primary attendance area shall be used for the purposes of determining applicability of this enrollment preference category.
East of Eagle Rd., West of Glenwood or Gary Lane, South of Beacon Light, North of Chinden Blvd.
- F. Staff.** Instructional staff shall be certified as provided by rule of the State Board of Education. All full-time staff members of the School shall be covered by the Public Employee Retirement System of Idaho, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.
- G. Alignment with All Applicable Law.** The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are amended, the School shall be bound by any such amendment upon the effective date of said amendment.

SECTION 6: SCHOOL FINANCE

- A. General.** The School shall comply with all applicable financial and budget laws, rules, regulations, and financial reporting requirements, as well as the requirements contained in the

School's Performance Framework.

- B. Financial Controls.** At all times, the Charter Holder shall ensure that the School maintains appropriate governance, managerial procedures, and financial controls, which shall include, but not be limited to: (1) commonly accepted accounting practices and the capacity to implement them; (2) a checking account; (3) adequate payroll procedures; (4) procedures for the creation and review of monthly and quarterly financial reports, which procedures shall specifically identify the individual who will be responsible for preparing such financial reports in the following fiscal year; (5) internal control procedures for cash receipts, cash disbursements and purchases; and (6) maintenance of asset registers and financial procedures for grants, all in accordance with state and federal laws, rules, regulations, and Authorizer policy.
- C. Financial Audit.** The School shall submit audited financial statements from an independent auditor to the Authorizer no later than November 1 of each year.
- D. Annual Budgets.** The School shall adopt a budget for each fiscal year, prior to the beginning of the fiscal year. The budget shall be in the Idaho Financial Accounting Reporting Management Systems (IFARMS) format or any other format as may be reasonably requested by the Authorizer.

SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION

- A. Relinquishment.** Should the Charter Holder choose to relinquish its Charter before the expiration of this Certificate, it may do so upon written notice to the Authorizer. In such a case, the Authorizer's closure protocol shall begin immediately following written notification.
- B. Nonrenewal.** The Authorizer may non-renew the Charter at the expiration of the Certificate if the School failed to meet one or more of the terms of its Certificate, including the Performance Framework. The Charter Holder may appeal a decision to non-renew directly to the State Board of Education.
- C. Revocation.** The School's Charter may be revoked by the Authorizer if the School has failed to meet one or more of the renewal conditions, included in **Appendix B**, by the stated due date. The School's Charter may be revoked as provided by Idaho Code section 33-5209C. In such an event, the Authorizer shall consider whether to revoke the School's Charter at its next regularly scheduled meeting. The decision shall be made at that time. The Charter Holder may appeal a decision to revoke directly to the State Board of Education.
- D. Closure.** The Authorizer's closure protocol shall begin immediately after a decision to relinquish is made by the Charter Holder, or a decision to revoke or non-renew or is made by the Authorizer. Closure protocol shall begin regardless of whether the Charter Holder appeals the decision. In the event that closure protocol begins, the School shall cease operations no later than the following June 30. Closure protocol shall only cease if the State Board of Education overturns the Authorizer's decision.

SECTION 8: MISCELLANEOUS

- A. No Employee or Agency Relationship.** None of the provisions of this Certificate will be construed to create a relationship of agency, representation, joint venture, partnership, ownership, or employment between the Authorizer and the School.

- B. Additional Services.** Except as may be expressly provided in this Certificate, as set forth in any subsequent written agreement between the School and the Authorizer, or as may be required by law, neither the School nor the Authorizer shall be entitled to the use of or access to the services, supplies, or facilities of the other.
- C. No Third-Party Beneficiary.** This Certificate shall not create any rights in any third parties, nor shall any third party be entitled to enforce any rights or obligations that may be possessed by either party to this Certificate.
- D. Amendment.** This Certificate may be amended by agreement between the School and the Authorizer in accordance with Authorizer policy. All amendments must be in writing and signed by the School and the Authorizer.

IN WITNESS WHEREOF, the Authorizer and the Charter Holder have executed this Performance Certificate to be effective **June 8, 2023.**

Chairman
Idaho Public Charter School Commission

Chairman
Rolling Hills Public Charter School, Inc. Governing Board

Appendix A: Performance Framework

Appendix B: Conditions

Appendix C: Charter

Appendix D: IPCSC Closure Protocol

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Appendix A: Performance Framework

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PERFORMANCE FRAMEWORK GUIDANCE: ACADEMIC MEASURES

Adopted 8/13/2020

Revised 4/14/2022

Idaho Public Charter School Commission

514 W Jefferson, Suite 303

Boise, Idaho 83720

Phone: (208)332-1561

pcsc@osbe.idaho.gov

Alan Reed, Chairman

Jenn Thompson, Director

ACADEMIC MEASURES

All School Measures

1. Math Proficiency
2. ELA Proficiency
3. Math Growth
4. ELA Growth
5. Literacy Proficiency
6. College and Career Readiness

Comparison Group: Specific to school.

1. MATH PROFICIENCY

Proficiency Rate: The IPCSC will use the proficiency rates as determined by the Idaho Accountability Framework and reported via the Idaho Report Card.

Math and ELA Proficiency Rubric	
Exceeds Standard	The school's proficiency rate is greater than one standard deviation above the mean of the identified comparison group, OR The school's proficiency average is in 90 th percentile of all Idaho schools.
Meets Standard	The school's proficiency rate is equal to the mean or falls between the mean and one standard deviation above the mean of the identified comparison group.
Approaches Standard	The school's proficiency rate falls between the mean and one standard deviation below the mean of the identified comparison group.
Does Not Meet Standard	The school's proficiency rate is more than one standard deviation below the mean of the identified comparison group, OR the school has been identified for comprehensive or targeted support for three consecutive years as per the Idaho Consolidated Plan.

2. ELA PROFICIENCY

Proficiency Rate: The IPCSC will use the proficiency rates as determined by the Idaho Accountability Framework and reported via the Idaho Report Card.

Math and ELA Proficiency Rubric	
Exceeds Standard	The school's proficiency rate is greater than one standard deviation above the mean of the identified comparison group, OR The school's proficiency average is in 90 th percentile of all Idaho schools.
Meets Standard	The school's proficiency rate is equal to the mean OR Falls between the mean and one standard deviation above the mean of the identified comparison group.
Approaches Standard	The school's proficiency rate falls between the mean and one standard deviation below the mean of the identified comparison group.
Does Not Meet Standard	The school's proficiency rate is more than one standard deviation below the mean of the identified comparison group, OR the school has been identified for comprehensive or targeted support for three consecutive years as per the Idaho Consolidated Plan.

3. MATH GROWTH

Growth Rate: The IPCSC will use the proficiency rates as determined by the Idaho Accountability Framework and reported via the Idaho Report Card.

Growth Rubric Math	
Exceeds Standard	The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment but who did make adequate growth toward proficiency is greater than one standard deviation above the mean of the identified comparison group, OR The school's growth rate is in the 90 th percentile of all Idaho public schools.
Meets Standard	The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment but who did make adequate growth toward proficiency is equal to the mean or falls between the mean and one standard deviation above the mean of the identified comparison group, OR The growth rate increased by at least 10% over the previous year.
Approaches Standard	The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment but who did make adequate growth toward proficiency falls between the mean and one standard deviation below the mean of the identified comparison group.
Does Not Meet Standard	The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment made adequate growth toward proficiency is more than one standard deviation below the mean of the identified comparison group.

4. ELA GROWTH

Growth Rate: The IPCSC will use the proficiency rates as determined by the Idaho Accountability Framework and reported via the Idaho Report Card.

Growth Rubric ELA	
Exceeds Standard	The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment but who did make adequate growth toward proficiency is greater than one standard deviation above the mean of the identified comparison group, OR The school's growth rate is in the 90 th percentile of all Idaho public schools.
Meets Standard	The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment but who did make adequate growth toward proficiency is equal to the mean or falls between the mean and one standard deviation above the mean of the identified comparison group, OR The growth rate increased by at least 10% over the previous year.
Approaches Standard	The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment but who did make adequate growth toward proficiency falls between the mean and one standard deviation below the mean of the identified comparison group.
Does Not Meet Standard	The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment made adequate growth toward proficiency is more than one standard deviation below the mean of the identified comparison group.

5. LITERACY PROFICIENCY

Literacy Proficiency Rate: The IPCSC will use the proficiency rates as determined by the Idaho Accountability Framework and reported via the Idaho Report Card.

Literacy Proficiency Rubric	
Exceeds Standard	<p>One of the following is true:</p> <ul style="list-style-type: none">• The school's proficiency rate on the spring administration of the statewide literacy assessment is greater than one standard deviation above the mean of the identified comparison group;• the school's proficiency rate on the spring administration of the statewide literacy assessment is at or above 90%; OR• The fall to spring change in proficiency rate is 20% or greater.
Meets Standard	<p>The school's proficiency on the spring administration of the statewide literacy assessment is equal to the mean or within one standard deviation above the mean of the identified comparison group; OR The school's fall to spring change in proficiency rate is between 10%-19%.</p>
Approaches Standard	<p>The school's proficiency on the spring administration of the statewide literacy assessment falls within one standard deviation below the mean of the identified comparison group.</p>
Does Not Meet Standard	<p>The school's proficiency rate on the spring administration of the statewide literacy assessment is more than one standard deviation below the mean of the identified comparison group.</p>

6. COLLEGE AND CAREER READINESS

Adjusted Cohort Graduation Rate (ACGR): Alternative schools will be evaluated based on their 5-Year ACGR. All other schools will be evaluated based on their 4-Year ACGR.

Graduation Rate: The IPCSC will use either the 4-Year ACGR as determined by the Idaho Accountability Framework and reported via the Idaho Report Card.

C&C Readiness Rubric	
Exceeds Standard	The school's 4-Year ACGR is greater than one standard deviation above the identified comparison group, OR The school's ACGR is 90%.
Meets Standard	The school's 4-Year ACGR is equal to the mean OR Falls between the mean and one standard deviation above the mean of the identified comparison group.
Approaches Standard	The school's 4-Year ACGR falls between the mean and one standard deviation below the mean of the identified comparison group.
Does Not Meet Standard	The school's 4-Year ACGR is more than one standard deviation below the identified comparison group.

OPERATIONAL MEASURES

BOARD STEWARDSHIP

1. Governance Structure
2. Governance Oversight
3. Governance Compliance

OPERATIONAL MANAGEMENT

4. Student Services
5. Data Security and Information Transparency
6. Facility and Services
7. Operational Compliance

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BOARD GOVERNANCE

1. Governance Structure Rubric

Data Sources: Board bylaws, articles of incorporation, and any courtesy letters or notifications issued to the school by entities responsible for oversight or enforcement.

Governance Structure Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• Board Bylaws are compliant with ID law.• Articles of Incorporation are current.• No investigations were conducted into either ethical behavior or conflict of interest regarding any board director.• The board did not experience an Open Meeting Law violation that needed to be cured this year.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

2. Governance Oversight Rubric

Data Sources: Board meeting minutes, school policies, continuous improvement plan (or other strategic planning evidence if submitted by the school), and verification of submission of annual administrator evaluation.

Governance Oversight Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• The board reviews academic data in a timely and thorough manner.• The board reviews financial reports in a timely and thorough manner.• The board maintains compliant policies.• The board engages in strategic planning.• The board conducts a compliant annual evaluation of their school leader and/or management organization.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

3. Governance Compliance Rubric

Data Sources: If applicable, courtesy letters/notifications of concerns, investigation, or findings issued to the school by entities responsible for oversight or enforcement, and any documentation of correction provided by the school.

Governance Compliance Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	The IPCSC did not issue any courtesy letters or notify an external investigative body of compliance concerns this year.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

OPERATIONAL MANAGEMENT

4. Student Services Rubric

Data Sources: If applicable, any notifications or courtesy letters issued by the SDE or SBOE which required corrective action with regard to the school's ELL, SPED, or College and Career Readiness programs, as well as any documentation submitted by the school evidencing correction.

Student Services Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	All of the following are true: <ul style="list-style-type: none">• The school's English Language Learner program is in good standing;• The school's Special Education program is in good standing; The school's college and career readiness program is in good standing; and• The school's federal programs are in good standing.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

5. Data Security and Information Transparency Rubric

Data Sources: periodic desk audit of school website, and any formal notifications regarding data security or public records compliance.

Data Security and Information Transparency Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• The school's website is compliant with I.C. 33-133(7) (data collection, access, and security policy); I.C. 33-320 (continuous improvement plan); and I.C. 33-357 (expenditures updated monthly, contracts, performance reports, and annual budgets).• The school did not experience any issues involving data security this year.• The school did not experience any compliance issue regarding public records requests this year.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

6. Facility and Services Rubric

Data Sources: Verification of meal service program and transportation services via public documents and/or school website, and any notifications of concerns regarding occupancy or safety issued to the school by entities responsible for oversight or enforcement.

Facility and Building Services Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• The school's occupancy certificate is current.• The school maintains current safety inspections and drills.• The school provides daily transportation to students in compliance with Idaho Code. The school provides a compliant lunch program.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

7. Operational Compliance Rubric

Data Sources: Periodic observation of enrollment lottery, and if applicable, any corrective action plans issued by the SDE not related to special education, ELL, or college and career readiness (as these are captured elsewhere), or formal notification of late reports or enrollment violations.

Operational Compliance Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• Required reports are submitted accurately and on time.• The school maintains a compliant enrollment process.• No correct action plans were issued by the SDE this year.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

FINANCIAL MEASURES

NEAR TERM HEALTH

1. Current Ratio
2. Unrestricted Days Cash
3. Default
4. Enrollment Variance

SUSTAINABLE HEALTH

5. Total Margin and 3Yr Aggregated Total Margin
6. Cash Flow and Multi-Year Cash Flow
7. Debt Service Coverage Ratio
8. Debt to Asset Ratio
9. Financial Compliance Rubric

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NEAR-TERM HEALTH

1. Current Ratio

Calculation: Current Assets divided by Current Liabilities

Data Source: Annual Fiscal Audit Report

Current Ratio Rubric	
Exceeds Standard	The school has a current ratio of more than 1.5
Meets Standard	The school has a current ratio of at least 1.1 (or between 1.0 and 1.1 with a 1-year positive trend)
Approaches Standard	The school has a current ratio of between .9 and 1.0 (or between 1.0 and 1.1 with a 1-year negative trend)
Does Not Meet Standard	The school has a current ratio of .9 or less.

2. Unrestricted Days Cash

Calculation: Unrestricted Cash and investments divided by ((Total Expenses minus Depreciation Expense) / 365)

Data Source: Annual Fiscal Audit Report

Unrestricted Days Cash Rubric	
Exceeds Standard	The school has more than 60 days cash on hand
Meets Standard	The school has 60 days cash OR Between 30- and 60-days cash and one-year trend is positive. *Note: Schools in their first or second year of operation must have a minimum of 30 days cash.
Approaches Standard	The school has between 15-30 days cash OR Between 30-60 days cash, but one-year trend is negative.
Does Not Meet Standard	The school has fewer than 15 days cash on hand.

