



Doral Academy of Idaho

**A proposed public charter school serving
Kindergarten-8th Grade students.**

Proposed opening: August of 2020
Located within the Meridian Joint School District #2
Submission Date: August 26th 2019

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EXECUTIVE SUMMARY

Doral Academy of Idaho (DAI) is a newly proposed charter school, which intends to serve students in grades Kindergarten through 8th Grade in the Meridian, Idaho area. DAI is dedicated to creating an enhanced and engaging educational experience for all its students and will provide an academically challenging learning environment with a strong emphasis on arts integration teaching strategies. These strategies have proven to increase literacy, cognitive, and social development and will build a foundation for all students to be college and career ready. DAI seeks to replicate the high performing Doral academic model which has proven successful for students in both Florida and in Nevada. In Nevada, for example, a Doral middle school and a Doral elementary school were each ranked among the top ten performing schools statewide. The Doral schools in Nevada dramatically outperform their local school districts using an academic model that has been explicitly aligned to the English Language Arts and Mathematics standards shared by both Nevada and Idaho.

Mission

Through arts integration, individual student focus, and rigorous academics, Doral Academy of Idaho will place all students on a path for success at the college and career level.

Vision

Doral Academy of Idaho seeks to improve our community by creating students who think critically and analytically, are confident decision makers, utilize problem-solving skills, work collaboratively, and are imaginative and creative thinkers. We are committed to equipping students with the skills and personal growth necessary to be successful scholars throughout life.

Community Need

DAI's primary attendance area will focus on students and families in the Meridian, Idaho area. This community has recently experienced a significant rise in population which in turn has led to overcrowding at public schools and demand from parents for additional quality educational options.

Organizational Structure

The Doral Academy of Idaho 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.

Student Outcomes and Expectations

Driven by its mission and vision to ensure all students are successful in life, DAI 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

Doral Academy of Idaho (DAI) is a newly proposed charter school, which intends to serve students in grades Kindergarten through 8th Grade in the Meridian, Idaho area. Replicating the highly successful Doral Academy curriculum model found in both Florida and Nevada, DAI will use an arts integration model in order to fulfill its mission and vision, as shown below:

Mission

Through arts integration, individual student focus, and rigorous academics, Doral Academy of Idaho will place all students on a path for success at the college and career level as measured by state and local assessments.

Vision

Doral Academy of Idaho seeks to improve our community by creating students who think critically and analytically, are confident decision makers, utilize problem-solving skills, work collaboratively, and are imaginative and creative thinkers. We are committed to equipping students with the skills and personal growth necessary to be successful scholars throughout life. In doing so, we will ensure that our alumni are educated persons who are flexible, adaptive learners both as young people and adults who are ready to meet the economic, social, and intellectual challenges they will face in the 21st century.

DAI's educational philosophy is built upon innovative learning methods. Through the arts, (music, dance, theatre, visual arts, and media production) students will be afforded the opportunity to learn in a way that meets their own unique cultural, intellectual, social, and emotional needs. Students' minds will be opened and understanding deepened through project-based learning. Learning will focus on creativity, problem-solving, collaboration, perseverance, and the ability to work through the rigorous demands, set forth by the Idaho Content Standards (ICS) and measured by the ISAT assessment. The school's program is modeled after specific arts integration learning methods and strategies that have proven successful in raising both student engagement and achievement, including on assessments such as Nevada's SBAC that are based on the same ambitious standards and share items with the ISAT.

As defined by Lynne B. Silverstein and Sean Layne from the Kennedy Center, "Arts Integration is an approach to teaching in which students construct and demonstrate understanding through an art form. Students engage in a creative process which connects an art form and another subject area and meets evolving objectives in both."¹ At DAI, instruction in core subjects (i.e. – math, reading, science, etc.) is integrated with content and skills from the arts—dance, music, theater, and the visual arts. Students at DAI will benefit from a seamless blending of the content and skills of an art form with those of a co-curricular subject.

¹ Silverstein, Lynne B. & Layne, Sean. "Defining Arts Integration". (2010). The John F. Kennedy Center for the Performing Arts.

The benefits of arts integration on educational and social outcomes for students has long been a topic of study and, is thus, founded in sound research. Just a few examples of this research are detailed below:

- Arts integration is highly effective in engaging and motivating students.²
- Arts integration positively affects student academic achievement as well as executive functions (i.e. – representational knowledge, operational processes, self-regulation, etc.).³
- Being in an arts integrated classroom increases the odds for students to pass assessments in both English language arts as well as mathematics.⁴
- The arts can engage students who are not typically reached through traditional teaching methods, including those from economically disadvantaged backgrounds, reluctant learners, and those with learning disabilities.^{5,6,7}
- Through experimenting with different art forms and processes, students learn to take risks through exploration and to develop flexible thinking skills, envisioning from different vantage points and responding to new possibilities in the creative process.⁸

Arts Integration enables students to make meaningful connections to one another, to themselves, to their world, and to other content areas. Arts integration supports the academic achievement and improved social behavior of students while enhancing school climate and parental involvement. Instruction through arts integration is a mutually beneficial method for teaching. Through the arts, students are able to approach the content in other subject areas via multiple entry points and, in turn, are able to solidify their understanding of the arts through by integrating it with core academic subjects. Additionally, the arts provide students multiple modes for demonstrating learning and competency and it enlivens the teaching and learning experience for entire school communities. “At its best, arts integration is transformative for students, teachers, and communities. The imaginations and creative capacities of teachers and students are nurtured and their aspirations afforded many avenues for realization and recognition.”⁹

² Hardiman, M., Rinne, L. and Yarmolinskaya, J. (2014), “The Effects of Arts Integration on Long-Term Retention of Academic Content”. *Mind, Brain, and Education*, 8: 144-148.

³ Moss, T. E., Benus, M. J., & Tucker, E. A. (2018). “Impacting urban students’ academic achievement and executive function through school-based arts integration programs”. *SAGE Open*, 8(2), 1–10.

⁴ Walker, E., Tabone, C., & Weltsek, G. (2011). “When achievement data meet drama and arts integration”. *Language Arts*, 88(5), 365–372.

⁵ Deasy, R.J. (Ed.). (2002). *Critical links: Learning in the arts and student achievement and social development*. Washington, D.C.: The Arts Education Partnership.

⁶ Fiske, E.B. (1999). *Champions of change: The impact of the arts on learning*. Washington D.C.: Arts Education Partnership and the President’s Committee on the Arts and the Humanities.

⁷ Stevenson, L.M. & Deasey, R.L. (2005). *Third space: When learning matters*. Washington D.C.: Arts Education Partnership.

⁸ Ibid.

⁹ Doral Academy of Nevada – Saddle Campus, *Art Integration*, [website], URL: https://doralsaddle.org/apps/pages/index.jsp?uREC_ID=267172&type=d; last accessed June 2019.

DAI is committed to engaging all learners by educating the whole person: mind, body, and heart. DAI believes in high standards of achievement, in a culturally responsive school environment, can be realized through active learning by using an arts integrated approach, nurturing a strong sense of belonging to the school.