3. Default

Calculation: No calculation.

Data Source: Annual Fiscal Audit Report, Terms of Debt, Other Formal Notifications Received by School.

Default Rubric	
Exceeds Standard	The school has met standard for at least 3 consecutive years, including the most recently completed school year.
Meets Standard	The school is not in default of any financial obligations and did not experience any instances of default during the fiscal year. Financial obligations include, but are not limited to, making payments to vendors and utility services on time, complying with all loan covenants, filing any reports required for maintenance of grants or philanthropic funds, meeting all tax obligations, and operating without financial judgements or property liens.
Approaches Standard	The school experienced one or more instances of minor default during the fiscal year (such as making late payments); however, the school is not currently in default of any financial obligations.
Does Not Meet Standard	School is currently in default of financial obligations.

4. Enrollment Variance

Calculation: Actual enrollment as of the first Friday in November (drawn from ISEE) divided by enrollment projections as submitted directly to the IPCSC in July.

Data Source: ISEE and direct school report

Enrollment Variance Rubric	
Exceeds Standard	The school has met standard for at least 3 consecutive years, including the most recently completed school year.
Meets Standard	Enrollment variance is equal to or greater than 95%.
Approaches Standard	Enrollment variance was between 90% and 95%, OR The enrollment variance was less than 90% and the school provided a mid-year amended budget evidencing at least a break-even budget based on mid-term enrollment and any resulting revenue adjustments.
Does Not Meet Standard	Enrollment variance was less than 90% and the school did not provide evidence of mid-year budget amendments or operational changes evidencing at least a break-even budget based on mid-term enrollment and any resulting revenue adjustments.

SUSTAINABLE HEALTH

5. Total Margin and 3Yr Aggregated Total Margin

Calculation:

Most Recent Year Total Margin: 2019 Net Income divided by 2019 Total Revenue.

3-Year Aggregated Total Margin: (2019 Net Income +2018 Net Income +2017 Net Income) divided by (2019 Total Revenue +2018 Total Revenue +2017 Total Revenue)

Data Source: Annual Fiscal Audit Report

Total Margin and 3-Yr Aggregated Total Margin	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. *Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.
Approaches Standard	Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard".
Does Not Meet Standard	Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR The most recent year Total Margin is less than -10 percent.

6. Cash Flow and Multi-Year Cash Flow

Calculation (example years are included as reference):

Most Recent Year Cash Flow: 2020 Cash and Investments minus 2019 Cash and

Investments Previous Year Cash Flow: 2019 Cash and Investments minus 2018

Cash and Investments Multi-Year Cash Flow: 2020 Cash and Investments minus
2018 Cash and Investments

Data Source: Annual Fiscal Audit Report

Cash Flow and Multi-Year Cash Flow	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	Multi-Year Cumulative Cash Flow is positive, and Cash Flow is positive in the most recent year is positive, OR Multi-Year Cumulative Cash Flow is negative, but documentation identifies this as a result of a one-time, planned purchase (such as a facility remodel). *Note: Schools in their first or second year of operation must have positive cash flow.
Approaches Standard	Multi-Year Cumulative Cash Flow is positive, but Cash Flow is negative in the most recent year.
Does Not Meet Standard	Multi-Year Cumulative Cash Flow is negative, and no documentation identifies this as a result of a one-time, planned purchase.

7. Debt Service Coverage Ratio

Calculation:

If school owns its facility or if the school leases its facility and the lease is capitalized:
(Net Income + Depreciation Expense + Interest Expense) divided by (Principal + Interest + Lease Payments)

If school leases its facility and the lease is not capitalized: (Facility Lease Payments + Net Income + Depreciation Expense + Interest Expense) divided by (Principal + Interest + Lease Payments)

Data Source: Annual Fiscal Audit Report

Debt Service Coverage Ratio Rubric	
Exceeds Standard	The school's debt service coverage ratio is 1.5 or greater OR The school operates debt-free.
Meets Standard	Debt Service Coverage Ratio is between 1.1 and 1.49
Approaches Standard	The school's debt service coverage ratio is between .9 and 1.09
Does Not Meet Standard	Debt Service Coverage Ratio is less than .9

8. Debt to Asset Ratio

Calculation: Total Liabilities divided by Total Assets

Data Source: Annual Fiscal Audit Report

Debt to Asset Ratio	
Exceeds Standard	The school has met standard for 3 consecutive years, including the most recently completed school year., OR The school operates debt-free.
Meets Standard	The school's Debt to Asset Ratio is less than 0.9
Approaches Standard	The school's Debt to Asset Ratio is between 0.9. and 1.0
Does Not Meet Standard	The school's Debt to Asset Ratio is greater than 1.0

9. Financial Compliance Rubric

Calculation: Total Liabilities divided by Total Assets

Data Source: Annual Fiscal Audit Report, Desk Audit of Policies, Other Formal Notifications Received by School

Financial Compliance Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• Accounting Practices: finances are managed in compliance with GAAP.• Financial Transparency: expenditures and contracts are posted on the school's site.• Internal Controls: the school's internal controls are compliant.
Approaches Standard	The school was informed of non-compliance with accounting practices, financial transparency, or internal controls, and prompt action to correct is in evidence.
Does Not Meet Standard	<p>The school is operating under a notification of fiscal concern or a notification of possible or imminent closure</p> <p>OR</p> <p>The school was informed of non-compliance with accounting practices, financial transparency, or internal controls and the issues were not corrected within 30 days.</p>

Appendix B: Conditions

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Appendix B: Conditions of Renewal

1. Condition 1: Condition 1: RHPCS must achieve a Meets Standard rating on the Unrestricted Days Cash on Hand financial measure of the Commission's performance framework by November 15, 2023.

RHPCS did not meet standard on the Unrestricted Days Cash on Hand measure in fiscal year 2022. Since the corresponding data will be evaluated on or before November 15, 2023, the date by which this condition must be met is November 15, 2023.

2. Condition 2: RHPCS must achieve a Meets Standard rating on the Total Margin financial measure of the Commission's performance framework by November 15, 2025. The calculations used to determine total margin are defined in the Commission's performance framework which shall be incorporated into RHPCS's 2023-2028 performance certificate.

RHPCS did not meet standard on the Total Margin measure in fiscal year 2022. Since the corresponding data will be evaluated on or before November 15, 2025, the date by which this condition must be met is November 15, 2025.

3. Condition 3: RHPCS must achieve a Meets Standard rating on the Cash Flow financial measure of the Commission's performance framework by November 15, 2025. The calculations used to determine cash flow are defined in the Commission's performance framework which shall be incorporated into RHPCS's 2023-2028 performance certificate.

RHPCS's did not meet standard on the Cash Flow measure in fiscal year 2022. Since the corresponding data will be evaluated on or before November 15, 2025, the date by which this condition must be met is November 15, 2025.

4. Condition 4: RHPCS must achieve a Meets Standard rating on the English language arts proficiency measure of the Commission's performance framework in fiscal year 2025. Since the corresponding data will be evaluated on or before November 15, 2025, the date by which this condition must be met is November 15, 2025. The English language arts proficiency measure is defined in the performance framework and shall be incorporated into RHPCS's 2023-2028 performance certificate.

Appendix C: Charter

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ROLLING HILLS PUBLIC CHARTER SCHOOL
TO THE IDAHO STATE PUBLIC CHARTER SCHOOL
COMMISSION
SCHOOL YEAR 2018-2019

Rolling Hills Public Charter School

Submitted To:

Idaho State Board of Education
650 W. State Street
Boise, ID 83720

Submitted By:

Board of Directors
Rolling Hills Public Charter School, Inc.

January 18, 2019

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Rolling Hills Public Charter School

Mission and Purpose. The Rolling Hills Public Charter School, Inc. (referred to herein as Rolling Hills Public Charter School, RHPCS, or Charter School) mission is to develop educated and engaged citizens through high expectations for student behavior and academic success in a small, safe, structured environment. The school seeks to develop an educated citizenry for the 21st century through a dynamic and interactive academic program where pacing is driven by student capabilities, not textbooks. Students will be well grounded in the basics of reading, writing, math, science, and social studies, and will develop the habits of lifelong learning, curiosity, clear oral and written communication, creative thinking, effective use of technology as a tool, adaptability to new situations and new information, and problem-solving skills. They will develop personal habits and attitudes that lead to accepting responsibility for personal decisions and actions; academic honesty and the ability to face challenges with courage and integrity; a healthy lifestyle; empathy and courtesy for others; respect for differences among people and cultures; self-confidence and willingness to risk setbacks in order to learn; and the ability to work cooperatively with others.

Board of Directors. Rolling Hills Public Charter School, Inc. is a non-profit corporation under the Idaho Nonprofit Corporation Act. The Board of Directors are the public agents that control and govern the Charter School. The Board of Directors will approve the selection of the school Principal, who may not be one of its members. The Board also will be responsible for hearing, and approving or disapproving, the recommendations of the school Principal with respect to changes in staffing, program, or curriculum. The initial Board of Directors will consist of no fewer than five (5) and no more than seven (7) members elected by the founding Advisory Board. The Chair of the Advisory Board will sit on the initial Board of Directors for the first year of operation. Yearly elections will be held according to the Bylaws of the Rolling Hills Public Charter School Corporation (refer to Articles of Incorporation and Bylaws attached as Appendix B of the Charter application). Terms will be on a rotational basis. The Board of Directors will follow the open meeting laws, keep accurate minutes, and make the minutes available to the public.

Type of School. Rolling Hills Public Charter School will be a public charter school, not a conversion or replacement of an existing school.

Educational Program. Rolling Hills Public Charter School curriculum will be aligned with the Idaho State Standards and will contain both traditional academic subjects and additional world history and language areas that make the Charter unique. The Idaho State Department of Education's curriculum serves as the starting point that is enhanced by unifying themes and creative teaching methods. The traditional core curriculum areas--language, arts, math, science, and social studies--are strongly emphasized. They are augmented by foreign language, a piano program, theater, art, health, physical, and environmental education. The language arts program uses the Idaho Core Standards to teach reading, writing, and spelling, and the Shurley Method to teach grammar. Its goal is to develop learners who are effective communicators, who love literature, and are lifelong readers and writers. Dramatization and memorization of accelerated vocabulary is a motivational aspect of the language arts experience. The science curriculum is a multi-year sequence that emphasizes hands-on experimentation and functional knowledge of scientific phenomena. This approach allows students to experience the excitement of science so they can better understand facts and concepts. Math will be taught through direct classroom instruction, including verbal drills, with Saxon math used for homework. Social studies will follow the basic elements of Idaho State Department of Education curriculum. We desire to instill in our students a love of local, state, national, and world history. Environmental education will emphasize an awareness of the critical relationships between the built and natural environments. Technology will be used to support a child's natural way of learning through individual and group discovery and seeking solutions to real life challenges.

Innovative Features. Rolling Hills Public Charter School's innovative features include: a comprehensive world history program; foreign language instruction; an innovative piano program; environmental education and community service program; a focus on reading and language excellence through the use of the Spalding method, and other unique teaching methods; and use of the Harbor method of discipline.

Staff and Administrative Composition. Rolling Hills Public Charter School's full-time faculty will meet or exceed qualifications required by state law. The Principal of the school will be a certified administrator, and faculty and staff will be required to possess personal characteristics, knowledge, and experience consistent with the philosophy, mission, and expectations of Rolling Hills Public Charter School as outlined within this petition. The Principal will make recommendations to the Board of Directors for approval of instructional staff. RHPCS reserves the right to hire any person for temporary assistance under the direct supervision of certified staff members. These provisions are intended to allow various community experts and other specialized persons who may not hold certification to contribute to the school according to their talents, experience, creativity, or expertise on a short-term or seminar basis.

School Facility and Attendance Area. The Charter School attendance area will be a 2-mile radius around the school. Prior to the start of school, the facilities will be inspected to ensure compliance of applicable state and federal guidelines.

Grade Levels and Projected Enrollment. Initially, the Charter School plans to offer Kindergarten through Grade 8. Classes are expected to range in size from 25 to 30 students, for a total projected enrollment of 250 to 300 students during the initial school year, reserving the option to grow the number of classes per grade in ensuing years.

Funding Sources. Basic funding for the school will be provided as stipulated in Idaho Code Chapter 52 Title 32-5208. Additional supplementary fundraising will be conducted by the school's Parent-Faculty Association (PFA) through a variety of sources. No tuition will be charged.

Student Transportation. Student transportation will be decided at a later date.

Food Service. No food service is planned during the initial operation of the school. However, the Charter School may contract for food service at any time in the future.

Contracted Services. The following services may be subcontracted under a separate annual contract agreement: payroll, accounting, purchasing, food service, additional special education services, activity programs, retirement benefits, or health insurance.

OVERVIEW

Change will be a core characteristic of the 21st century. The future workforce will change jobs an average of eight times during their working lives, and as knowledge continues to increase, information management, technology, and communication will become tools for success. Systems Theory reverses the historical tendency to view reality as a set of divided and static components in favor of dynamic and interconnected subsystems that are embedded within one another. Successful workers, therefore, will need to acquire systems thinking and possess excellent problem-solving skills. This nation will require a citizenry who have learned to learn, and who, more than ever before, have learned to work cooperatively. Not only will they need to have completed high school, but also for roughly three out of four new jobs, they will be required to have some education or retraining at an institution of higher learning.

Rolling Hills Public Charter School will enhance the learning skills and academic building blocks that foster high achievement in academic and behavioral standards to encourage self-motivation and lifelong learning. Through use of the Idaho Core Standards for teaching language arts and other innovative teaching methods and the Six Pillars of Character, the school will work to ensure that each student reaches his or her capacity as a learner and retains the joy of accomplishment necessary to continue learning. The high test scores by students in a school using similar methods suggest the importance of such an approach and its potential for students in the Charter School.

I. EDUCATIONAL PHILOSOPHY AND MISSION

A. Core Philosophy

The philosophy of the Rolling Hills Public Charter School is grounded in the belief that a highly challenging content in a safe environment creates the setting for accelerated learning. Rolling Hills Public Charter School's philosophy is that learning occurs when:

- learners construct meaning,
- learners see the connection between what they learn and the real world,
- learners are actively engaged in purposeful tasks,
- activities are integrated and meaningful,
- learners work individually and as members of a group,
- learners work side by side with community members to develop solutions and opinions on issues that can be presented to local policy makers,
- learners are expected and encouraged to learn,
- learners internalize that what they learn and do in school makes a positive change in the community,
- challenged learners have an individual plan, and support is an intrinsic part of the educational program,
- learners are supported with coaches, mentors, and advocates,
- all learners have advanced learning opportunities,
- learners see themselves as part of the community and find ways to serve the community.

Students, parents, and teachers will experience peace of mind in the Rolling Hills Public Charter School setting because of a commitment to the concept that each child has the right to come to school without fear of taunting, teasing, or violence. Each parent has the right to expect a school to provide a safe, kind environment for his/her child. Each staff member has the right to teach without fear of violence. We also believe that a kind environment should be extended through the potentially tumultuous junior high years.

B. Underlying Scope and Purpose

1. Target Student Population

Rolling Hills Public Charter School intends to serve students of Kindergarten through Grade. Expansion will be at the discretion of the Charter School Board of Directors based on enrollment demand and adequate finances.

2. Perceived Need for the Charter School

Rolling Hills Public Charter School plans to create an educational setting that is optimal to prepare our children for the future work place. The future work place requires foreign language, environmental understanding, and in-depth knowledge of technologies. In addition to these skills, our children also need to learn teamwork, cooperation, and problem solving.

Rolling Hills Public Charter School will differ from other charter and district programs in its study of world history and economics, a second language, arts program, a music/piano lab, integration of technology as a learning tool, integration of community service into the learning process, and various innovative teaching methods including a direct teaching approach. *In order to prepare students for the global marketplace that is the future, cultural literacy and foreign markets will be a focus.*

The surrounding area will provide a unique learning atmosphere in the environmentally rich Dry Creek/foothills area. There will be numerous opportunities for community involvement in the school, increasing opportunities for field learning, service projects, and internships. In this setting, the school intends for each student to obtain a sense of community and neighborhood that will provide a lifelong sense of belonging and confidence.

3. Curriculum Focus

The curriculum of Rolling Hills Public Charter School will contain both traditional academic subjects and additional historical instruction that make the Charter unique. The Idaho State Department of Education's curriculum and standards serves as a starting point that is enhanced by unifying themes and creative teaching methods. The traditional core curriculum areas—language, arts, math, science, and social studies—are strongly emphasized. They are augmented by foreign language, a piano program, theater, art, health, physical, and environmental education.

4. Core Values

Rolling Hills Public Charter School's core values are reflected in its philosophy and mission statement. It is highly important for students to be challenged, to be taught as individuals, and to learn in a safe, kind environment that allows them to learn about today's world and equips them with the tools to reshape and improve the world of tomorrow.

5. Goal Attainment

Rolling Hills Public Charter School intends to meet the goal of producing students who possess the academic and personal habits and attitudes desired of an educated citizen in the 21st century. Goal attainment will be assessed by ongoing student testing and staff professional development. The student body of the Charter School will be small in size, with generally one class in each grade so that students move up together. The receiving teacher will have intimate knowledge about what has been taught and about which students struggle with which concepts. The school will know if it accomplishes its goals by the continuing success rate of its students and by their scores on standardized tests.

6. School Status

Rolling Hills Public Charter School will be a public charter school. It will not be a religious school, a conversion of a private or parochial school, or a school operated for profit.

C. *Mission Statement*

The mission of Rolling Hills Public Charter School is to develop educated and engaged citizens through high expectations for student behavior and academic success in a small, safe, structured environment. . This mission seeks to develop an educated citizenry through a dynamic and interactive academic program where pacing is driven by student capabilities, not textbooks. Students will be well grounded in the basics of reading, writing, math, science, and social studies. In addition, they will develop the following academic habits:

- curiosity,
- lifelong learning,
- clear oral and written communication,
- creative thinking,
- logical thinking and the ability to make informed judgments,
- effective use of technology as a tool,
- adaptability to new situations new information,
- problem-solving skills,

- the ability to find, select, evaluate, organize, and use information from various sources,
- the ability to make easy and flexible connections among various disciplines of thought,
- and respecting others' individuality and creativity, as well as one's own, while seeking to work within teams to create common solutions.

They will develop the following personal habits and attitudes, using the Six Pillars of Education:

- accepting responsibility for personal decisions and actions,
- academic honesty and the ability to face challenges with courage and integrity,
- a healthy lifestyle,
- empathy and courtesy for others and respect for differences among people and cultures,
- self-confidence and willingness to risk setbacks in order to learn,
- concentration and perseverance,
- managing time in a responsible manner,
- seeking a fair share of the workload,
- and working cooperatively with others, including the ability to listen, share opinions, negotiate, compromise, and help a group reach consensus.

II. CHARTER SCHOOL BOARD OF DIRECTORS

A. *Governance Structure*

Rolling Hills Public Charter School, Inc. is a non-profit organization organized and managed under the Idaho Nonprofit Corporation Act. The Board of Directors will be the public agents who control and govern the Charter School. Rolling Hills Public Charter School shall be responsible to identify and comply with all statutory requirements affecting the operation of a public school. The Board of Directors' meetings will follow the open meetings laws, keep accurate minutes, and make the minutes available to the public, according to the Bylaws of the Charter School Corporation (see Appendix B).

1. **Organizing Group or Advisory Board (Founders)**

The organizing group for the Charter School comprises several committees that make up the Advisory Board. The Advisory Board elects the initial Board of Directors, writes the Charter petition, recruits candidates for the position of school Principal, and establishes a preliminary operating budget. Following the election of the Board of Directors, the function of the Advisory Board is to serve as a data-gathering resource and to provide input and advice to the Board of Directors (see Appendix C).

An Advisory Board member, or Founder, is hereby defined as a person, including employees or staff of a public charter school, who makes a material contribution toward the establishment of a public charter school in accordance with criteria determined by the Board of Directors.

a. *Initial Formation*

The Board of Directors of Rolling Hills Public Charter School will consist of no less than five (5) and no more than seven (7) members, of whom three (3) may be parents at the Charter School. The Chair of the Advisory Board will sit on the initial Board of Directors for the first year of operation.

The Advisory Board has elected the following individuals to serve as the school's initial Board of Directors:

Name

Occupation/Background*

Justin Reynolds

Parent, Builder

Doug Varie

Parent, Attorney

Nancy Despain

Parent, Hidden Springs Charter School Volunteer

Dr. Marilyn Ward

Professional Educator

Henry Kulczyk

Representative for District 14-B

*For additional information, please see attached resumes of Directors.

RHPCS reserves the right to amend selection of the Board of Directors, as directed by the Articles of Incorporation and Bylaws.

Two additional Directors may be added subject to the Bylaws of Rolling Hills Public Charter School, Inc.

A State of Idaho criminal background check on the Chair of the Board of Directors will be provided to the Idaho State Charter School Commission prior to the opening of the school.

b. Selection and Replacement

Yearly elections for members of the Board of Directors will be held according to the Bylaws of the Charter School Corporation.

c. Powers and Limitations

Rolling Hills Public Charter School will be a legally and operationally independent entity established by the nonprofit corporation's Board of Directors. The elected Board of Directors will be legally accountable for the operation of the Charter School. Rolling Hills Public Charter School acknowledges that upon approval of the petition and the contract, the school's Board of Directors will be public agents required by the Idaho State Charter Commission to control the Charter School. Rolling Hills Public Charter School commits to compliance with all federal and State laws and rules and acknowledges its responsibility for identifying essential laws and regulations, and complying with them.

The Board of Directors will have the responsibility to approve the selection of the school Principal, who may not be one of its members. The Board also will be responsible for hearing, and approving or disapproving, the recommendations of the school Principal with respect to changes in staffing, program, or curriculum. The Board will, when necessary, adjudicate disagreements between parents and the administration. Rolling Hills Public Charter School commits to keeping complete and accurate Board of Directors' meeting minutes and to making them available to the public.

Rolling Hills Public Charter School will not extend the faith and credit of the Idaho State Charter School Commission to any third person or entity. Rolling Hills Public Charter School will not contractually bind the Idaho State Charter School Commission with any third party.

d. Relationship Between Board of Directors and School Administration

The relationship of the Board of Directors to the RHPCS' administration will be as follows:

Principal. The Principal will be empowered to provide educational direction, administration, and on-site day-to-day operation as well as certain decisions concerning but not limited to:

- vision and mission of school,
- instructional materials and supplies,
- resource allocation,
- state charter school requirements,
- school-wide community building,
- special services,
- contracted services,
- disciplinary support,
- public and media relations,
- business and community partnerships,
- curriculum, instruction, and assessment,
- professional development,
- employment and personnel issues,
- enrollment and attendance,
- formative/summative staff evaluations,
- facility conditions,
- transportation,
- climate for innovation and growth,
- staff and school morale,
- commission/board liaison,
- treasurer/keep budget and financial records,
- and supply annual reports to the Idaho State Charter School Commission.

Standing Committees and Ancillary Support Personnel. Standing committees will be formed in accordance with the bylaws of the corporation. These committees will include, but are not limited to, Parent-Faculty Association (PFA), fundraising, and the like.

Ancillary support personnel, including clerical and custodial, will be hired and supervised by the Principal. The state funding formula will be used for funding to hire staff through the regular budgetary process. Additional resources will be sought through volunteer and fundraising efforts.

e. Teacher/Parent Decision Making

The PFA and Board of Directors of Rolling Hills Public Charter School will provide consultation to the Principal regarding ongoing plans for the school. The PFA will also work with the Board of Directors on school improvement. Having the head of the PFA sit on the Board of Directors will facilitate the involvement of teachers and parents in decision-making matters.

Parents of students who attend Rolling Hills Public Charter School will be involved in the education of their children and in the school at many levels. Parents bring an in-depth understanding of their children's personalities, learning styles, and strengths and weaknesses, which is essential for the continuing educational development of their children. The process to ensure parental involvement will be as follows:

1. Parents will receive a student/parent handbook at registration.
2. Parents will fill out an in-depth profile of their child.

3. Parents will be encouraged to attend two parent teacher conferences per year.
4. Parents will be asked to complete surveys throughout the school year addressing the following issues: safety of students, classroom discipline, school-wide discipline, child's response to classroom atmosphere, and parents' perception of learning environment.
5. Parents will be encouraged to be involved in the Parent-Faculty Association and to volunteer for school projects, programs, and committees, and to work specifically with students who are challenged academically.
6. Parents will be encouraged to provide an appropriate learning environment at home for study.

f. Community and Business Partnerships

Rolling Hills Public Charter School has no business arrangements or partnerships with other schools, educational programs, businesses, or non-profit organizations at this time.

g. Charter School Bylaws

Rolling Hills Public Charter School's Bylaws, and Articles of Incorporation under the Idaho Nonprofit Corporation Act are provided in Appendix B.

III. INSTRUCTION

A. Educational Program

The educational program of Rolling Hills Public Charter School is described in the following Sections B through J.

B. Thoroughness Standards (Idaho Code 33-1612)

Rolling Hills Public Charter School will fulfill the thoroughness standards identified in Idaho Code. It has been established that a thorough system of public schools in Idaho is one in which the following standards are met:

Standard a. A safe environment conducive to learning is provided.

Goal: Maintain a positive and safe teaching and learning climate. Every student has the right to attend a school that encourages positive and productive learning, provides a safe and orderly environment, and promotes student respect for themselves and others.

Objectives: Rolling Hills Public Charter School will:

- Develop a staff/student handbook to provide rules and guidelines for physical safety. These guidelines will include and not be limited to the procedures for fire drills, reporting unsafe equipment, methods for checking students in and out of school, notification of parents' rights, and staff monitoring responsibilities.
- Provide a facility and adopt policies that meet all required city, state, and federal health,

accessibility, safety, fire, and building codes for public schools, and is inspected as required to ensure the safety of students and staff.

- Establish, publish, and enforce policies that define acceptable and unacceptable behavior, including zero tolerance for weapons, violence, gangs, and use or sale of alcohol and drugs.
- Create an environment that encourages parents and other adults to visit the school and participate in the school's activities.
- A resource officer from Ada County may be assigned to provide support for a safe environment.

Standard b. Educators are empowered to maintain classroom discipline.

Goal: Create a positive teaching and learning environment with an emphasis on high expectations of behavior and performance.

Objectives: Rolling Hills Public Charter School will:

- Develop a student handbook providing a code of conduct including clear expectations and consequences for unacceptable behavior, and a process for teachers to handle minor and major infractions in the classroom setting.
- Teach appropriate behaviors and foster responsible decision-making skills.
- Establish and maintain consistent rules aligned throughout the school.

Standard c. The basic values of honesty, self-discipline, unselfishness, respect for authority, and the central importance of work are emphasized.

Goal: Offer opportunities for students to develop and express exemplary character traits in concert with the overall educational program.

Objectives: Rolling Hills Public Charter School will:

- Emphasize the importance of adults modeling important values at school.
- Help students build personal bonds and carry out responsibilities to one another and to the faculty and staff.
- Develop a sense of community and service within the school, and between the school and the larger community. Community service instills a sense of individual, social, and civic responsibility and enables the student to use newly found knowledge to solve community problems.

Standard d. The skills necessary to communicate effectively are taught.

Goal: Teach students a range of effective communication skills appropriate for the 21st century.

Objectives: Rolling Hills Public Charter School will:

- Emphasize meaningful language experience in reading, writing, and spelling, enhanced by dramatization and memorization.

- Provide a technology-rich environment that enhances communication.
- Provide instruction in a foreign language. Knowledge of a second language is essential in many occupations. In addition, knowledge of a second language boosts English proficiency, improves memory and self-discipline, and enhances verbal and problem-solving skills.

Standard e. A basic curriculum necessary to enable students to enter academic or professional-technical post-secondary educational programs is provided.

Goal: Develop an educated citizenry for the 21st century through a dynamic, interactive academic program where pacing is driven by student capabilities rather than textbooks. Students must be well grounded in the basics such as reading writing, mathematics, science, and social studies.

Objectives: Rolling Hills Public Charter School will:

- Use the Idaho State Department of Education's Curriculum Standards as a starting point to be enhanced by unifying themes and other creative methods.
- Use a variety of methods to ensure student learning, including but not limited to teaching of math through direct instruction, math manipulatives, timed tests, and ~~Saxon~~ math for homework; hands-on experimentation for science learning; and emphasis on community service in social studies.
- Student, parent, and educator together develop a Personalized Learning Goal for each student considering the student's strengths and weaknesses. The faster learner is continuously presented with new challenges. The slower learner benefits from extra adult help, multiple methods, and multiple environments.
- Emphasize environmental responsibility and an understanding of the relationships between the built and natural environment.
- Field trips and career development discussions will be used, as needed.

Standard f. The skills necessary for the students to enter the workforce are taught.

Goal: Provide students with basic skills that prepare them for future employment using learning tools such as computers, scientific equipment, and networks linked to local and nationwide resources. These tools assist students in learning how to learn so that they become lifelong learners and are prepared to enter the workforce with a solid foundation of knowledge and skills.

Objectives: Rolling Hills Public Charter School will:

- Provide a strong foundation in basic reading, writing, science, social studies, and computational skills.
- Provide a technology-rich environment, encouraging the effective use of technology as a tool in the workplace of the 21st century.
- Enable students to develop the following intellectual habits important in the work place: adapting to new situations and responding effectively to new information; solving problems; locating and evaluating information from a variety of sources; making flexible connection among various disciplines of thought; thinking logically and making informed judgments.