Student Academic Achievement Standards

Driven by its mission and vision to ensure all students are successful in life, DAI has established the following goals:

1. By its third year of operation, at least seventy-five percent (75%) of 3rd-8th Grade students will achieve proficient or higher on the annual ISAT summative assessment for English Language Arts (ELA)/Literacy.
2. By its third year of operation, at least seventy-five percent (75%) of 3rd-8th Grade students will achieve proficient or higher on the annual ISAT summative assessment for Mathematics.
3. By its third year of operation, at least seventy percent (75%) 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, English Language Learners (ELL), Students with Disabilities (SWD) and other at-risk groups) and the general student population, DAI decrease the achievement gap between each subgroup and the general student population by at least thirty percent (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.¹⁰
5. One hundred percent (100%) of Student and Parent Survey results will display a "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 DAI'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, DAI firmly believes that the goals it has established above are both ambitious and attainable.

Importantly, the goals set for ELA/Literacy, Mathematics, and Science are substantially higher than the most recent statewide elementary performance in those subject areas: 54.4 percent, 45.5 percent, and 61.4 percent respectively. They also exceed recent elementary performance levels for the local West Ada School District in ELA/Literacy and Mathematics: 66.5 percent and 58.1 percent. while approaching the 73.5 percent performance of the district in Science. Similarly, these goals would also result in the charter school exceeding the state average proficiency in middle school in ELA/Literacy, Mathematics, and Science: 54.4 percent, 44.5 percent, and 61.4 percent respectively and they exceed the district's 66.5 percent ELA/Literacy proficiency and 58.1 percent Mathematics proficiency.

¹⁰ This goal will be achieved without reducing the rigor and performance of the general student population.

In addition to exceeding recent state and local district averages in ELA/Literacy and Mathematics, we believe that 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 while the state standards in reading and mathematics were adopted some time ago, there are recent changes to the state's science standards that merit the adoption of more conservative science goals until such time as there is additional data on how those standards adjustments will impact assessment results in 5th and 7th grade.

Additionally, since science is only assessed twice in grades 3-8, the n-size 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, our 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, & Technical Subjects standards for the applicable secondary grades of our proposed middle school. Finally, our theory of change is based on the fundamental premise that arts integration is a potent strategy to engage students and improve pupil performance across subject areas, but it is tempered by the reality that high achievement in science and social studies, particularly at the higher grades, is predicated on strong literacy and numeracy skills.

Due to this confluence of reasons, we suspect that science proficiency may initially lag the proficiency levels we project in English Language Arts/Literacy and Mathematics during the early years of implementation, both due to the nature of our implementation and the likelihood that the shift to a new science assessment based on the new standards results in a more rigorous assessment will mirror the general pattern of the shift to more ambitious ELA/Literacy and Mathematics standards: results on the new science test based on the new standards will indicate a lower baseline level of proficiency than the standards and assessments used up until recently.

Given these and other factors, DAI 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 students for success at the college and career 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 our research, however, we have 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

DAI plans to replicate the highly successful curriculum model of Doral Academy Inc. (Doral Inc.). The affiliation with Doral Inc. is a key partnership in the success of the curriculum development plan. Doral Inc. has successfully opened and implemented this curriculum model and best practices at additional Doral schools in both Florida and Nevada. The Doral curriculum model includes four key components:

1. Standards Aligned Curriculum (to the state in which the school is located): Nevada and Florida each have aligned their ELA and Math Curriculum to the Common Core Standards (CCSS). Thus, as Idaho formally adopted the CCSS as the ELA and Mathematics components of the Idaho Core Standards (ICS), the program will be readily replicable and aligned to the rigor of the ICS. Furthermore, and pending approval of the petition, the Principal will work closely with Doral Academy Inc. to ensure DAI's Science curriculum is aligned to the Idaho Science Standards adopted early last year (2018).
2. Arts Integration: Arts Integration instructional strategies and methods are best practices utilized to teach the curriculum fusing an art form (drama, music, art, etc.) within the learning process;
3. Basal Textbooks and Other Support Materials: standards aligned materials that support learning;
4. Data Driven Instruction Model: Doral Inc. has the philosophy that their schools should meet the needs of the community in which they are located and the students they serve. Thus, DAI will use results on student interim and summative assessments to make data-driven decisions for the benefit of the student.

Doral Academy Inc. provides support in best practices in implementing this curriculum model. The support provided by Doral Inc. includes, but is not limited to: a standards aligned curriculum; developing school-specific course scope and sequences based on local community needs and designed to increase buy-in of teachers and leadership; Arts Integration instructional strategies and methods; a Data Driven Instructional model; Positive Behavioral Support; support in starting a new school; and staff training. With this support, DAI's Governing Body and Principal, are provided the freedom to plan their own course scope and sequences and select the type(s) of art-form (instructional strategies) that will be implemented in the school. This model allows DAI to best meet the needs of its unique community while simultaneously being able to draw expert support to ensure student success.

Awards and Distinctions

The Doral Academy Inc. curriculum model has been highly successful in the opening of six schools in Florida and seven schools in Nevada. In recent years, two Doral Florida middle schools, Doral Academy Charter Middle School and Doral Academy of Technology, were named National Blue Ribbon Schools in 2015 and 2017 respectively. Additionally, a Doral Florida high

school, Doral Performing Arts & Entertainment Academy, was named a National Blue Ribbon School in 2014. Nevada Doral schools also distinguish themselves. In 2018, the first year that the State of Nevada reported charter school performance by individual school as opposed to at the charter-holder level, two Doral schools, Doral Academy Red Rock Elementary School and Doral Academy Cactus Middle School, were ranked in the top ten schools statewide in their grade bands for their performance in the first full year of the revised Nevada School Performance Framework. Local parents are also pleased with the network's performance, with Doral Academy of Nevada receiving the Gold Medal recognition as the best charter school in southern Nevada in the 2018 annual Best of Las Vegas program run by the *Las Vegas Review Journal*.¹¹

These successes at the elementary and middle school levels are harbingers of the plaudits received by the established Doral high schools that are fed by these programs¹². Two of the Doral Academy High Schools in Florida have been consistently ranked as one of the nation's top schools. Doral Academy Charter High School, Florida continues to be ranked as one of the nation's top high schools according to US News & World Reports.¹³ Fifty three percent (53%) of their population qualifies for Free and Reduced Lunch and ninety four percent (94%) are minorities. Doral Performing Arts and Entertainment Academy continues to be ranked as one of the nation's top high schools according to US News & World Reports. Fifty one percent (51%) of their population qualifies for FRL and ninety one percent (91%) are minorities. Please see [F2 – Doral Academy Network Data](#), for additional information.

Additional distinctions awarded to the Doral Academy network include, but are not limited to, the following:

- Named one of the top high schools in the nation according to Newsweek in 2016, 2015, 2014, 2013, 2012, 2011, 2010, 2009, and 2008.
- Named one of the top high schools according to the Washington Post in 2016, 2015, 2014, 2013, 2012, 2011, 2010, and 2009.
- Named one of the top 500 schools in the nation for eight consecutive years according to US News and World Reports 2008-2016.
- Named one of the top high schools in the country by the Daily Beast since 2012-2013.
- Named #1 school by Florida Trend Magazine 2017
- NCUST Silver Award Winner 2017

¹¹ Las Vegas Review Journal. "Best of Las Vegas" [website]. URL: <https://bestoflasvegas.com/listing/best-charter-school/>; last accessed August 2019.

¹² The Doral Nevada high school program began operation with a 9th grade in 2016-17 and is growing by a grade per year. It will not graduate its first class until 2020. Consequently, the program is too new for a graduation rate or other key indicators of high school quality to be publicly reported.

¹³ U.S. News & World Report. *Education – Best High Schools – Florida – Districts – Miami-Dade County*. "Doral Academy Charter High School" [website]. URL: <https://www.usnews.com/education/best-high-schools/florida/districts/miami-dade-county-public-schools/doral-academy-charter-high-school-4892>; last accessed June 2019.

Alignment to Standards

DAI's ELA and Math curriculum is aligned with the Idaho Content Standards (ICS). As stated above, DAI will work with the Principal, once hired, as well as Doral Academy, Inc., to align the Science, Social Studies, and all other content curriculums to the ICS. These standards provide a consistent, clear understanding of what pupils are expected to learn at each grade level. The framework will be taught using arts integration strategies and methods aligned with the core content overviewed below:

English Language Arts

Through carefully designed differentiated literacy instruction, DAI's ELA instruction will follow the ICS for English/Literacy in practices consisting of the following:

- Building a strong reading foundation
- Accessing complex text
- Finding and using text evidence
- Engaging in collaborative conversations
- Writing for different genres

Using a rich range of diverse print and digital media, DAI's elementary reading series, *Wonders*, provides the instructional support and materials necessary to teach the rigor, intent, and depth needed to fulfill and extend students' literacy learning. For students in the middle school grades, the school will utilize the SpringBoard Curriculum. We envision our teachers building on this content with engaging lessons that, among other things, integrate the arts into the study of language. For example, one exciting lesson developed by Doral's partner, the Kennedy Center, is entitled "Adjective Monster." This lesson begins with a read-aloud of the children's book *Go Away Big Green Monster* and brief direct instruction, using examples from the text, explaining what an adjective is and how it is used to describe an emotion or an element of someone's appearance. Students then brainstorm a list of adjectives to describe monsters as a group. After each student selects a favorite adjective to describe a monster, they design their own monster reflecting that adjective using geometric shapes and construction paper while the teacher circulates both to monitor for on-task behavior and to check for understanding. The lesson culminates in a gallery walk where students have the opportunity to explain their monsters and their favorite adjectives.

Pursuant to Idaho Admin. Code r. 08.02.01.103.02.a., students in elementary school will also receive instruction in handwriting consistent with the Idaho Content Standards for English Language Arts/Literacy: Literacy in History/Social Studies, Science, Technical Subjects, and Handwriting.¹⁴

Mathematics

DAI will follow the ICS for Mathematics. The following practices are embedded throughout the school's mathematics curriculum:

¹⁴ IDAPA 08.02.01.103.02.a. (March 2014)

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

These mathematical practices are utilized along with DAI's core elementary mathematics program, *Investigations*, to deepen the students' knowledge in arithmetic, basic facts, but most importantly, mathematical thinking, conceptual understanding, and reasoning. Arts integration in mathematics will take many forms. One potential early elementary exploration, expanding on a Kennedy Center lesson for the early elementary years, builds on the third grade standard 3.OA.D.9., "[i]dentify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations," has students study A-B patterns and more complex patterns in both the arts and in mathematics. Through this exploration, students will learn new applications of the words pattern and repetition, recognize AB patterns and more complex patterns in nature and manmade objects or material, construct an AB pattern and more complex patterns using small manipulatives, practice AB patterns and more complex patterns using simple items found in the classroom, and participate in a group activity that reinforces the AB pattern and more complex patterns. For students in middle school grades, the school will utilize the SpringBoard Curriculum.

While the curriculums for Science and Social Studies have not been completely vetted to ensure their alignment to ICS at this time, DAI believes that the curricula for both subjects will similarly mirror the following:

Science

Science instruction revolves around hands-on experiences through the guidance of the Next Generation Science Standards (NGSS) and the ICS. Science instruction will use FOSS kits as well as teacher created units. The FOSS Program bridges research and practice by providing tools and strategies to engage our students in enduring experiences that lead to deeper understanding of the natural and designed worlds. The hands-on approach of FOSS is also particularly aligned with DAI's approach to arts integration. As noted above, science staff will supplement the FOSS modules with staff-selected content and staff-developed activities to provide greater depth and coverage in some areas of the NGSS. School-based supplements also provide the opportunity for faculty to delve deeper into arts integration in the sciences. For example, one Doral school in Nevada has created model content in the area of earth science wherein early middle school students learn a "continental drift dance" as part of their initial exposure to plate tectonics. This is part of a school-created supplement to the middle school FOSS Earth Science Course which serves to provide more explicit content on the subject of continental drift, consistent with ESS2-MS-3, the ICS/NGSS standard which expects students to

“[a]nalyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.”

Social Studies

Social Studies instruction provides foundational skills that are key to building communication, collaboration, and critical thinking. Following the ICS, teachers will create units and utilize the 21st Century Skills to teach students how to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. As with science, there are myriad opportunities for arts integration and to select and customize content to our local context, including content offered by our Kennedy Center partner. For example, ICS Social Studies standard 4.SS.1.3.1 requires that fourth grade students be able to “[i]dentify the five federally recognized American Indian tribes in Idaho: Coeur d’Alene, Kootenai, Shoshone-Bannock, Nez Perce, and Shoshone-Paiute Tribes and current reservation lands,” while ICS Social Studies standard 4.SS.1.3.2 sets forth the expectation that students be able to “[d]iscuss how Idaho’s tribes interacted with and impacted existing and newly arriving people.” In addition to teacher-created content that will address this standard, our Kennedy Center partner has developed a lesson, “Lewis and Clark: Prized Possessions,” which integrates the arts with social studies content to give students insight into both the experience of the first western explorers to enter Idaho, the role played by a local Lemhi Shoshone woman, Sacajawea, and one particular aspect of her culture at the time of contact. In grades K-5, Social Studies Standards will be taught through Thematic Units. In Middle School Grades, students will take Social Studies courses.

Scope and Sequence/Pacing Guide and Curriculum Selection

The faculty of the school will develop a scope and sequence or pacing guide for each course. DAI will receive support in Professional Development for setting this process up through the Doral Academy, Inc. affiliation. This tool serves as the basis for lesson plan development to ensure that all benchmarks are addressed in a timely manner. The scope and sequence, or pacing guide, will largely be aligned to the basal text. Teachers will develop and/or provide additional resources such as novels of varying genres, as may be necessary, to teach benchmarks not adequately addressed in the basal text. The faculty of the school will also develop a reading and mathematics instructional focus calendar to provide a framework which enables all faculty and support staff to simultaneously address the same standards. As teachers plan both as grade level cohorts and individually in their classrooms, they will make sure to identify:

1. The overall goal of the Lesson/Unit;
2. What students will understand as a result; and
3. Measurable objective that align with the a) content strand(s) and b) art strand

Particularly in the area of science and social studies, curriculum adoption is driven by several factors, including elementary and middle school teacher content familiarity and the desire to foster creativity and ensure deep teacher ownership in these content areas versus a taking a more prescriptive textbook approach which may take away from the sense of ownership of these subject areas. Additionally, we have a deep desire to provide more hands-on activities

and encourage our teachers to develop units that are not only rigorous, but also relevant to student context (e.g. units that connect to Idaho in some way); and growing teacher comfort with and proficiency in arts integration strategies in science and social studies in out years (beyond year 3). Consequently, we intend to seek teacher and leadership voice and input in both core and supplemental resources in science and social studies through the scope and sequence process and the refinement of scopes and sequences in subsequent years versus pursuing exclusive adoptions of textbooks in these subject areas.