- Enable students to develop the following personal habits important in the work place: accepting responsibility for personal decisions and actions; honesty, courage, and integrity; a healthy lifestyle; empathy, courtesy, and respect for differences among people; self-confidence; concentration and perseverance; responsible time management; assuming a fair share of the work load; and working cooperatively with others to reach group consensus.

Standard g. The students are introduced to current technology.

Goal: Provide students with a technology-rich environment using tools such as computers, scientific equipment, and networks linked to local and nationwide resources.

Objectives: Rolling Hills Public Charter School will:

- Use interactive technology as tools in an integrated educational program rather than as primary instructional delivery systems.
- Emphasize the acquisition of basic computer skills as a supplementary medium of communication and research to complement other approaches.
- Use computers as tools for such activities as accessing research information, authoring, computation, record keeping and data storage, and communication.

Standard h. The importance of students acquiring the skills to enable them to be responsible citizens of their homes, schools, and communities is emphasized.

Goal: Provide students with the skills and understanding necessary to become responsible citizens in their respective jobs and communities of the 21st century.

Objectives: Rolling Hills Public Charter School will:

- Provide a comprehensive program of community service that reflects responsible citizenship in a democratic society and an interdependent world.
- Enable students to develop the following habits of responsible citizens: accepting responsibility for personal decisions and actions; honesty, courage and integrity; empathy, courtesy and respect for differences among people; assuming a fair share of the work load; and working cooperatively with others to reach group consensus.
- Enable students to understand and apply concepts and principles embedded in each of the social studies: history, geography, political science, and economics.

Rolling Hills Public Charter School will achieve the Standards through its basic curriculum and the unique aspects of the school. Instruction of the curriculum will be accomplished using an aligned proactive method. A combination of a strong emphasis on kindness, the “golden rule,” and a reward system which honors children who are hard working, responsible, honest, and respectful creates an environment allowing for student peace of mind which then maximizes learning potential. We will focus on the memorization and dramatization of classic poetry, which, through daily recitation, discussion, and application to life situations, will create sensitivity for humankind in staff and students.

C. Instructional Methods

Rolling Hills Public Charter School is distinguished by the multiplicity of ways in which it seeks to ensure student learning. Some of these are highlighted in the sections that follow. The Charter School uses uncommon means to achieve common ends. Through its multiple methods, all students are potentially

successful and capable of fulfilling their individual potential. Rolling Hills Public Charter School plans to use the specific methods mentioned earlier (see “Standard e” in Section III.B. Idaho Thoroughness Standards) and the following instructional methods:

- The Subject Matter Method presumes that an educated learner needs to know clearly defined skills and concepts that can best be learned in an organized sequential fashion. Traditionally, this approach has been predominately lecture-based. The Charter School plans to add computer-based learning to increase the efficiency of this method and to provide the opportunity for drills which are sometimes necessary.
- The Inquiry and Problem-Solving Method suggests that learning occurs when individuals think critically and solve problems. The predominant premise of this method is that it is important to know how to retrieve and use the information, not just to have instant recall and possession of the information.
- The Individualized Learning Method attempts to personalize the learning process to the interests of the individual by allowing students to develop goals for their self-study. The reasons for learning thus become intrinsic--one's own curiosity and personal applicability of the information learned.
- The Discussion Method encourages learning through sharing of information and concepts within a group, with the thinking process playing an important role. A discussion leader is prepared to recognize each learner's level of understanding and can respond at the level most helpful to the learner.

1. Curriculum Overview

All students will participate in a common core of learning that will fulfill the school's mission to produce students who possess the academic and personal habits and attitudes desired of an educated citizen in the 21st century. It is the intent of the Rolling Hills Public Charter School to remain aligned with the general goals and curriculum standards of the Idaho State Department of Education as they are adopted.

RHPCS students will learn to:

- develop their aesthetic talents in music, visual arts, or performance,
- develop oral and written skills,
- develop oral and written skills in a non-native language,
- use knowledge and skills, think logically, and solve problems related to mathematics,
- have sufficient knowledge of science to be responsible users of scientific information,
- participate in a comprehensive program of community service that reflects responsible citizens in a democratic society and an interdependent world,
- and understand and apply the knowledge, concepts, principles, and themes embedded in each of the social studies--history, geography, political science, and economics.

In keeping with Rolling Hills Public Charter School's mission, RHPCS recognizes that education is more than the assimilation of facts. Proficiency in a discipline means that the learner becomes a capable practitioner and has a sufficient foundation to pursue advanced study. The Charter School emphasizes both

the acquisition and application of knowledge.

The Rolling Hills Public Charter School curriculum contains both traditional academic subjects and additional language areas that make the Charter unique. The Idaho State Department of Education's curriculum standards serves as the starting point and is enhanced with unifying themes and other creative methods. The subjects that make up the curriculum are listed and briefly discussed below. Traditional core curriculum areas--language, arts, math, science, and social studies--remain strongly emphasized. They are augmented by music, theater, art, health, physical, and environmental education.

Language Arts (English and Foreign). The goal is to develop learners who are effective communicators, who love literature, and are lifelong readers and writers. The curriculum is literature based. Comprehensive skills, grammar, and vocabulary are integrated within the literature program. Dramatization and memorization of accelerated vocabulary is a motivational aspect of the language arts experience. Writing includes self-analysis connected with student learning goals through a personal journal, as well as creative and expository writing. Communication skills include speaking and writing, and expand into presentation skills, using modern technological tools.

Science and Health. The science curriculum is a multiyear sequence that emphasizes hands-on experimentation and functional knowledge of scientific phenomena. Science must take students beyond the factual approach of reading, reciting, drilling, and testing science to actually "doing" and "feeling." This process approach lets students experience the excitement of science so they can better understand facts and concepts. Kindergarten through Grade 3 students will focus on the basic science process skills of observing, inferring, measuring, communicating, classifying, and predicting. Grades 4 through 8 (I would add a footnote here indicating our plans for expansion) students will add the integrated science process skills of identifying variables, constructing tables or data, constructing graphs, describing relationships between variables, acquiring and processing data, constructing hypotheses, and designing investigations.

Mathematics. Kindergarten through Grade 8 students will master the arithmetic processes of addition, subtraction, multiplication, and division of whole numbers, fractions, and decimals, as well as algebra and geometry. Concept and manipulative experiences that engage students in exploring, conjecturing, and thinking will continue in these grades. Students will view and use math as a tool for reasoning and problem solving in purposeful ways.

Social Studies and Community Service. Kindergarten through Grade 8 will follow the basic elements of the Idaho State Department of Education curriculum standards in social studies, with a focus on local, state, national, and world history. In addition there will be a strong emphasis on community service in Grades 6 through 8 as students apply their understanding of and their contributions to the world around them. We will seek out ways for the students to discover and experience responsibilities and rights as members of our democratic community.

Environmental Education. Rolling Hills Public Charter School emphasizes responsibility for the health of our cities and our planet. Learners will participate in hands-on projects intended to form an awareness of the critical relationships between the built and natural environments. Learners will study and debate real-life issues such as coping with diminishing resources. Consistent participation in community projects will show learners how they can affect the future quality of our cities and health of our green spaces.

Technology. Technology will be used to support a child's natural way of learning through individual and group discovery and seeking solutions to real-life challenges. Rolling Hills Public Charter School will provide our learners with technology skills that prepare them for future employment. *RHPCS will comply with all requirements set forth in the Children's Internet Protection Act.*

2. Improvement of Student Learning

Multiple learning opportunities will be afforded to RHPCS students. Some are familiar, some are novel, but all strive to make learning relevant and purposeful and to actively engage the learner. Problem-solving groups apply knowledge they have acquired and practice new skills by tackling both real-world problems and problems simulated to model the current work world. For example, the school's requirement for students to perform genuine community service not only informs students about real needs our community has, but also encourages them as a group to decide which needs they can reasonably address, plan an approach, implement the plan, and then evaluate the result. Peer teaching, when appropriate, provides an opportunity for learners to become educators and reinforce their own knowledge and mastery of new skills through presentation of their own work and through working with a "learning buddy." Projects will include a balance of individual effort and group collaboration to ensure mastery of important basic skills, content, and interaction skills.

Rolling Hills Public Charter School's learning program is built on the belief that all children can learn, but not in the same way or equally well, from the same sources. It recognizes that children are variously gifted and may excel in the following areas: linguistic; mathematical/logical; intrapersonal (self); interpersonal (others); bodily-kinesthetic; spatial; and musical. Although all seven areas will be examined and encouraged through instruction and the gifted and talented program (described later in this petition in Section III.E.2.), RHPCS will retain the traditional focus on linguistic and mathematical / logical areas, and implement a unique musical component, a piano lab.

Use of the Personalized Learning Goal concept will encourage learners to take responsibility for their own learning, while encouraging teachers, parents and the community to share in that responsibility. Working together, student, parent, and educator will consider learner strength and weaknesses. They will then identify an academic and personal goal for each learner. These goals capitalize on learner strength and shore up areas of weakness, while enhancing parental involvement.

Through the use of personalized goals, the Rolling Hills Public Charter School ensures that children are not penalized for the rate at which they learn. The faster learner is continuously presented with new challenges, while the slower learner benefits from extra adult help, multiple methods, and multiple environments. The learning program supports Rolling Hills Public Charter School's mission of developing lifelong learners. It is designed to stimulate the desire to learn, and is based on the belief that all learners possess an innate and unique creativity that can be developed given the appropriate environment. It allows for the joy of knowledge, self-expression, and the thrill of exploration. It is flexible to accommodate the individuality of learners and to evolve as Rolling Hills Public Charter School learns and grows.

The staff and parents of the Rolling Hills Public Charter School believe that children do not develop character in a vacuum. Our plan for character education provides expectation training through memorization and dramatization of classic poetry and historical passages, as well as staff who model essential traits of good character. The staff at Rolling Hills Public Charter School will ensure a safe, kind environment allowing students to acquire essential information and attitudes that will help them lead productive lives.

3. Curriculum Requirements

It is the intent of the Rolling Hills Public Charter School to remain aligned with the general goals and curriculum standards of the Idaho State Department of Education as they are adopted.

4. Curriculum Development and Approval

Curriculum development will be an ongoing process directed by the Principal with the approval of the

Board of Directors. The curriculum will be implemented and evaluated through observations of teachers and students, with follow-up discussions with the Principal to include written future goals.

5. Copies of Curriculum and Textbooks

Rolling Hills Public Charter School will generally follow the Idaho Department of Education curriculum, with specifics outlined by the Principal. Copies will be provided prior to the opening of the school. Textbooks will be approved by the State Department of Education.

6. Educational Programs and Services

Provision of educational programs and services such as physical education, HIV/AIDS education, family life/sex education, occupational education, driver education, guidance and counseling services, Safe/Drug Free Schools programs, summer school programs, parent education programs, social work, and psychological services will be identified based on need. The Board of Directors, Principal, and PFA will work together to determine the need for, and estimated cost and value of, these programs.

There will be reciprocal agreement between the RHPCS and the local school district to meet dual enrollment requirements.

7. Academic Freedom, Controversial Issues, and Religion

The Rolling Hills Public Charter School shall offer an educational program appropriate to the level of student understanding which:

- allows students to study and discuss controversial issues,
- provides opportunities to examine evidence, facts, and differing viewpoints,
- and teaches the importance of fact, the value of judgment, and the respect of conflicting opinions.

D. Student Assessment

1. Student Educational Standards

The Charter School's Board of Directors, in cooperation with the school Principal, will clearly define the essential knowledge and skills for student learning in each program area, making standards subject-specific within the first year of operation, focusing on one subject area at a time beginning with language arts. Students' progress will be evaluated periodically by each individual teacher for progress in the following areas in addition to academic skills:

Personal Responsibility. Students will have positive attitudes and perceptions about creating quality work, striving for excellence and interpersonal skills.

Expanding and Integrating Knowledge. Students will acquire and integrate knowledge and experiences from different subject areas. Students will gather and use subject-area information effectively in order to

gain new information knowledge, classify and organize information, support inferences, and justify conclusions appropriate to the context and audience.

Communication Skills. Students will communicate with clarity, purpose, and an understanding of audience using a variety of communication forms and skills. Students will develop their talents in music, visual arts, and/or performance. Students will develop oral and written skills in a non-native language.

Thinking and Reasoning Skills. Students will utilize, evaluate, and refine the use of multiple strategies to solve a variety of problems.

Social Responsibility and Skills. Students will deal with disagreement and conflict caused by diversity of opinions and beliefs. Students will evaluate and manage their behavior as group members. Students will participate in community service that reflects responsible citizens in a democratic society.

2. Assessment of Student Educational Progress

Standards and standardization are the basis of assessment. Learners are shown exemplary performances for given tasks. An assessment of their efforts reflects how closely it matches this performance. The goal is not only to give a grade, but to encourage students to do their personal best and show them their own improvement throughout the year.

Performance will be assessed on at least three levels:

- Student progress relative to previous performance will be assessed through portfolios of videotaped oral presentations, written reports, individual and group projects and via computer learning packages;
- Attitudes and personal/academic habits will be assessed through teacher evaluations of projects and video presentations and parental input;
- Performance will be assessed relative to district and state developed standards using the Idaho Standards Achievement Test and other tests.

Self-assessment will provide a unique learning opportunity for Rolling Hills Public Charter School students. As active participants in assessment of their own work, learners are encouraged to develop an understanding of their strengths and deficiencies, and an objective view of their accomplishments. In addition, an individual score on a piece of work can be improved if the learner is willing to accept the challenge for improvement put forth by the assessment.

We will meet the school goals when students demonstrate the following:

- write at grade level by Grade 4,
- read at grade level by Grade 3,
- and compute math at grade level by Grade 4.

Student performance will be assessed relative to other learners of the same age, up to Grade 9th through district, state, and national testing. Specifically, the Idaho Standards Achievement Test will be given once a year, in order to evaluate student performance. Rolling Hills Public Charter School will coordinate the time, within a four-week period, when it will give the state-mandated assessments with the Idaho State

Department of Education's timelines for administering those same assessments. A student baseline will be established during the first year of testing and evaluated each year thereafter, using a composite assessment in comparison to the previous year's results.

The goals for students enrolled at Rolling Hills Public Charter School for two (2) years will be to:

- Meet the statewide performance standards developed by the Idaho State Department of Education. These standards include the subjects of Language Arts, Mathematics, Science, Social Studies, Physical Education, *Humanities*, *Health and Wellness*.
- Demonstrate annual improvement or maintain scores in the top quartile of the school's relative rank using the following assessments:
 - Idaho Standards Achievement Test— Grades 3, 4, 5, 6, 7, 8, 9
 - Idaho Reading Indicator – Grades K- 3
 - Idaho State Assessment Test- Science – Grades 5 and 7
- Achieve Idaho State Department of Education standards for age levels, content areas, and outcomes not addressed by the Idaho State Department of Education. These standards will be measured by student products, performances, exhibitions, and tests that are directly related to locally developed expectations.