Common Board Configuration

Teachers will implement the Common Board Configuration (CBC), which provides a uniform structured itinerary strategically located in the identical location in each classroom. The CBC helps pupils adapt to instructional routines and procedures. CBC includes: bellwork, the Essential Question (EQ), the measurable objective, activities, and homework. Please see Table 1 below:

Table 1: Common Board Configuration Example	
Date: April 12 th , 2018	Vocabulary: Adjective
Bell Ringer: Review definition of Education Philosophy	Agenda: <ol style="list-style-type: none"> 1. Bell Ringer 2. Review "Educational Philosophy" 3. Introduce "CBC" 4. Think, Pair, Share 5. Etc.
Benchmarks: Demonstrate an understanding of Common Board Configuration	
Objective: I can... describe what a Common Board Configuration is.	
Essential Question: What is the Common Board Configuration?	Summarizing Activity: Questions and Answers Homework: Write a 1-page paper on the CBC

Electives

Kindergarten-5th Grade Electives

The goal of the K-5 electives is to provide students exposure to many different genres of the arts. The students will be on a rotating schedule to experience these throughout the year. In year one of operation the school may not be able to provide all of these electives, however, as the school expands enrollment, DAI will work to offer all of these specials/electives to provide optimal exposure to its students. The electives are as follows in **Table 2** below:

Table 2: Elementary (K-5) Electives			
Music	Visual and Performing Arts	World Languages	Other Electives
<ul style="list-style-type: none"> • Music • Violin 	<ul style="list-style-type: none"> • Art • Dance • Media Arts • Theatre 	<ul style="list-style-type: none"> • Spanish 	<ul style="list-style-type: none"> • Technology

6th-8th Grade Electives

DAI understands the importance of offering a high quality selection of electives to enrich the curriculum and provide an attractive alternative as a viable school of choice.¹⁵ DAI will maximize options for electives by having middle school teachers lead at least one elective addition to their core classes. Proposed electives are demonstrated in **Table 3** below:

Table 3: Middle (6-8) Electives			
Music	Visual and Performing Arts	World Languages	Other Electives
<ul style="list-style-type: none"> Beginning Band Advanced Band Beginning Chorus Advanced Chorus Guitar 	<ul style="list-style-type: none"> Art Introduction to Media Technology Media Production Theatre 	<ul style="list-style-type: none"> Beginning Spanish 1 (8th Grade for High School Credit) 	<ul style="list-style-type: none"> Leadership Office Aide

As DAI grows, the school plans to incorporate these or similar programs, based on student interest, school resources and state requirements. The guiding principle will be that electives are selected to reinforce school goals for arts exposure and integration.

Integrating the Arts Instructional Strategies

Arts Instructional Strategies and Methods are the best practices utilized to teach the curriculum fusing an art form within the learning process. The process of integrating the arts is a multi-tiered process that takes several years. Following the model of Doral Inc. and working with the Kennedy Center of Performing Arts, DAI will use the same process to integrate Arts Instructional Strategies and Methods to teach the standards aligned curriculum.

DAI will implement two school-wide Arts Instructional Strategies and Methods each year. All staff will receive professional development on these strategies. The school only selects two so that they can be taught with validity, and so that students can learn to produce the outcomes of the methods comprehensively. All staff will implement these strategies and methods throughout their core curriculum. Each year the school will add additional school-wide strategies to broaden their toolbox of Arts Instructional Strategies. DAI will also start with one core curriculum area to focus on Arts Integrations strategies and each year add another core curriculum area. The following will be the process of integrating the arts in the first three years of operation:

Table 4: Arts Instructional Strategies 3-Year Integration			
Year of Operation	Focus	Genre	Strategies
Year 1	ELA	Drama	Tableau On/Off
Year 2	ELA	Drama	ABA Actor's Toolbox

¹⁵ In DAI's first year, the 6th grade will operate as a self-contained elementary classroom. By DAI's second year of operation, the 6th and 7th grades will be departmentalized and operate as a middle school.

Year 3	Math/Science	Dance	Moving Through Math- Grouping Game and Patterns
<i>*By year three of operation, all teachers will have six arts integrated instructional strategies to utilize. The school will continue this process of adding a new strategy each year. The Arts Integration Coach will be the "Keeper of the Strategies;" they will make sure that new teachers that join the staff receive professional development in the school-wide strategies.</i>			

Deeper Level Thinking Skills

Planning, enacting, and reflecting upon the creations developed from the arts integration methods are essential aspects to developing deeper level thinking skills. Integration of the visual arts, along with engaging drama and dance activities, support the refinement of reading skills that facilitate the deeper level thinking and enhanced comprehension skills that are embedded throughout the ICS:

- Developing Sensory Images: Use multiple senses to create mental images when reading by visualizing the setting, characters, and action of the text, creating a mental movie.
- Inferring: Draw conclusion and make interpretations based on information provided, but not specifically stated, reading between the lines.
- Analyze: The ability to identify and analyze literary elements.
- Synthesis: Take information from what they have read, combine it with prior knowledge, and create something new.

Year One

Tableau

Students represent people, places and things using their bodies. In Tableau, students work together to create a frozen group "picture" to communicate content in any subject. (Example: Human Slide Show-several tableau's to show a sequence of a story, beginning-middle and end, cause and effect, etc.).

1. Students can make a tableau about anything that is being studied.
2. Tableau groups shouldn't be larger than three – five students.
3. Designated each group's rehearsal space and the presentation space.
4. Short timeframes work best. Challenge students to create their tableaux in three-five minutes.
5. All students rehearse at once. It's important that each student begin in NEUTRAL. Both feet on the floor, standing tall, arms at side, and focus on a point in the distance.
6. Count students in as they move from neutral to tableau, 5-4-3-2-1-tableau.
7. Challenge students to hold their tableau, staying completely frozen from five to ten seconds.

In this arts integration approach, students will be involved in actively and socially learning. Students in small groups will read a written text often combined with a visual text. The group needs to make sense of their information and show their comprehension of the text through specific choices made, making a tableau. A tableau is a frozen picture the students act out or make with their bodies. The students must justify through a verbal response how they are

representing the written text. They must explain what they understood from the text and the choices they made in creating that frozen picture. A tableau is a tangible representation of what they are comprehending. If the students are not comprehending the passage they read correctly, the teacher will prompt them to go back to the text and try again.

The strength of this process is that they must work collaboratively and cooperatively in a group. This is engaging because they are working in a social setting and have to put on a “performance.” Students are willing to go back and fix their answers. Through this reiteration process the students go through, the students gain a deeper level thinking process and greater understanding which is aligned to the skills in the ICS.

On-Off

In the drama exercise On-Off, students are given the verbal command to position themselves as “On” or “Off”.

- OFF: When students are prompted “off,” they will stand in NEUTRAL next to their desks or in a circle facing out, hands at sides, faces neutral as if they have been switched OFF.
- ON: Students are prompted with a vocabulary word or topic from any subject the class is studying. For example, when studying Social Studies the teacher may say “Regal Leader, ON” or when studying Mathematics the teacher may prompt “Equilateral triangle ON.” Students FREEZE in the shape of the desired vocabulary word or topic until prompted to return to OFF.

Students will be asked to explain their “on” positioning, and deconstruct why they chose to represent their vocabulary word or topic in the manner they did. Student’s explanations guided by teacher questioning will teach high level thinking skills.

Year Two

ABA Form and Movement

The difference between movement and dance is similar to the difference between an essay and poem-the difference between the literal and the figurative. Dance in the classroom is a useful tool when students are to express their complex ideas or feelings. (Example: Each student creates a movement of their vocabulary word or character).