Student assessment evaluation, reported annually to the Idaho State Charter Commission, will consist of:

- a student baseline developed during the first year using Iowa Test of Basic Skills (survey test) results,
- a comparison of annual results with baseline scores to assess progress,
- grade-level and school composite scores,
- a graph of annual results showing year-to-year change,
- a graph of school scores relative to state and national averages,
- and disaggregation analysis to identify areas for improvement.

Monitoring the progress of our students and evaluating innovations in education procedures are an important part of our curriculum development process. Rolling Hills Public Charter School welcomes members of the Idaho State Charter Commission to monitor the administration of these standardized tests. The annual report of student progress will be made to the Idaho State Charter Commission no later than October 15 of each year for the previous school year. In addition to the data listed above, it will provide formative and summative data to demonstrate that the school is meeting performance standards proscribed by the State. These data may also include emerging Idaho State Department of Education standards and/or Rolling Hills Public Charter School-developed criteria. *The Administrator will work with the State Department of Education to ensure compliance with Idaho's Statewide Testing Program or any other required assessments adopted in the future.*

E. Special Needs Students

Please refer to Appendix F—Special Education Manual

1. Special Education Services

- a. Rolling Hills Public Charter School will provide assessments to admitted students as required, meeting individual student needs and IDEA requirements. Assessments will be made by the following personnel as needed: psychologist, speech/language pathologist, occupational therapist, vision specialist, and any other professionals listed in the students' IEP.
- b. Provide or contract with a part-time speech/language pathologist for on-site services to qualified students enrolled at Rolling Hills Public Charter School regardless of the district in which the student resides.
- c. Provide an occupational therapist for on-site consultation, monitoring and direct services as needed to qualified students enrolled at Rolling Hills Public Charter School.
- d. Provide vision services to qualified students.
- e. The Idaho State Department of Education will provide Rolling Hills Public Charter School with Title VI-B funds proportionate to the number of students on the current school year's December 1 child count with an approved, completed application meeting State and Federal criteria. RHPCS will be responsible to report the December 1 child count to the Idaho State Charter Commission and the Idaho State Department of Education by December 15.
- f. RHPCS will provide IDEA required assessments to all RHPCS students suspected of having a disability. RHPCS may contract with a school district or other qualified providers for Special Education Services.
- g. RHPCS will employ or contract with personnel using Title VI-B or other funds as needed to:
 - conduct academic assessments, classroom observations and behavioral rating scales,
 - develop IEPs as required by the IDEA,
 - provide academic interventions to qualified students,
 - monitor evaluation and IEP timelines.

In keeping with the RHPCS's plan to provide all special education services to eligible students, the charter school agrees to the following provisions required by the adopted Idaho Special Education Manual:

Nondiscriminatory enrollment procedures. RHPCS will not deny enrollment to a student with a disability solely because of that student's need for special education or related aids and services. Students with disabilities have the opportunity to meet the minimum eligibility criterion for enrollment described elsewhere in this Charter petition, consistent with the mission of RHPCS and civil rights requirements.

Child Find activities and evaluations. RHPCS will conduct Child Find activities and evaluations as described in the IDEA Manual. Advertising for Child Find will be done in the local newspaper and registration locations, as well as newsletters sent home with existing students. In order to comply with time requirements for evaluations, children will be evaluated by the special education teacher and outside contracted personnel as directed by the Child Study Team.

Meet LRE requirements. Rolling Hills Public Charter School will provide special education and related services to eligible RHPCS students in the Least Restrictive Environment as identified on each student's IEP. In many cases, the LRE will be specified as RHPCS. In other cases, the LRE might be a district school site or an alternative site, depending on the needs of each student.

Implement IDEA discipline procedures. The discipline procedures adopted in the Idaho Special Education

Manual, will be utilized in disciplinary matters for students with disabilities attending RHPCS. These adopted policies and procedures meet the requirements of the IDEA.

Protect student and parent rights. RHPCS will be responsible to protect student and parent rights as described in the Idaho Special Education Manual.

The Idaho State Department of Education will extend an invitation to RHPCS personnel to attend any professional development activities sponsored by the State. This will include activities designed to meet the needs of students with disabilities who attend the charter school.

In compliance with the Americans with Disabilities Act (ADA), RHPCS ensures that its present and any new facility and program, when viewed in its entirety, is readily accessible to and usable by individuals with disabilities. RHPCS ensures that the present facility as well as any newly constructed facilities will meet the standards specified in Title II of the ADA and Section 504 of the Rehabilitation Act.

The Charter School will transport any special education student enrolled at RHPCS who may, because of the nature of their disabilities, be entitled to specialized transportation as a related service. RHPCS will apply for applicable funds from the Idaho State Department of Education Transportation Department.

RHPCS will notify the Idaho State Charter School Commission in the event that a formal complaint or due process hearing request is filed by or on behalf of a RHPCS student. Appropriate RHPCS personnel will participate in the resolution of any formal complaint or request for a due process hearing.

2. Other Special Needs Student Services

Students attending Rolling Hills Public Charter School who are identified as limited English proficient, disadvantaged to the extent that they may require Title I services, gifted and/or talented, or require other accommodations will be afforded access to local school district programs and services that address the needs of these special populations. Such services may be offered at Rolling Hills Public Charter School or at a local school district school site. Transportation to such services, if necessary, will be the responsibility of Rolling Hills Public Charter School.

3. Corrective Action

Those students not reading at grade level or computing grade level math will be identified and receive a variety of services including Special Education, Title I (if funded), tutoring by volunteers, and the opportunity with parental support to attend school during one or more intercessions.

F. Instructional Arrangements

Rolling Hills Public Charter School plans to open in August of 2004. Grade organization will generally consist of traditional single-grade classrooms. The Principal will determine the school calendar, schedule, and hours of operation. The Charter School calendar will be similar to the local school district's nine-month calendar, with similar beginning and ending dates. Within that general format, the Principal, in consultation with the Board of Directors, will establish the school year calendar in compliance with the requirement of providing 900 hours of instruction. The school day is initially planned to begin at 8:00 am and end at 2:30 pm. This schedule will be reviewed on an annual basis and may be changed, as necessary, by the Principal in consultation with the Board of Directors. Copies of the school's calendar, the school day schedule, and hours of operation will be provided to the Idaho State Charter School Commission prior to the opening of school. State-required hours of attendance will be met. Minimum and maximum enrollment levels for each grade are discussed in Section IV.B.

G. Instructional Resources

Rolling Hills Public Charter School's Principal and staff will determine the school's library services and how materials will be selected and challenged, based on the American Library Association's guidelines. The Principal will determine how technology will be integrated with the instructional program and the type and level of technology to be used by students. The school's plans for field trips will be determined by the Principal and staff as appropriate. Parents and the public will have input in the school's instructional resources through the PFA.

H. Grading, Homework, and Promotion

Rolling Hills Public Charter School's Principal will establish policies and procedures for grading, homework, promotion, and retention. A parent committee will be formed to develop these policies in coordination with the Principal.

I. Audit of Programmatic Operations

An annual educational program and financial audit will be conducted after the completion of each charter school year. Rolling Hills Public Charter School will conduct a programmatic audit through information obtained via its own instruments, timeline, and processes. A financial audit will be conducted by an independent auditing firm. The Idaho State Charter Commission may choose to do an independent audit at their own expense. An independent audit may be performed as specified for the Renewal Audit or at such time as revocation or non-renewal of the charter may be initiated.

The financial audit shall be submitted to the Bureau of Public School Finance and the Bureau of Curriculum and Accountability at the State Department of Education by October 15th for the previous year ending June 30th. Both the programmatic audit and the financial audit shall be submitted to the Idaho State Charter Commission by October 15th for the previous year ending June 30th.

J. Accreditation

Rolling Hills Public Charter School will obtain accreditation in accordance with *Idaho Code 33-119*. An accreditation committee appointed by the Principal will choose the appropriate accreditation standard and oversee the accreditation process. After accreditation, the Principal will submit annual accreditation reports to the Idaho State Department of Education and the Idaho State Charter School Commission. *The accreditation standard will be chosen from among the Idaho Elementary/Secondary State Accreditation Standards.*

IV. STUDENTS

A. Admission Procedures

Rolling Hills Public Charter School has identified the following admission/Lottery procedures:

- Prospective students will be given the opportunity to enroll regardless of race, color, national or ethnic origin, religion, sex, familial status, social or economic status, or special needs.
- The RHPCS Enrollment Lottery is held annually to fill enrollment positions not taken by existing RHPCS students. Once enrolled, students do not have to reapply in the lottery process to continue enrollment at RHPCS.

- To participate in the RHPCS enrollment lottery for the school year, complete the current year Enrollment Lottery application and submit it with required documents by the specified lottery application deadline. RHPCS enrollment lottery applications do not rollover from year to year; a new application must be submitted each year for your child/children to be eligible for the current lottery drawing.
- During the lottery process, RHPCS has five admission priority pools, as follows:
 - a. Children of founding families (those families that participated in the founding of RHPCS) and children of RHPCS Staff, not to exceed 10% of the school's enrollment
 - b. Siblings of currently enrolled RHPCS students
 - c. Applicants living within the Primary Attendance Area. RHPCS' PAA is defined as residences within the following geographic boundaries: East of Eagle Rd., West of Glenwood or Gary Lane, South of Beacon Light, North of Chinden Blvd.
 - d. Applicants from within the state of Idaho but outside the Primary Attendance Area (Idaho residences outside the area described above).
 - e. Applicants currently living outside of the state of Idaho.
 - Instead, late applicants will be added at the end of the waiting list that is established by the lottery drawing process.
 - You will be notified of the lottery results by email within 5 business days after the lottery. Please contact the school office if you have not been notified by April 26, 2019.
- The lottery or other random method that determines enrollment shall begin with kindergarten to the highest grade level.

RHPCS reserves the right to amend the primary attendance area and procedures.

1. Public School Attendance Alternative

Because Rolling Hills Public Charter School is a new entity and not a conversion of an existing school, the attendance alternative would be the same as for those presently residing within the area. . Students located within the attendance area of the Charter School would have the option to enroll in existing public schools presently serving the area. No student will be required to attend Rolling Hills Public Charter School.

2. Over-Enrollment Procedures

Rolling Hills Public Charter School has identified the following over-enrollment procedures:

- During the lottery process, RHPCS has five admission priority pools, as follows:
 - a. Children of founding families (those families that participated in the founding of RHPCS) and children of RHPCS Staff, not to exceed 10% of the school's enrollment
 - b. Siblings of currently enrolled RHPCS students
 - c. Applicants living within the Primary Attendance Area. RHPCS' PAA is defined as residences within the following geographic boundaries: East of Eagle Rd., West of Glenwood or Gary Lane, South of Beacon Light, North of Chinden Blvd.
 - d. Applicants from within the state of Idaho but outside the Primary Attendance Area (Idaho residences outside the area described above).
 - e. Applicants currently living outside of the state of Idaho.
 - Instead, late applicants will be added at the end of the waiting list that is established by the lottery drawing process.

- You will be notified of the lottery results by email within 5 business days after the lottery. Please contact the school office if you have not been notified by April 26, 2019.

4. Non-Discrimination

Prospective students will be given the opportunity to enroll regardless of race, color, national or ethnic origin, religion, sex, familial status, social or economic status, or special needs as required by federal state and local laws. The number of special education students that the school expects to have depends upon the application of students and the number of special education students in the attendance area.

B. Minimum Enrollment

The minimum enrollment for financial viability depends on the financial status of the school at the moment. It is expected that the minimum enrollment for financial viability is approximately 180 students, or about an average of 20 students per class, extending for longer than six months. A more precise estimate will be available three months prior to school opening.

As enrollment approaches the minimum for financial viability, the Board of Directors shall take action including, but not limited to, the following:

- Increase enrollment demand through a marketing campaign.
- Increase fund-raising from external sources through the PFA.
- Request voluntary donations from parents.
- Eliminate or defer expenses.
- Prepare for the termination of operation as necessary.

1. Attendance Requirements

School Attendance Philosophy. Students, parents, and educators recognize the importance of attendance and punctuality at school. Key reasons for regular and punctual attendance are employability, educational benefits, and success in school.

- *Employability*—Punctuality and attendance are important skills for employment identified by employers. Developing these skills is critical whether students plan to work during the school year, after graduation, or after college.
- *Educational Benefits*—Regular attendance assures that students stay current in academic skills, personal management skills, and teamwork skills.
- *Success*—Students must be present in order to experience success. Further, each student's presence enhances the success of the entire class.

Excused Absences. Absences from school with the knowledge and approval of a student's parents/guardian are excused absences, but such absences are counted toward the maximum allowed per semester. In order for an absence to be excused, oral or written communication from the student's parents/guardian must be received within 48 hours of the last day of the absence, except for school approved activity absences.

Make-up Work. Make-up work is allowed for students who have excused absences. The classroom teacher will provide the student or the parent/guardian who requests make-up work with: a) a list of pages covered

during the absence; b) information about assignments or special projects; c) a copy of all handout materials given during the absence. Credit for make-up work is not allowed for an unexcused absence.

Tardies. A student is tardy if he or she is not in the assigned classroom when the bell rings. In general, tardiness will be dealt with on an individual basis. For Grade 7-9 students, parents will be notified of the 4th, 5th, and 6th tardies during each semester. A loss of class credit may occur if the student is tardy a 7th time unless it is successfully appealed.

Attendance Requirements. Students may have a maximum of nine (9) absences per semester, or the number of absences permitted by the Idaho State Department of Education, whichever is fewer. Absence from class for any reason, including family convenience, shall be counted when the percentage of attendance and eligibility for promotion or credit is being considered.

Notification of Absences and Discipline. Parents/guardians will be notified of the 5th, 8th, and 10th absences from class during a semester. Notice of the 10th absence will inform the parent/guardian of the loss of credit, and include the appeal rights to challenge the loss of credit. The school Principal may deny a promotion to the next grade or deny credit for a class to any student who exceeds the maximum number of absences.

Grounds for an Appeal. Those students who have valid reasons to believe that all or part of their absences are the result of extraordinary circumstances may request a review of their case following the attendance appeal process below. Extraordinary circumstances may include, but are not limited to, verified illness or medical treatment, death in the family or death of close friends, and medical or dental professional appointments.

Attendance Appeal Process. If a parent/guardian wishes to appeal loss of credit or a denial of promotion to the next grade due to the attendance requirement, trancies, or the number of tardies, the following policy applies:

- The parent/guardian has five (5) school days from the date shown on the notification to appeal the loss of credit or denial of promotion.
- The appeal process starts with the Principal. An adverse decision may be appealed to the Board of Directors. The decision of the Board of Directors is final.
- In each situation, representatives of the school and the parent/guardian have five (5) days in which to respond to the appeal or the ruling. Appeals and responses shall be in writing.