Students can begin to create dances with a beginning, middle, and end by using the simple ABA form (also used in Music):

- Beginning: Section A - Tableau
- Middle: Section B - Movement
- End: Section A - Ends with return to the same Tableau

Planning, enacting and reflecting upon Tableau work, in addition to an engaging drama activity, addresses many reading comprehension skills:

- Developing Sensory Images: Use multiple senses to create mental images when reading by visualizing the setting, characters, and action of the text, creating a mental movie.

- Inferring: Draw conclusion and make interpretations based on information provided, but not specifically stated, reading between the lines.
- Synthesis: Take information from what they have read, combine it with prior knowledge, and create something new the Dance.

Acting Right-Building a Cooperative, Social, and Kinesthetic Community

Acting Right takes the foundation elements of acting such as concentration, cooperation, and collaboration and created a structured process, which can become the basis for effective classroom management. The components include the following:

- The Actor's Toolbox
- The Concentration Circle
- The Cooperation Challenge
- One-Minute Challenge

Character Interview

Students in the role of reporters interview students who answer the questions in the role they represent. For example, reporters interview departing pioneers in St. Louis to discover why they are going west and what they hope to find.

Role-Play

In role-play, students are invited to explore situations as if they were someone else. When in role, students respond as that person would think, feel, and speak, expressing attitudes and points of view in response to questions, situations, relationships and problems to be solved. Role Play builds student understanding of an empathy for people throughout history, scientist, math thinkers, and characters in literature. Students should be encouraged to fully research characters prior to the role-play. Below is an example of a Doral student prepping for their performance as Harriet Tubman, the students had to write an in depth report and then “act” it out.

Image 1: Role-Play Example



Year Three

Right Brain Observational Tool (RBOT)

Students practice the skills of careful observation and detailed description. RBOT can be adapted for use with visual content (photographs, charts, illustrations, artworks) as well as with performing arts (audio and video). Students are encouraged to delay inference in order to consider multiple possible meanings.

- Step 1: Observe-Share the image or sample, asking students to observe in silence for one minute (or the length of the sample).
- Step 2: Students describe what they see or notice in the image or sample, using the sentence stem “my eyes see...”, “my ears hear...”
- Step 3: Wonder-Students wonder about multiple meanings, possible inferences or content.

Dance is Best

Students represent, ideas, feelings, and content through movement. They come to understand that dance and movement can be tools of expression. They will use the basic elements of Best to explore, and to create, and finally to abstract movement. (Examples include demonstrating beats and patterns).

Body – Parts of the body plus Loco motor and Non-Loce motor Movements

Energy – How is the body moving

Space/Shape – Big, small, Levels 1-10

Time – Tempo, Rhythm, Speeds

Other Innovative Strategies

Through the Doral affiliation agreement, DAI will work extensively with artists from the Kennedy Center to develop additional content modules based on our particular context and needs that are beyond those that the Kennedy Center has previously created and disseminated through its ArtsEdge program. The following are two examples of collaborations that the Doral system has engaged in the past and will seek to build upon in the development of Doral Academy of Idaho:

- Artist: Marcia Daft
Project: Moving Through Math-Grouping Game and Patterns
When students are involved in Moving Through Math, they experience math concepts visually aurally, spatially, kinesthetically, verbally, and socially. This allow for a wide degree of differentiation among students as they have the opportunity to experience math concepts through a variety of learning modalities.
- Artist: Melanie Rick
Project: Reading Portraits as Biographies: Observe. Infer. Inquire
Portraits are often viewed as a mere depiction of a person when in actuality they can be read as biographies that communicate significant information about a person’s life. The

training focuses on observing portraits, discussing portraits, interpreting portraits, and inquiring about portraits.

Additionally, DAI will seek to hire teachers with an interest, appreciation, and/or background in the visual or performing arts. Teachers will be encouraged to utilize those skills to further integrate the arts into their own classrooms. For example, if a second grade teacher is hired who has a background in playing the guitar, they may implement music and song throughout their lessons in addition to the school-wide instructional strategies.

Since Arts Integration is about the process, each lesson or unit will highlight the Objective (Content and Arts), Process, Product, and Reflection. In most elementary school classes, lesson and units will have at least two components: 1) The applicable standard, and 2) How it will be demonstrated through arts integration. (This starts in year one).

In Middle School, the students will complete a semester long Arts Integration project in their ELA course. Though this project will be mostly facilitated in their ELA course, the project will have cross-curriculum elements and each core curriculum teacher will spend time addressing those elements for the students to add to their projects. (This starts in year one).

The Administrative Team will attend the annual national Kennedy Center Changing Education Through the Arts (CETA) Conference in Washington D.C. as well as relevant regional conferences focused on arts integration.

Additional Research-Based Instructional Strategies

Moreover, teachers will also implement other research-based instructional strategies including but not limited to:

- Differentiated Instruction – DAI’s ultimate goal is to provide a learning environment that will maximize the potential for student success. Teachers will use differentiated instruction 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.
- 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 goes on, the student becomes more adept at skills and at directing his or her learning, and becomes more autonomous.
- 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 and problem solving skills.
- Project-based learning (PBL): PBL integrates knowing and doing. Students learn knowledge and elements of the core curriculum, but also apply what they know to solve authentic problems and produce results that matter. Though PBL, teachers will engage

students in DAI projects where students can take advantage of digital tools to produce high quality, collaborative products.

- 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, reciprocal teaching, graphic organizers, scaffolding, or webbing.
- Other High Yield Instructional Strategies: According to "Classroom Instruction that Works: *Research-based Strategies for Increasing Student Achievement*" by Robert Marzano, the following strategies are highly effective:
 - Cooperative Learning - Teachers should limit use of ability groups, keep groups small, apply strategy consistently and systematically and assign roles and responsibilities in groups.
 - Identifying similarities and differences - Students should compare, classify, and create metaphors, analogies and non-linguistic or graphic representations.
 - Summarizing and Note Taking - Students should learn to eliminate unnecessary information, substitute some information, keep important information, write / rewrite, and analyze information. Students should be encouraged to put some information into own words.
 - Nonlinguistic Representations - Students should create graphic representations, models, mental pictures, drawings, pictographs, and participate in kinesthetic (hands-on) activities in order to assimilate knowledge. (Also an arts integration strategy).
 - Generating and Testing Hypothesis - Students should generate, explain, test and defend hypotheses using both inductive and deductive strategies through problem solving, history investigation, invention, experimental inquiry, and decision-making.

Data Methods and Systems

Assessing DAI's educational effectiveness is essential to ongoing growth in excellence for individual students as well as in regards to developing our school-wide model to truly be responsive to our students' needs. In order to have a holistic approach to assessment, multiple school level assessments, both formative and summative, will be utilized to measure specific learning outcomes. Other of forms of assessment and data collection will include the ISATs. DAI will participate in all federal and state required assessment programs as directed by the Idaho Department of Education (IDE), following all required policies and procedures with regard to administration of tests and standardized practices. DAI will administer whichever assessments are chosen to be utilized within the State's accountability system, should they change in the future. In addition to the data collected from the statewide assessment program, DAI will monitor academic growth of individual students, cohorts of students, and the progress of the school as a whole.

DAI's administration will select commercially available assessments that best fit the needs of their students. DAI administration will also purchase a commercially available standardized instrument (universal screener) based on recommendations from the IDE and Doral Inc. Though

it is not yet finalized, DAI is likely to utilize the following assessments for benchmark assessments:

- STAR Reading Benchmark Assessments (Grades 3-8)
- STAR Math Benchmark Assessments (Grades 6-8)
- i-READY Math Assessment (Grades 3-5)

Teachers will also create pre-post assessments and implement portfolio assessments to regularly monitor students in their classrooms.

Strategies for Serving Special Populations

At-Risk

In accordance, with Idaho Administrative Code, DAI defines “at-risk” as “any secondary student grade six through twelve (6-12) who meets any three (3) of the following criteria:”¹⁶

- Has repeated at least one (1) grade.
- Has absenteeism that is greater than ten percent (10%) during the preceding semester.
- Has an overall grade point average that is less than 1.5 (4.0 scale) prior to enrolling in an alternative secondary program.
- Has failed one (1) or more academic subjects in the past year.
- Is below proficient, based on local criteria or standardized tests, or both.
- Is two (2) or more credits per year behind the rate required to graduate or for grade promotion.
- Has attended three (3) or more schools within the previous two (2) years, not including dual enrollment.
- Has documented or pattern of substance abuse.
- Is pregnant or a parent.
- Is an emancipated youth or unaccompanied youth.
- Is a previous dropout.
- Has serious personal, emotional, or medical issue(s)
- Has a court or agency referral.
- Demonstrates behavior that is detrimental to their academic progress.

DAI’s highly involved system of data assessment, monitoring, and Response to Intervention (RtI) model will ensure that all at-risk students are identified and supported to ensure that all students have the opportunity to be academically successful.

Special Education

As a public charter school, admission to DAI will have no exclusionary component, and special education students will be encouraged to enroll in the same manner as non-special education students are recruited. All of our recruitment materials will be tailored to address the concerns of students with disabilities and their parents. Once enrolled, students with special education needs will be included in the school’s regular education and extracurricular environment to the

¹⁶ IDAPA 08.02.03.110.01 (June 2019)

extent that such participation is consistent with each special education student's individualized education program (IEP). In all cases, the school will conduct special education as it is outlined for each individual special education student in his/her IEP. The charter school will convene IEP review meetings in order to review and revise IEPs as appropriate. The school always will attempt to place the special education student to the maximum extent appropriate in a learning environment with both his/her disabled and non-disabled peers, in accordance with the student's IEP.

As part of the school's registration process (after the student has been accepted in lottery), parents will be asked if the student has an IEP. If the parent marks "Yes" a Pop-up window requests the parent to provide the student's current IEP and any other relevant documents. In addition, the school registrar will request special education records from each student's previous school to ensure that current documentation is received in the event the parent is unable to provide this documentation or does not disclose the student's disability status for whatever reason. The paperwork is collected and a caseload spreadsheet of all enrolling students with special education eligibility is created. Parents will also be requested to turn in 504s, but the school will also take proactive steps to request such records on behalf of all students immediately following the receipt of a records transfer form from the parent. All students will be assessed using DAI's universal progress monitoring. Analysis of the progress monitoring will allow the school to begin to identify students who may need additional support. Students will then be scheduled into classes based on need (e.g. - intervention classes).

Middle School

Students who develop academic or behavior problems in middle school will be routed into a Response to Intervention (RtI) process to provide intervention, collect data, and progress monitor. For example, a student who develops a mental health issue will be put into a Check-In/Check-Out program. The program includes daily progress monitoring sheets. A mentor will meet with the student at least three times daily and additional time may be added if necessary. The daily progress monitoring sheet which is point-based can be used to track improvement in behavior and/or anxiety. Students with academic problems can be scheduled into intervention classes in an area of need. After-school tutoring programs can also help students gain lacking academic skills. While federal law requires that IEPs include secondary transition services plans by the age of 16, students who will turn 16 during the effective period of their IEP should also have a transition plan created to ensure that those services are provided once they reach the required age. DAI's Professional Development will include the area of Transition so that appropriate transition services and goals can be provided in such cases, notwithstanding the possibility that the student's receiving high school may choose to consult with the student and the parent on modifications to the transition plan once the student graduates from DAI's eighth grade and enters high school.

Over-Identification

Students who are inappropriately placed in special education will be identified by progress monitoring on a routine weekly basis through their IEP goals. Students also take quarterly universal progress monitoring assessments that all students in the school are given. The special

education teacher will complete a monthly analysis of data to determine if students are meeting their goals. If students are meeting their behavior and/or academic goals and progress monitoring is showing growth, the IEP team can meet to discuss the exit of students who are no longer showing academic or behavioral needs.

If the school has a student who needs transitioning out of special education, the IEP team may transition the student out by revising the IEP to provide consultation services during the reevaluation period. If the team determines that student no longer needs an IEP, said student will be referred to the school psychologist who, with parental permission, will reevaluate the student. The IEP team will then meet to determine if a student is still eligible in the eligibility category or does not meet eligibility.

Continuum of Services

The continuum of services offered by the charter school begins in regular education classes. All students are given a universal progress monitoring assessment monthly. The school analyzes the data. Each quarter the school meets as a team during "Data Day" which allows the school to discuss children scoring in the bottom 15% or another cut score as determined by the school. Students who score in the bottom 15% and students who are failing are discussed. The staff brainstorms different interventions that may help the student gain academically or behaviorally. In general education, intervention periods are scheduled in daily to provide instructional level academics to all students. In addition, after school tutoring clubs and blended online learning programs, provide instructional level interventions.

If the student is still not showing progress on the universal progress monitoring, the student will enter into an RtI program. During RtI, 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 team. Consistent with Federal law and guidance, a parent may also request a comprehensive evaluation at any time, including prior to commencement of or during the RtI process.

Once the evaluations are complete, the team will reconvene to discuss the results of the evaluation and determine eligibility for special education. The school will provide a copy of the eligibility report, along with copies of all evaluations to the parents. The conference may convene without the parent under the following conditions: (1) the parent waives his or her responsibility to attend, or (2) the parent has neglected to respond to three documented communication efforts.

Once this conference is completed, the team will develop an Individualized Education Program (IEP), determining what special education or related services will benefit the child.

An IEP will be completed describing the special services, and the parent or guardian will sign a Consent for Special Education Form. Once this process has been completed and the team, including the parents, is in complete agreement with the provisions of the IEP, the IEP will be signed and services will begin immediately.

IEP Yearly Reviews

Once a year, or more frequently if necessary, there will be a team conference, that includes the individuals described in §300.344, and other qualified professionals, regarding each child on an IEP. During this conference, team members will discuss the progression toward annual goals and objectives, develop new goals and objectives, and determine whether the child's special needs can continue to be appropriately met through the current educational placement. To initiate such a conference, the special education teacher will send home a Prior Written Notice accompanied by a Notice to Conference Form. As with the initial IEP meeting guidelines, the special education teacher must give the parent a number of opportunities to participate and document at least three attempts to establish communication prior to holding an IEP meeting without the parent.

Three-year Reevaluations

Reevaluations will be conducted in accordance with the procedures outlined above regarding initial evaluations if conditions warrant a reevaluation or if the child's parent or teacher requests an evaluation. They will occur at least once every three years. An IEP meeting will follow to develop new goals and objectives. IEP teams cannot exit or deny students from services based on reevaluations finding that a student no longer meets initial eligibility criteria. The School Leader and the special education staff will maintain exceptional records, and proper measures will be taken to ensure that they are kept confidential pursuant to applicable laws and regulations. These procedures include but are not limited to allowing parents the right to inspect any files pertaining to their child, maintaining a record of all parties gaining access to exceptional files, amendment of records at parent request, parental consent, procedural safeguards, destruction of data, children's rights, and providing a free appropriate public education (FAPE).