C. *Student Rights and Responsibilities*

Rolling Hills Public Charter School will assemble a student handbook, following state law that outlines a Code of Conduct including expectations and consequences for unacceptable behavior. Suspension or expulsion will be considered only as the final option in a series of efforts to avoid such measures including but not limited to the following steps:

Step 1: Parent/Guardian Incident *Written* Notification Procedure

Step 2: *Peer Mediation and/or Principal Intervention after written notification to parent/guardian. Principal Intervention includes disciplinary measures within the school designed to address the behavior problem while insuring the safety of all staff and students.*

Step 3: *Suspension by the principal or RHPCS Board of Directors in compliance with requirements of section 33-205, Idaho Code.*

Step 4: Expulsion by the *RHPCS Board of Directors in compliance with requirements of section 33-205, Idaho Code.*

The RHPCS Board of Directors shall have the right to expel or deny enrollment to any student as set out in section 33-205, Idaho Code. Readmission of any student suspended or expelled, or admission of any student who has been denied admission shall be governed by section 33-205, Idaho Code.

D. Health and Safety

Rolling Hills Public Charter School will comply with the following health and safety procedures:

- Conduct criminal history checks for all employees in compliance with Idaho Code 33-130. This requirement is a condition of employment.
- Require that all students show proofs of immunization before being enrolled at the Rolling Hills Public Charter School.
- Require that all visitors sign in at the office and receive and wear a visitor's pass when visiting the school building.
- Provide for inspection of the facility in compliance with Section 39-4130 of Idaho Code. Adopt policies to meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools. Fire and safety officials using the same guidelines for all public schools will inspect the facility.
- Adopt and implement a comprehensive set of health, safety and risk management policies. These policies will be developed in consultation with the Rolling Hills Public Charter School's insurance carriers and at a minimum address the above and the following items:
 - Policies and procedures for response to natural disasters and emergencies, including fires and bomb threats.
 - Policies relating to preventing contact with blood-borne pathogens.
 - A policy requiring that all staff receives training in emergency response, including appropriate "first responder" training.
 - Policies relating to the administration of prescription drugs and other medicine.
 - A policy that the school will be housed in a facility that has received fire marshal approval and has been evaluated by a qualified structural engineer who has determined the facilities present no substantial safety hazard.
 - Policies establishing that the school functions as a gun-free, drug, alcohol and tobacco free workplace.

Policies will be incorporated as appropriate into the school's student and staff handbooks and will be reviewed on an ongoing basis in the school's staff development efforts.

E. Student Activities

Rolling Hills Public Charter School's Principal and staff will determine the school's student activities, as appropriate and necessary, including student government, student organizations, trips, before and after school care, interscholastic and intramural sports and activities, band, orchestra, and choir.

F. Student Fees

No fees from students are planned at this time. Some fees may be identified in the future by the Principal, as appropriate, and as allowed by the state law. Accommodations for low-income students will be made through fundraising efforts of the Parent-Faculty Association. Rolling Hills Public Charter School is a public charter school and will not charge tuition.

V. COMMUNITY RELATIONS

A. Public Relations

As outlined in the following sections, Rolling Hills Public Charter School intends to implement a solid plan to attract a sufficient and diverse student body, to provide for open communication, and to convey information about the school competently and accurately.

1. Recruiting and Marketing

RHPCS will actively recruit students for enrollment through advertising in a local newspaper, in both English and Spanish, and through announcements at local schools and public offices, to attract a sufficient pool of potential applicants that includes disabled, low-income and racially diverse students. The advertising process for RHPCS will include all current requirements as stated in Idaho code 33-5205.

2. Information Sharing

Rolling Hills Public Charter School's Principal will determine plans for sharing the school's annual report and other relevant information on the school's performance.

3. Public Information Personnel

The Principal will administer the public information program, under the direction of the Board of Directors.

B. Public Participation

As described earlier, parents of students who attend Rolling Hills Public Charter School will be involved in the education of their children and in the school at many levels. The process to ensure parental

involvement will be as follows:

- Parents will receive a student/parent handbook at registration.
- Parents will fill out an in-depth profile of their child.
- Parents will be encouraged to attend two parent teacher conferences per year.
- Parents will be asked to complete surveys throughout the school year addressing the following issues: safety of students, classroom discipline, school-wide discipline, child's response to classroom atmosphere, and parents' perception of learning environment.
- Parents will be encouraged to be involved in the Parent-Faculty Association (PFA) and to volunteer for school projects, programs, and committees, and to work specifically with students who are challenged academically.
- Parents will be encouraged to provide an appropriate learning environment at home for study.

1. Complaint Process

Rolling Hills Public Charter School's procedures for a complaint process for parents/guardians and the public will be similar to that of local school districts, with the ultimate authority residing with the Board of Directors of the Rolling Hills Public Charter School.

2. Public Accountability

The Board of Directors of Rolling Hills Public Charter School will determine the process for addressing issues related to public accountability.

C. Public Access

Rolling Hills Public Charter School's policies regarding the ways in which the public may have access to the school's students, staff, and facilities will be similar to that of the local public schools. The Charter School will comply with Idaho statutes relating to public records and public meetings, as indicated in the Bylaws. Rolling Hills Public Charter School gives permission for public inspection.

D. Public Conduct for Safe Schools

Rolling Hills Public Charter School's plans and policies for public conduct in the school which protects the safety, welfare, and education of students, will be aligned generally with that of the Idaho State Department of Education's standards.

VI. PERSONNEL

A. Employment Practices

Rolling Hills Public Charter School's full-time staff will meet or exceed qualifications required by state law. Staff will be required to possess personal characteristics, knowledge, and experience consistent with the philosophy, mission, and expectations of Rolling Hills Public Charter School as outlined within this petition. The Principal will make recommendations to the Board of Directors for approval of instructional staff.

Rolling Hills Public Charter School reserves the right to seek waivers or limited certification options as provided by rule of the Idaho State Board of Education when deemed in the best interests of the educational program. *RHPCS will meet the No Child Left Behind Highly Qualified Teacher requirements.* Additionally, Rolling Hills Public Charter School reserves the right to hire any person for temporary assistance under the direct supervision of certified staff members. These provisions are intended to allow various community experts and other specialized persons who may not hold certification to contribute to the school according to their talents, experience, creativity, or expertise on a short-term or seminar basis.

All employees shall undergo criminal history background checks as described in Section 33-130, Idaho Code.

Job announcements and all other hiring practices will be free of discriminatory language.

1. Professional Opportunities

Faculty at Rolling Hills Public Charter School will work in an environment where they have opportunities to work with other faculty to align subject areas. The Principal will determine in-service training days in order to provide teachers with training in the teaching methods described in this petition.

2. Background Checks

All employees will undergo State of Idaho criminal background checks and FBI fingerprinting checks.

3. Potential Applicants

Names and positions of potential employees of the charter school, their backgrounds and experiences, and three (3) professional references for each are not available at this time.

4. Targeted Staff Size

Rolling Hills Public Charter School will employ one teacher per class, with additional staff for history, music, foreign language, and physical education. The goal is to have one instructor per 25 students.

5. Teacher Certification

A copy of the certificates for all certified teachers/staff members will be provided to the Idaho State Charter Commission.

B. Employee Benefits

All employees will participate in the following programs and benefits: group health insurance, leave benefits, Public Employee Retirement System, Federal Social Security, Unemployment Insurance, and Worker's Compensation Insurance to the extent allowed and required by law. *Accumulation of sick leave for teachers shall be up to ninety (90) days and be governed by section 33-1217, Idaho Code.*

C. Transfer Rights

Employees of Rolling Hills Public Charter School retain the following transfer rights:

1. A local school district-certificated employee who leaves the district for employment at a Charter School, but requests to be re-employed by the district within two (2) years of the date when he/she was last employed by the district shall be provided, if appropriate, with a position similar to the one held prior to leaving the district.
2. A Rolling Hills Public Charter School certificated employee who requests to be re-employed by the previous district after two (2) years, but within five (5) years, of the date that he/she was last employed by the district, shall be placed on manifests, as appropriate in compliance with district policies and procedures, and as a part of the district's process for new employees if the employee is seeking an assignment in the same area of certification as when he/she was formerly employed by the district and if the employee provides the district with the following information: an updated transcript and resume, a recommendation and/or evaluations from the charter school, and an indication of his/her preferences for assignment(s), grade(s), or subject(s).
3. A Rolling Hills Public Charter School certificated employee who requests to be re-employed by a school district after two (2) years of the date that he/she was last employed by the district and who is seeking an assignment in a different area of certification as when he/she was formerly employed by the district must apply through the district's equal opportunity employment procedures.
4. A Rolling Hills Public Charter School certificated employee who requests to be re-employed by a local school district after five (5) years of the date that he/she was last employed by the district must apply through the district's equal opportunity employment procedures.
5. A Rolling Hills Public Charter School certificated staff member who has never been employed by the local school district and who wishes to be employed by the district, must apply through the district's equal opportunity employment procedures.
6. Return of a former local school district employee to the district during an academic year shall be at the sole discretion of the district.
7. *Employment of teachers and administrator shall be on written contract in a form as approved by the State Superintendent of Public Instruction, conditional upon a valid certificate being held by such professional personnel at the time of entering upon the duties of thereunder.*

D. Experience for Salary Schedule

Certified teachers at Rolling Hills Public Charter School shall be considered public school teachers.

Educational experience shall accrue for service at the school, and such experience shall be counted by the local school district if a teacher returns after employment in the charter school. Certificated employees who are hired by the local district from the Rolling Hills Public Charter School shall have their charter school experience count on the salary schedule the same as the certificated employees hired from other school districts. Rolling Hills Public Charter School certificated employees who are re-employed by the local district shall receive full credit for their years of service in the district.

E. Collective Bargaining

Rolling Hills Public Charter School's *staff* will be a separate unit for purposes of collective bargaining.

F. Health and Safety

Rolling Hills Public Charter School will comply with the following health and safety procedures:

1. Conduct criminal history checks for all employees in compliance with Idaho Code 33-130. This requirement is a condition of employment.
2. Require that all students show proofs of immunization before being enrolled at the Rolling Hills Public Charter School.
3. Require that all visitors sign in at the office and receive and wear a visitor's pass when visiting the school building.
4. Provide for inspection of the facility in compliance with Section 39-4130 of Idaho Code. Adopt policies to meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools. Fire and safety officials using the same guidelines for all public schools will inspect the facility.
5. Adopt and implement a comprehensive set of health, safety and risk management policies. These policies will be developed in consultation with the Rolling Hills Public Charter School's insurance carriers and at a minimum address the above and the following items:
 - Policies and procedures for response to natural disasters and emergencies, including fires and bomb threats.
 - Policies relating to preventing contact with blood-borne pathogens.
 - A policy requiring that all staff receives training in emergency response, including appropriate "first responder" training.
 - Policies relating to the administration of prescription drugs and other medicine.
 - A policy that the school will be housed in a facility that has received fire marshal approval and has been evaluated by a qualified structural engineer who has determined the facilities present no substantial safety hazard.
 - Policies establishing that the school functions as a gun-free, drug, alcohol and tobacco free workplace.

Policies will be incorporated as appropriate into the school's student and staff handbooks and will be

reviewed on an ongoing basis in the school's staff development efforts.

G. *Staff Development*

1. *Staff Development Plans*

Rolling Hills Public Charter School's Principal will ensure that the school's employees understand and are able to implement the school's vision upon hiring and through in-service training.

2. *Technology Competency*

Rolling Hills Public Charter School shall meet the state's accreditation requirement for technology competencies for all certified staff.

VII. ADMINISTRATION

Administrative services will be provided by the Rolling Hills Public Charter School Principal supplemented by other contracted services as needed. Annual programmatic and financial reports will be presented to the Board of Directors as outlined in section VIII.D.2. of this petition. The Principal will also serve as the liaison between the Rolling Hills Public Charter School and its Board of Directors, the Idaho State Charter Commission, and parents. Financial operations will be contracted out to licensed and bonded entities or provided by the Idaho State Charter Commission as an in-kind donation. Funding sources will include state allocation per pupil, federal start-up grants, private grants, business partnerships, and donations.

A. *Day-to-Day Operations*

The Principal in coordination with the Charter School Board of Directors will determine the day-to-day operations of Rolling Hills Public Charter School.

B. *Administrator Qualifications*

Refer to Appendix D for the job description and qualifications for Principal of the Rolling Hills Public Charter School.

VIII. FINANCIAL MANAGEMENT

A. *Budget*

1. Startup Budget

The budget for Rolling Hills Public Charter School will be prepared in compliance with section 33-801, Idaho Statutes and policy of the State Board of Education, will be presented at a public hearing in June of the year the school will open, and will be delivered to the State Department of Education as required on or before July 15 prior to the start of the school year. Copies of the budget will be provided to the Idaho State Charter Commission. The budget will be prepared, approved and filed using the Idaho Financial Accounting Reporting Management System (IFARMS) format. (Please refer to Appendix E.)

2. Long-Term Budget

A five-year budget and cash flow analysis is attached. (See Appendix E.)

B. Income Sources

Funding sources will include state allocation per pupil, federal start-up grants, private grants, business partnerships, and donations.

1. Working Capital and Assets

Rolling Hills Public Charter School does not expect to have working capital and assets until after the Charter is approved.

2. Fundraising

A committee has been established to conduct fundraising efforts to generate capital or to supplement the per-pupil allocations.

C. Expenditures

Expenditures will be handled as described in the following sections.

1. Purchasing Process

Rolling Hills Public Charter School's Principal will determine procedures for procuring goods and services, with approval of the Board of Directors. Purchasing procedure will be in compliance with State Law, Idaho Code 33-601.

2. Payroll Processing

Rolling Hills Public Charter School intends to outsource its payroll processing as determined by the Principal, with approval of the Board of Directors.

D. Reports and Audits

Rolling Hills Public Charter School will provide the following audits and reports.

1. Cash-Flow Projection

Rolling Hills Public Charter School will provide a monthly cash-flow projection, to the Idaho State Charter Commission that details revenues and expenditures for the first year of operation.

2. Annual Audit and Reporting

Rolling Hills Public Charter School will conduct an independent financial audit annually. The Idaho State Charter Commission may choose to do an independent audit at its own expense. An independent audit may be performed as specified for the Renewal Audit at such time as revocation or non-renewal of the charter may be initiated. Rolling Hills Public Charter School will follow the requirements set forth by Idaho statute regarding audit reporting.

E. Financial Operations

Financial operations of the Rolling Hills Public Charter School are outlined in the following sections.

1. Financial Management

The accounting records will be kept in accordance with generally accepted accounting principles. Rolling Hills Public Charter School will follow the requirements set forth by the Idaho State Department of Education, including formats for account numbering.

2. Financial Management Personnel

The Principal of Rolling Hills Public Charter School will be responsible for financial management.

3. Bonding

Documentation of bonding of all personnel involved in the school's financial operations will be provided prior to the opening of the school.

IX. NONINSTRUCTIONAL OPERATIONS

A. Insurance and Liability

To the fullest extent permitted by law, Rolling Hills Public Charter School, Inc. agrees to indemnify and

hold harmless the state of Idaho, the Idaho State Charter Commission, or any other sending districts, and their officers, directors, agents, or employees from and against all claims, damages, losses and expenses, including but not limited to attorneys' fees, arising out of or resulting from any action of the school, provided that such claim, damage, loss or expense (a) is attributable to bodily injury, sickness, disease or death, or to injury or to destruction of tangible property including the loss of use resulting therefrom; and (b) is issued in whole or in part by any negligent act or omission of the school, any contractor of the school, or anyone directly or indirectly employed by any of them who may be liable, regardless of whether or not it is caused in part by a party indemnified hereunder. Such obligation will not be construed to negate, abridge, or otherwise reduce any other right or obligation of indemnity, which would otherwise exist as to any party or person, described in this paragraph. No host, or receiving district, will be held liable for damages in an action to recover for bodily injury, personal injury, or property damage arising out of the establishment or operation of the school.

The Idaho State Charter Commission shall have no liability for the acts, omissions, debts or other obligations of any charter schools, except as may be provided in an agreement or contract between the Commission and Rolling Hills Public Charter School.

1. Types of Insurance

Rolling Hills Public Charter School will procure and maintain a policy of general liability insurance and errors and omissions insurance in the amount required by state law. Insurance will be provided by insurance companies who have and maintain a rating of "A" according to the A.M. Best Company. Rolling Hills Public Charter School will have the same role as a public school in matters of civil liability. A copy of the proof of insurance will be given to the Idaho State Charter Commission each time it is renewed to insure continuous coverage. In addition the Idaho State Charter Commission will be listed as an additional insured.

The Rolling Hills Public Charter School will provide a list of all other types and amounts of insurance required by the Idaho State Charter Commission prior to the opening of the school.

2. Liability

RHPCS may sue or be sued, purchase, receive, hold and convey real and personal property for school purposes, and borrow money for such purposes, to the same extent and on the same conditions as a traditional public school district, and its employees, directors and officers shall enjoy the same immunities as employees, directors and officers of traditional public school districts and other public schools, including those provided by chapter 9, title 6, Idaho Code.

B. Transportation

Student transportation will be decided upon approval of final site plans.

C. Food Service

No food service is planned during the initial operation of the school. However, the Charter School may contract for food service at any time in the future.

D. Clerical Services

Rolling Hills Public Charter School's Principal will determine plans for clerical services, including preparing and submitting state reports.

1. School Records

Rolling Hills Public Charter School's Principal will determine how the school will maintain school records and required information. Student records shall be maintained and stored on secure electronic media with hard copies in secure files. The records shall be kept at the school location. The principal or his or her designee shall have access of the records unless a hearing, proceeding or other incident requires the disclosure of those records to the RHPCS Board of Directors or other third parties, including but not limited to law enforcement and other State agencies. Any disclosure shall be subject to applicable State and Federal statutes. RHPCS shall comply with the Family Educational Rights and Privacy Act (FERPA).

2. Attendance Reporting

Rolling Hills Public Charter School will follow similar procedures to local public schools' methods for reporting attendance and enrollment information to the state for funding purposes.

3. IRS Regulations

Rolling Hills Public Charter School will comply with all Internal Revenue Service (IRS) regulations and reporting requirements.

E. Custodial Services

Rolling Hills Public Charter School's Principal will determine plans for custodial services.

X. SCHOOL FACILITIES

A. Facility Description

Prior to the start of school, the facilities will be inspected to ensure compliance with applicable state and federal guidelines as provided in Section 39-4130, Idaho Code and the Americans with Disabilities Act.

Site Suitability—Rolling Hills Public Charter School has chosen two locations and will consult with the Idaho State Charter School Commission in selecting the most appropriate location.

B. Lease/Purchase Documentation

Rolling Hills Public Charter School will provide complete documentation for the lease or purchase of the facilities prior to the opening of the Charter School and by the date stipulated in the contract.

C. *Inspection Reports*

Rolling Hills Public Charter School will provide certification that the facilities meet all requirements for health, safety, fire, and accessibility for the handicapped prior to the opening of the school and by the date specified in the contract. RHPCS also will provide regular inspections of the facilities for health, safety, and fire compliance and provide copies of those reports to the Idaho State Charter School Commission.

XI. RELATIONS WITH THE COMMISSION

A. *Commission/Charter School Communications*

Rolling Hills Public Charter School will engage in periodic discussions with the Idaho State Charter Commission concerning the implementation of the charter contract. The intent of these discussions would be to work out the concerns of both parties early and to be proactive.

B. *Length of the Contract*

Once approved, the renewal of RHPCS' charter will be ongoing until revoked, in compliance with current Idaho code.

C. *Project Timeline*

A project timeline for opening the school will be provided to the Idaho State Charter Commission after approval of the Charter. It will include the steps that must be accomplished before the Rolling Hills Public Charter School opens, including marketing, recruiting students, buying equipment, constructing the building, and training the staff.

D. *Additional Services*

The following services may be provided under a separate annual contract agreement: payroll, accounting, purchasing, food service, special education, activity programs, and health insurance.

E. *Policy Manual*

Rolling Hills Public Charter School will develop a policy manual with approval of the Board of Directors. A copy of the policy manual will be provided to the Idaho State Charter Commission.

State Compliance—Rolling Hills Public Charter School will comply with the rules of the State Board of Education and Superintendent for Public Instruction as they relate to Charter Schools and all state statutes applying to public education unless exempt through charter legislation.

F. Additional Reporting

Additional reports may be provided at the discretion of the Charter School as information that may be useful to the Idaho State Charter Commission is discovered.

G. Right to Evaluate Contract Compliance

The Idaho State Charter School Commission, or designee shall retain the right at any time to evaluate the degree to which Rolling Hills Public Charter School is meeting the terms of the contract. The Commission may choose to have a representative(s) or an independent evaluator(s):

- visit the Charter School,
- review the Charter School's records and data,
- directly survey the Charter School's parents/guardians, students, or employees,
- audit the books of the Charter School,
- and pursue other reasonable means of determining accountability for the Charter School contract.

To enact any of the above measures, the Idaho State Charter School Commission or designee must state the specific nature of the concern and that the concern must be substantial. The request must be reasonable in terms of the timing and the amount or types of information required.

H. Dispute Resolution

The Public Charter School Commission and RHPCS will resolve disputes relating to provisions of the charter following the procedures set forth in section 33-5209, Idaho Code, and the applicable rules of the State Board of Education for notice of defect and submission of a corrective action plan.

I. Amending the Contract

A material revision of the terms of the Charter School contract requires the approval of the Idaho State Charter Commission and the Charter School's Board of Directors.

J. Termination

Rolling Hills Public Charter School understands that the Idaho State Charter Commission may terminate the charter if it finds that the Charter School has:

1. Committed a material violation of any condition, standard or procedure set forth in the charter petition or contract.
2. Failed to substantially meet one or more of the student educational standards identified in the charter contract.
3. Failed to meet generally accepted accounting standards of fiscal management.
4. Failed to submit required reports to the Commission.

5. Lost substantial support of the school's students, parents, staff, and/or community.
6. Shown that it is not in the best interest of students for the school to continue operation.
7. Violated any provision of law.
8. Filed for bankruptcy or financial reorganization and is unable to pay its creditors.
9. Except in emergency situations, the Idaho State Charter School Commission will provide thirty (30) days written prior notice and an opportunity for the school's board of directors to be heard by the Commission before the Commission can terminate the charter contract.
10. A decision to terminate or not to renew a charter may be appealed directly to the Idaho State Board of Education.

K. Dissolution

In cases of termination or non-renewal, the Chair of the Board of Directors of Rolling Hills Public Charter School is responsible for the dissolution of the business and affairs of the school. Rolling Hills Public Charter School will fully cooperate with the Idaho State Charter Commission for the dissolution process. All records of students will be immediately transferred to the receiving district.

Appendix D: IPCSC Closure Protocol

DRAFT



Closure Protocol

Idaho Public Charter School Commission

514 West Jefferson Street, Ste. 303

Boise, Idaho 83702

208-332-1561

pcsc@osbe.idaho.gov

Alan Reed, Chairman

Jenn Thompson, Director

Purpose

This document provides guidance on the public charter school closure process.

Authority

Title 33, Chapter 52 of Idaho Code, known as the Charter School Act provides for public charter school operations based on a contractual agreement between a charter school board of directors and a state authorized chartering entity, such as the Idaho Public Charter School Commission (IPCSC).

Operating contracts, known as Performance Certificates are granted by state authorized chartering entities to the governing board of a non-profit corporation that serves as the charter holder. Performance certificates are limited to five-year terms.

Closure protocol is enacted when:

- an authorized chartering entity chooses to non-renew a school's charter pursuant to I.C. § 33-5209B;
- an authorized chartering entity chooses to exercise its right to revoke a charter pursuant to I.C. § 33-5209C; or
- a charter holder chooses to relinquish its charter by approval of a resolution.

Each authorized chartering entity is required to maintain a closure protocol and is tasked with oversight of the closure process.

If closure is due to an IPCSC nonrenewal or revocation decision, written notice will be issued to the school within 14 days of the decision and this closure protocol must begin within 5 days.

Roles

Authorizer: the authorized chartering entity is responsible to maintain closure protocol and to oversee the closure process.

Charter Holder: the charter holder is responsible to ensure that all closure tasks are complete and all deadlines are met. The school is responsible for any and all costs associated with closure.

Note

Please note that every closure situation is different. This guidance document may need to be expanded or adjusted to accommodate the specifics of a particular closure.

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I. Closure Protocol Team

A. Initial Meeting

within 5 business days of the date on which written notice of closure is issued, a meeting of the closure protocol team will be held.

B. Team Members

The Closure Protocol Team shall meet at least once a month between the date of the decision to non-renew, revoke, or relinquish the charter and the final dissolution of the board. Meetings shall be organized and chaired by the “team lead”. The team lead is also responsible for compiling meeting minutes and all documentation for the final closure report.

Required members of this team shall include:

1. The school’s Board Chair;
2. The school’s Lead Administrator;
3. The school’s Business Manager;
4. The IPCSC Director
5. A Team Lead (appointed by the IPCSC Director); and
6. The State Department of Education’s School Choice Coordinator.
7. Additional members may be added to the closure protocol team by mutual agreement of the required members.

C. Subcommittees

1. Subcommittees shall be established for the purpose of managing closure tasks in the following areas:
 - i. Communication – student, teacher, family
 - ii. Financial – vendors and assets
 - iii. Business – employer and corporation
 - iv. Records – student and employee records

D. Meeting Agenda

The meeting agenda for the initial meeting of the closure protocol team shall include the following:

1. Review of the closure protocol guidance document;
2. Review of the final closure report template;
3. Review the roles and responsibilities of each party and subcommittee throughout the process;
4. Assign liaisons from both the school and the IPCSC to the Closure Protocol Team and any subcommittees;
5. Establish due dates for all tasks listed in Section I.E of these procedures; and
6. Review notification letter drafted by IPCSC Staff.

E. Important Dates

Due dates to be established at the initial meeting of the Closure Protocol Team shall include the following:

1. The date of the school's last allowable draw on public funds;
2. The date on which the school shall cease to provide services to students;
3. The date by which records to be retained beyond the closure date are to be transferred the authorizer;
4. The date by which all assets purchased with federal dollars must be transferred to the authorizer for redistribution to other charter schools;
5. the date on which all employee contracts are to be ended and all communication on behalf of the school must cease;
6. The date on which benefits will end;
7. The date by which the final audit must be completed;
8. The date by which all financial activity must be ended, including cutting the final checks and closing all bank accounts;

9. The date by which all W2s will be issued for the school's final operating year; and
10. The date by which the non-profit corporation must be dissolved.

Communication

A. Initial Stakeholder Notification

1. Within 7 business days of the date written notice of closure is issued, the school is responsible to issue a letter (drafted by the IPCSC) notifying stakeholders of closure. This letter shall minimally include:
 - a. Where and when the final order will be posted online for transparency of the reasons for closure;
 - b. The last date of student services;
 - c. Transfer procedures;
 - d. Explanation of the appeal process and when a decision regarding an appeal would be published; and
 - e. Contact information for the school's administrator and the IPCSC.
2. The school may choose to include a supplemental letter drafted by the school's board, and if so, such draft must be provided to the IPCSC prior to distribution to stakeholders.
3. The school is responsible to distribute the IPCSC's letter (and the school board issued supplemental letter, if applicable) to the following recipients:
 - a. All Parents of current students and all parents currently on a waitlist;
 - b. All Teachers, Staff, and Volunteers;
 - c. All Vendors with whom the school has an active contract or has engaged with in the past 12 months;
 - d. All Lease and Loan/bond holders; and
 - e. Any Educational Services Providers with whom the school contracts.
4. The authorizer is responsible to issue a letter informing stakeholders of the closure situation to the following recipients:

- a. All potentially impacted school districts and charter schools;
 - b. The State Department of Education;
 - c. The State Board of Education;
 - d. The Office of the Governor;
 - e. The Public Employment Retirement Service of Idaho;
 - f. The chairpersons of the House and Senate Education committees; and
 - g. The Senators and Representatives serving the state legislature on behalf of the district in which the school maintains student occupied facilities or business offices.
5. Within 7 days of the date written notice of closure is issued, the IPCSC's letter informing stakeholders of the closure situation shall be posted in a prominent location on the school's website and the IPCSC's website.

B. Staff Meeting

1. Within 7 days of the date written notice of closure is issued, the school's administrator, board chair, and business manager shall hold a meeting with all staff to discuss the following:
 - a. Media contact protocol
The Director of the IPCSC is the authorized media contact for the IPCSC. The school is encouraged to establish a single point of contact to manage public relations on behalf of the school.
 - b. Maintenance of normalcy (to the best possible level) for students through the last day of student services
All instructional and student services are required to be provided in full through the last day the school is allowed to provide such services. The student experience should remain as normal as possible through this process. It is recommended that the school provide guidance for teachers and staff early-on to ensure common language and tone is used when discussing this situation with students and families.
 - c. End of Employment Impact
This date is established by the Closure Protocol Team. When determining the end of contract dates, please consider the impact of this date on health

insurance and PERSI. When at all possible, August 31st is recommended as this will allow teachers who re-employ at another school the best opportunity for uninterrupted health insurance coverage. However, this decision must be balanced with the urgency of the closure and the school's obligation to spend as little as necessary during the closure period.