Least Restrictive Environment

Consistent with the principle of least restricted environment, most students who are determined to be eligible for special education services would first receive support in regular education with supplementary aides and services and progress monitoring would continue. If the student showed no academic growth, a resource room would be added. A Resource Room could then be added up to 50% of the day to provide the necessary interventions to show academic growth.

Students with severe intellectual disabilities also can benefit from combining inclusion with a resource room. In the regular education classroom, using peer assisted learning and online programs can help the student remain with typical peers and receive intensive instructional level instruction.

Students with severe emotional disabilities also can benefit from combining inclusion with a resource room. In addition, a Check-In/Check-Out system is very effective for students with emotional needs. A mentor is assigned to the student and the student has a daily progress monitoring sheet which goes home daily. The student's parent bridges their behavior at school to privileges at home. Depending on the student's needs, the mentor will check in with student at least three times a day, though more can be done if needed. Furthermore, the school counselor can help the family with locating appropriate community support.

Depending on the nature of and severity of the disability, other placement models outside of the approach discussed above may be determined to be more appropriate to the needs of the student. As a local education agency, the charter school could explore contracting for a change in setting in a manner consistent with Idaho Department of Education procedures or bringing in other resources to meet the student's needs.

Staffing

DAI's administration team will recruit highly qualified special education teachers through multiple means. They will use job recruiting websites such as Teachers to Teachers and DAI's administration will attend and recruit teachers at Teacher Fairs in several states. Teachers who are not certified in Idaho will apply for teacher certification. All related service personnel including speech and language therapists and school psychologists will be certified in the State of Idaho or they have to apply for a license before they are hired.

Staff Development

DAI will schedule Professional Development (PD) days into their yearly calendar. PD will be offered in the areas of intensive interventions and research validated methods addressing the unique needs of students with disabilities. Additionally, the special education teachers, the special education facilitators, and the related service personnel (eg. SLP and OT) will be in communication with teachers providing instructional information on how to modify the curriculum and address the unique needs of students with disabilities on a weekly basis as service is provided.

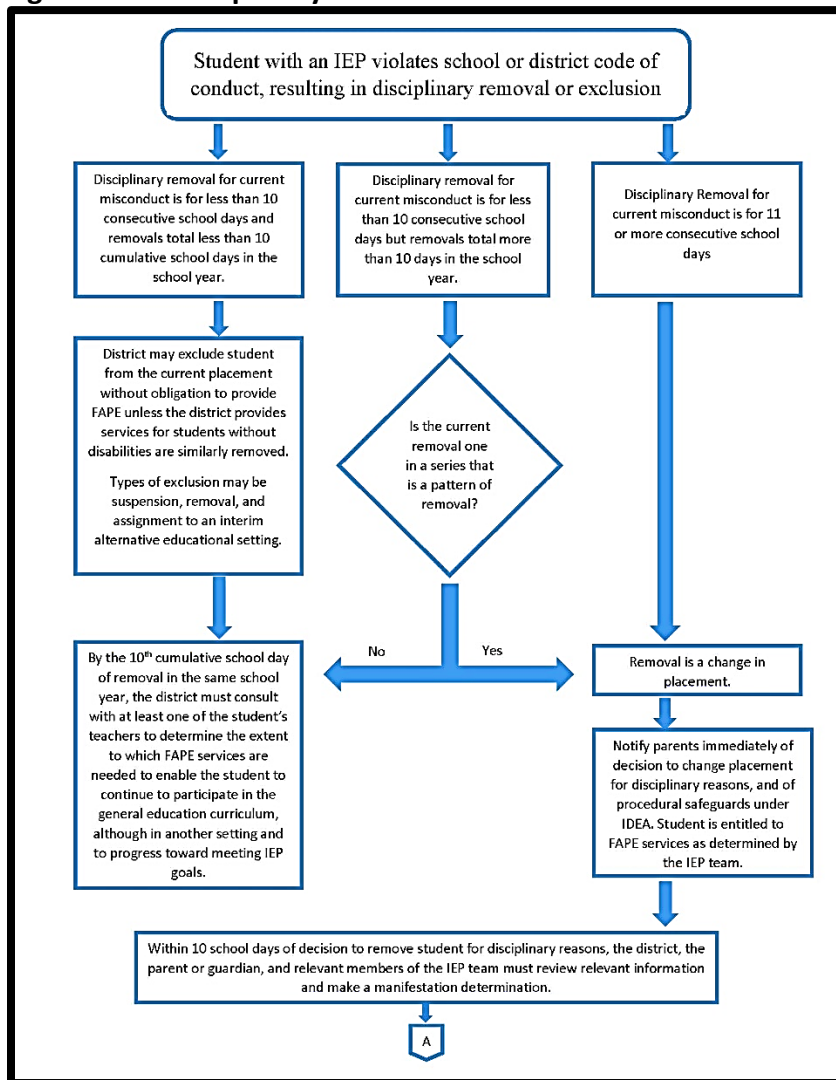
Discipline

The rights of students with disabilities are protected by following the IDEA flow chart below. If a student with disability has a discipline problem, the administration contacts the parent for a parent meeting. If the student is suspended, all school work may be picked up daily by the parent and returned so that student's grades are not affected. Alternately, the school can provide the work by other means. If necessary, a teacher will provide service in the home setting or the student will receive alternative instruction in an after school program.

The IEP team will also meet after 5 suspensions to complete a manifestation determination IEP meeting. The team will brainstorm other services and community resources that may benefit the student to prevent further behavior disruptions. A Functional Behavior Assessment (FBA) will be completed and the team will reconvene to write a Behavioral Intervention Plan (BIP). The team may also request a Behavior Therapist to help in the process.

If the student has reoccurring events that result in further suspension, the team will meet after nine suspensions and complete a change of placement. The administration will contact the parent for a parent meeting. Each time a student is suspended, all school work may be picked up daily by the parent and returned so that student's grades are not affected or other arrangements may be made to ensure access to assignments. Again, if necessary, a teacher will provide service in the home setting or the student will have alternative instruction in an after school program. Please see **Image 2¹⁷** below:

Image 2: IDEA Disciplinary Procedures for Students With Disabilities



Monitoring

DAI's special education programs comply with all federal and state laws. The role of the special education facilitator is a complete compliance review on all IEPs before and after the IEP meetings. In addition, a review of the confidential folder will be completed monthly on all

¹⁷ Bateman, David F. & Bateman, C. Fred. *A Principal's Guide to Special Education, 3rd Edition*. Council For Exceptional Children. Arlington. (2014).

confidential folders. Special education facilitators check annual and three-year dates weekly to make sure all meetings are held on time.

Special education teacher's complete progress monitoring on a weekly basis to evaluate for student growth and success. If a student shows no academic growth, a resource room is added. A resource Room can be added up to 50% of the day to provide the necessary interventions to show academic growth. If a student shows academic growth, then said student will be provided a less restrictive placement with support. As the student successfully progresses towards full time in the general education curriculum, direct support services can be implemented by the special education teacher in the regular education classroom with supplementary aides and services until they receive consultation services. Quarterly progress reports are sent home. Progress reports are also sent home more frequently as determined by an IEP team. Student grades are also monitored weekly to see academic growth. If students are not receiving enough support determined by weekly progress monitoring and grade checks then the IEP is revised.