2. The meeting agenda for this staff meeting should include the following:

- a. Notification of closure timeline and timeline of parallel appeal if the school has chosen to or is considering appealing the closure decision.
- b. Review of media protocol and how to discuss the issue with parents and students.
- c. Date of last paychecks and whether/who will remain on staff after end of student services and end of contract dates.
- d. Timeline for more information regarding sick leave, vacation time, and health insurance; Cobra may not be available when the charter school providing the original health insurance ceases to exist.
- e. Timeline for more information regarding any impacts to PERSI; Employees whose last place of work prior to retirement was the school being closed may lose the ability to transfer accrued sick leave into funds used for medical coverage.
- f. Timeline for winding-down and transition of duties, including, but not limited to facility access and security, access to email and software, hardware returns, and asset management of furniture, fixtures, equipment, and curriculum.
- g. Social emotional services for staff and students if the school has chosen to make such available; We acknowledge that closure can be traumatic for staff and students. Schools are encouraged to consider making additional counseling services available.
- h. Assistance with employment transition for staff (such as access to hiring fairs or letters of recommendation) if the school has chosen to make such available.

C. Ongoing Communication

1. Additional communication with stakeholders will be necessary throughout the closure process.
2. The Communication subcommittee is responsible for ensuring that any necessary communication is timely and accurate.

F. Financial Dissolution

A. Expenses

1. Within 15 business days of the date on which written notification of closure was issued a meeting shall be held between the school's business manager, the IPCSC's Finance Manager, and the Team Lead.
2. Additional attendees (such as the school's auditor) may be invited to the meeting by mutual agreement of both required attendees. Any related costs are the responsibility of the school.
3. No later than the start of the scheduled meeting, the school's business manager shall make the following available to the IPCSC:
 - a. A list of every vendor the school has paid in the last 12 months;
 - b. A copy of all arrangements with vendors including: contracts, service agreements, grants, and/or MOUs with all services providers that are currently active or that have been active in the past 12 months;
 - c. A copy of all lease agreements and all long-term loans;
 - d. A list of all insurance policies held by the school (including liability, directors and officers, worker's comp, etc.), including company, policy number, and coverage specifics; and
 - e. All bank statements for the previous 12 months.
4. The meeting agenda for this meeting shall include the following:
 - a. A review of statute, rule, policy, and regulations related to closure as presented by the Closure Team Lead.
This part of the discussion should consider requirements of the IRS, the Department

of Labor, the Government Accounting Standards Board, as well as the Idaho Charter School Act and rules and policy established by the State Board of Education and the State Department of Education.

- b. A review of projected cash flow through end of operations as presented by the school's Business Manager.

There will be time to revise this initial projection as closure progresses, and the numbers are expected to shift throughout the process, but this exercise establishes a starting place. Please consider the last allowable draw of funds, payroll through end of contracts, and note that there may be additional closing costs, such as a PERSI buy out, storage costs, or penalties on early lease termination.

- c. Development of a plan for immediately reducing spending to necessities only, which may require board action to suspend or change policies to allow for changes in who has spending authority and at what amounts.
- d. Prioritization of payment of anticipated expenditures, pursuant to Idaho Code.
- e. Documentation of a list of items requiring follow-up and who is responsible for the workload or costs.
- f. Establishment of approximate deadlines for when each account is to be closed.

- 5. Following the initial meeting, the school's Business Manager shall be responsible to provide the following documentation:

- a. Verification that the school's account has been paid in full with each vendor as accounts are closed;
- b. Verification that the school has met with PERSI and has established a final transmission date;
- c. Documentation that any outstanding PERSI fees are paid;
- d. Verification that the school has met with the board approved auditor and has established a final audit timeline. Note that the timing of this audit may be later than usual; and
- e. Verification of end dates for leases and liability coverage (including property and directors/officers).

B. Accounting of Assets

- i. The IPCSC shall provide to the school a written guidance document with regard to the sale and dissolution of assets.
 - ii. The school shall be responsible to provide the IPCSC and the SDE with a full inventory of all physical assets owned by the corporation within 30 days of the date on which the notice of closure was issued.
 - iii. The inventory shall include:
 - a. A description of the item;
 - b. The fund with which each item was purchased; and
 - c. An estimate of the current value of the item.
- D. The Team Lead, the IPCSC's Finance Manager, a representative from the SDE, and the school's Business Manager shall meet to review this inventory within 15 days of receipt of the inventory, and may verify accuracy via thorough on-site review.

C. Dissolution of Assets

1. All viable special education testing materials shall be distributed to the SDE for redistribution to charter schools based on the agency's determination of need.
2. Property owned by the ESP will be claimed by the ESP. The lease by which this equipment was provided to the school must include an itemized inventory and shall be provided to the IPCSC.
3. Any items purchased with federal funds (excluding special education testing materials) shall be returned to the IPCSC for redistribution to other charter schools. The IPCSC shall retain record of what was received and to whom it was redistributed.
4. The school is responsible to arrange for delivery of assets in an organized and well-labeled manner.
5. All assets purchased with state funds shall be liquidated to the greatest degree possible. Please see the IPCSC's guidance on the sale and dissolution of assets for procedural expectations.
6. When all assets have been redistributed and liquidated, and all creditors have been paid, any remaining funds shall be returned to the Public School Income Fund via the State Department of Education.

D. Reporting

1. The school shall ensure that an audit completed by an independent auditor is conducted, the audit report is approved by the school's board, and submitted to both the State Department of Education and the authorizer.
2. The school shall ensure that all documentation required to dissolve the school as a business is filed with the IRS, including dissolution of the 501c3.
3. After the sale of assets, and the all checks are cut, any remaining funds shall be returned to the State Department of Education for distribution to operational schools.
4. File final tax reports.
5. Issue W2s for previous tax year.

IV – Records Management

i. Records Retention Procedures

1. The school's Lead Administrator is responsible to ensure the proper retention and destruction of records in accordance with the State of Idaho's records retention schedule.
2. The public charter school shall make every effort to transfer all active student records (including the cumulative file and the special education file) to the student's next school of choice prior to the date on which records are scheduled to transfer to the authorizer.
3. The public charter school shall ensure that every student file (active or inactive) includes an official transcript (signed, embossed, etc.) or final report card and a record of where and when the student's records were transferred out of the public charter school's care. This information shall be compiled in a single spreadsheet.
4. The public charter school shall ensure that all records to be transferred to the authorizer (cumulative and special education) are scanned into an electronic format. Costs incurred are the responsibility of the school.

5. The public charter school shall ensure that all records are transferred to the authorizer via a secure file transfer protocol.
6. No employee or former employee of the school shall retain copies or have access to student, employee, or financial records after the employee's end of contract date.

ii. Records to be Retained

1. Student Records:

- a. Student cumulative files shall be retained for five years beyond the student's exit date.
- b. Student special education files shall be retained for five years beyond the student's exit date.
- c. Official transcripts or final report cards for all students who attended the school shall be retained permanently and shall include the name and address of the student, the name of the student's parent(s)/guardian(s), the student's date of birth, the courses attempted by the student and grades earned by the student.
- d. Record of student records transfer shall be retained permanently;

2. Personnel Records:

- a. Personnel files shall be retained for five years beyond the employee's termination date.
- b. Personnel files shall include the name, address, and contact information of the employee; employment agreements or contracts signed by the employee, verification of certification (if applicable), and all employee evaluations. No other documentation shall be retained.

3. Financial Records:

- a. Monthly expenditure reports for the five years preceding the school's closure date shall be retained. Records shall be destroyed after five years.
- b. Monthly deposit records for the five years preceding the school's closure date. Records shall be destroyed after five years.
- c. All bids received and contracts awarded in the five years preceding the school's closure date. Records shall be destroyed after five years.

- d. Medicaid reimbursement records for seven years prior to the school's closure date. Records shall be destroyed after seven years.
- e. Bank statements for all accounts for five years preceding the school's closure date. Records shall be destroyed after five years.
- f. Tax documents shall be retained for the seven years prior to the school's closure date. These documents include but are not limited to IRS forms 941 and 1099. Records shall be destroyed after seven years.
- g. Annual financial audit reports and annual board approved budgets shall be retained permanently for all operational years. These documents are submitted to the IPCSC annually, and may not need to be re-submitted.

4. Governance Records:

- a. All meeting agendas shall be retained permanently.
- b. All meeting minutes shall be retained permanently.
- c. A complete copy of the most recent set of board policy shall be retained permanently.
- d. A copy of the board bylaws and articles of incorporation shall be retained permanently.

5. School Culture Records

- a. The school's lead administrator shall be responsible to make arrangements for the permanent retention of all school newspapers, yearbooks, and student handbooks through the Idaho Historical Society. The school is responsible for all costs incurred.

6. Records Requests After Closure

- a. The IPCSC shall manage records requests for student transcripts and for personnel files after the school has closed.
- b. The school shall ensure that the school's URL redirects to the IPCSC's records request page for a minimum of 3 years after the school's closure, at the school's expense.

V. Governing Board

iii. Final dissolution

1. Final Board Meeting

- a. In accordance with OML notice a final meeting of the governing board and pursuant to I.C. § 30-30-1001, a vote to dissolve a nonprofit corporation shall be properly noticed and accompanied by the dissolution plan. In this case, the dissolution plan is the closure protocol, which should be near completion by the time this motion is made. This section of Idaho Code also requires that the agenda state that the purpose, or one of the purposes, of the meeting is to consider a resolution to dissolve of the non-profit corporation.
- b. I.C. § 33-5212 addresses the order in which payments shall be made, and state that any remaining assets after all creditors have been paid shall be distributed to the Public School Income Fund. This information should be incorporated into the dissolution motion as it is required to be noticed by the Non-Profit Corporation Act.
- c. A vote in favor of dissolution passes with a majority vote of the board directors.
- d. A copy of the resolution must be provided to the IPCSC with 24 hours of the vote.

2. Meeting Agenda

- a. Approval of the financial audit report (if not already complete).
- b. Approval of any final contracts to be paid (i.e. for the Business Manager to return at the end of the calendar year to prepare final tax documents and distribute to employees).
- c. Appointment of a designee to file dissolution of the school's 501c3 with the IRS and articles of dissolution with the Idaho Secretary of State.
- d. Appointment of a designee to complete any and all final activities that may be necessary.
- e. Signature of any final checks.

3. Articles of Dissolution

- a. Pursuant to I.C. § 30-30-1003, after the dissolution has been authorized, a designee (identified in the dissolution plan) shall files articles of dissolution with the Idaho

Secretary of State. These articles shall minimally include:

- i. The name of the corporation;
 - ii. The date dissolution was authorized;
 - iii. A statement that dissolution was approved by a sufficient vote of the board.
- b. A corporation is effectively dissolved as of the date of its articles of dissolution.
- c. The school shall provide a copy of the filed articles of dissolution to the IPCSC.
4. A dissolved corporation may continue its corporate existence but may not carry on any activities except those appropriate to wind up and liquidate its affairs.

B. Claims against a dissolved Corporation

- iv. After the date on which the articles of dissolution are filed, the corporation may dispose of the known claims against it by sending written notice, pursuant to I.C. § 30-30-1005. Written notice must include:
 - a. A description of the information that must be included in a claim;
 - b. A mailing address where a claim may be sent;
 - c. The deadline, by which the dissolved corporation must receive the claim; and
 - d. State that the claim will be barred if not received by the deadline, which may not be fewer than one hundred twenty (120) days from the effective date of the written notice.
- v. The corporation must address any unknown claims against it by publishing a notice Pursuant to I.C. 30-30-1006. The notice must:
 1. Be published one (1) time in a newspaper of general circulation in the county where the dissolved corporation's principal office is or was located, or, if none in this state, in Ada county;
 2. Describe the information that must be included in a claim and provide a mailing address where the claim may be sent; and
 3. State that a claim against the corporation will be barred unless a proceeding to enforce the claim is commenced within five (5) years after publication of the notice.

- vi. Claims will be enforced if the corporation's assets have be distributed in liquidation to any party other than a creditor. A claim may be made by a creditor against the recipient, not to exceed the amount received by the recipient.

C. Reporting

1. The school shall ensure that all state and federal reporting is complete prior to dissolution. Verification of completed reports shall be made by the IPCSC. Required reports include, but are not limited to the following:
 - a. ISEE final data upload including, but not limited to student, course, teachers, and financial data sets;
 - b. Federal programs final reporting;
 - c. Grant final reporting; and
 - d. The school shall ensure that dissolution of the charter holder's non-profit organization is filed with the secretary of state and shall provide the IPCSC with a copy of this filing;
2. The school shall ensure that the dissolution of the school's 501c3 is on file with the IRS and shall provide the IPCSC with a copy of this filing.

VI. Final Closure Report Outline

Throughout the closure protocol process, the Closure Team Lead will collect the required documentation and build a final report. The final report will be permanently retained by IPCSC and posted on the IPCSC's website.

i. Cover Sheet

1. A final closure report must include a cover sheet with the following information:
 - a. The legal name of the school;
 - b. The legal name of the charter holder;
 - c. The address(s) that the school occupied at time of closure;
 - d. Contact information for future questions;

- e. The following links and a statement that more information can be found at these locations,
 - i. [PCSC webpage for this school],
 - ii. [webpage for the meeting at which the charter was approved],
 - iii. [webpage for the meeting at which the charter was nonrenewed or revoked, if applicable], and
 - iv. [webpage for any related hearings]; and
- f. A description of where requests for student transcripts can be made after closure.
- g. A list of the complete closure protocol team.
- h. A list of the following key dates:
 - i. The date on which the charter was approved;
 - ii. The first and final dates on which the school was authorized to serve students;
 - iii. The date on which the school received its final distribution of state funding;
 - iv. The date on which teacher contracts ended; and
 - v. The date on which the charter holder's corporation was dissolved.

B. Required Attachments, Redacted

1. Final IPCSC Closure Order
2. Final appeal decision (if applicable)
3. IPCSC Notification of Stakeholders Letter
4. List of all vendors, including the name and address of the vendor, a description of the services provided/purchased, and the date on which the IPCSC verified account closure.
5. A list of insurance coverages, including company and the last date of coverage (including health, liability, etc.)
6. A list of all contracts, service agreements, grants, and MOUs to be retained by the IPCSC, including verification of date received.
7. A list of all lease agreements and all long-term debt held by the school at the beginning of the closure protocol, including the company and amount.
8. Documentation of the termination of any leases or loans.
9. Final bank statements indicating account closure.

10. Expense reports for the 12 months preceding dissolution.
11. A copy of the final check cut to the SDE, if applicable.
12. Inventory of assets, including the fund with which each item was purchased, the date of purchase, the estimated value.
13. For assets purchased with federal dollars, also include the final recipient of the asset, and the date of transfer.
14. The charter holder's final dissolution resolution.
15. A copy of the articles of dissolution.
16. A copy of the 501c3 dissolution notification.
17. A copy of the newspaper notice to unknown claimants.
18. Meeting minutes from all meetings of the closure protocol team and all subcommittee meetings attended by the Closure Team Lead.
19. Any other documentation that may provide important details.