Once students are in middle school, a daily monitoring sheet will be used and includes looking at direct instruction participation, classwork participation, homework turn-in, and citizenship. Each teacher signs the student out of class. Special Education teachers check students out at the end of the day. Copies of the form go home with the students for parents to sign. Special education teachers keep a copy and the student returns the signed copy the next day when they pick up their new folder.

Special education facilitators will help to monitor the academic and behavioral growth of students with disabilities in order to ensure that student needs are being met. Adjustments to a student's instructional programs are made accordingly through the collaboration with the SPED team (teachers, administration, and SPED Facilitators) and progress monitoring.

Parental Involvement

All DAI staff will follow all IDEA procedures when implementing appropriate programs related to IEP evaluations/re-evaluations by phoning parents to set up meetings and then following with two prior written notices.

Check-In/Check-Out systems and progress monitoring reports are sent home on a predetermined frequency: daily or weekly. Quarterly progress reports and report cards are mandatory universal grade reports. Special education teachers and related staff are expected to have frequent communication with parents with students with emotional and or behavioral needs.

In this digital age, teachers even text back and forth with a parent through the day if necessary to give them updates if a parent requests to be informed. In addition, the school uses an online program and websites where they post all school events and homework assignments.

English Language Learners

Identification

DAI will identify the primary language of students upon enrollment. The process is as follows:

- All newly-enrolled students are provided an A Home Language Survey (HLS) is included in the enrollment packet.
- Based on the answers provided to the questions in the HLS, student records will be requested from the student's last school/school district. Students without a WIDA Placement will be given a placement test.
- All student screening and evaluation will use the assessment framework adopted by the State of Idaho, the World-Class Instructional Design and Assessment's (WIDA) Assessing Comprehension and Communication in English State to State for English Language Learners (ACCESS). DAI will initially administer the WIDA-ACCESS Placement Test (W-APT), an English language proficiency "screener" test given to incoming students who may be designated as English language learners. It assists educators with programmatic placement decisions such as identification and placement of ELLs."¹⁸ The W-APT screener for English proficiency will take place in the first 30 days of school.

Placement

For students Classified as Non-English or Limited English Proficient who are coded as non-English or limited English proficient as a result of the initial assessment, the following steps will be completed within the mandated timelines:

1. Classify students who are eligible for English Language Learner (ELL) services as Non-English or Limited English proficient. The students eligible for ELL services.
2. Prepare a Parent Notification Letter if a student qualifies for ELL services. Once the parent receives the letter, they may choose to receive ELL instructional services. If the parent or guardian refuses ELL instructional services, the school will meet with the parent or guardian to ensure that the parent or guardian understands what is being waived. Parents or guardians may only waive ELL instructional services – not testing. The school will document the parent conference and place a copy of the waiver in the cumulative student folder.
3. As stated above, students will be evaluated with the World-Class Instructional Design and Assessment's Assessing Comprehension and Communication in English State to State for English Language Learners (WIDA-ACCESS) assessment, which is based on a six tier scoring system. Students will receive an English Language Proficiency Level on a scale of 1-6 (1-Entering, 2-Emerging, 3-Developing, 4-Expanding, 5-Bridging, 6-Reaching). Teachers will utilize the score report to better differentiate instruction to meet the needs of each student.
4. Once students are assessed, the Principal will ensure that eligible students are provided appropriate ELL services. In addition, Principals or designees will ensure that ELL students and their parents or guardians are aware of school activities and other

¹⁸ WIDA. Assess. *Kindergarten W-APT*. [website] URL: <https://wida.wisc.edu/assess/kwapt>; last accessed June 2019.

opportunities at the school in a language they understand. Students who are eligible for ELL services will receive these services until it is determined, through reevaluation procedures, that they possess adequate English language and academic skills to allow them to perform satisfactorily in general education classes without special instructional considerations.

Staffing

DAI's ELL services may be coordinated through a teacher with an ENL-7126 endorsement who will, at least initially, be administering ELL identification and support services in conjunction with his or her role as a classroom teacher. DAI's Board and Principal may also decide to contract for these services through duly-certified, ENL-7126 endorsed contractors that administer ELL assessments and support ongoing monitoring of ELL students.

DAI will offer an evidenced-based ELL Program such as the Content-Based Model. The goals of all of the program will be to: (1) help ELL students achieve comprehension, speaking, reading, and writing competence in the English language; (2) enable students to achieve and maintain grade level status; and (3) enable students to meet graduation standards. The Sheltered Content-Based ESL Instruction Model is an integrated content language approach. The goal of the Sheltered Content-Based Instruction Model is for ELL students to develop English language skills in content classes.¹⁹

The goal of the content-based approach is the acquisition of English and grade level academics so that the ELL student can succeed in an English-only classroom. This approach has the following features:

- All instruction is done in English;
- When possible, the child's primary language is used to clarify instruction;
- English is taught through reading, language arts, math, science, and social studies;
- A strong English language development (ELD) component is included in every lesson;
- The acquisition of English takes place in a structured, non-threatening environment in which students feel comfortable taking risks; and
- Controlled vocabulary is included while students gradually acquire the necessary language skills to succeed academically and become lifelong learners.

Monitoring

DAI will progress monitor ELL students as with all students on a regular basis using data to track their progress. In addition, ELL students will be reassessed every year to determine whether the pupil's proficiency in English is fluent and whether they are able to succeed in courses of study that are taught only in English. The school will monitor all reclassified students for a minimum of two years after they have met language proficiency.

¹⁹ Dong, Yu Ren. (2005). Educating language learners: getting at the content. Educational Leadership, 62(4), Retrieved from <http://www.ascd.org/publications/educational-leadership/dec04/vol62/num04/Getting-at-the-Content.aspx>; last accessed June 2019.

The Principal will ensure appropriate policies are followed. As with non-ELL students, ELL students may be retained. In the case of ELL students, the Principal will ensure that ELL students are not retained based solely on the student's inability to perform in the English language. In making a determination of whether an ELL student should be retained, the Principal will ensure that careful consideration is given to the range of services and options available prior to making the decision to retain a student. Response to Instruction (RtI) data should be used to assist the principal in making retention decisions regarding an ELL student.

Adjustments or changes to the student's educational program may be necessary in order to avoid retention. As with non-ELL students, retention concerns should be ongoing throughout the year. If the decision is made to retain an ELL student, the principal will ensure that the student receives different services during the year following the retention.

ELL students be reassessed every year to determine whether the pupil's proficiency in English is fluent and they are able to succeed in courses of study that are taught only in English. The student must be given the test Accessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs) every year until the student exits the ELL program. Parents or guardians of LEP children do not have the option of withdrawing their student from participating in the ACCESS for ELLs.

DAI may reclassify an ELL student only if the school administers the ACCESS for ELLs to assess the pupil's proficiency to comprehend, speak, read, and write English. Afterward, the pupil will obtain a score on the examination that is equal to or greater than a score for a person who is fluent in speaking, reading and writing English, as established by the publisher of the examination.

The school will monitor any students reclassified as English proficient who have not yet met exit criteria. The school will ensure that reclassified students are appropriately placed in general education classes and DAI will monitor a student reclassified as fluent-English proficient, but who has not yet met exit criteria, for no less than two years. The purpose of this monitoring is to ensure that the students have no grades below a "C" in any academic class and are no longer in need of language acquisition assistance.

The monitoring from the school will include periodic contact with the student's teacher(s) to ascertain student progress. The school will also review the student's report card annually to review the student's attendance, academic and citizenship grades. To be considered academically successful, a student should have no grades below a "C" in English, reading, math, science, or social studies.

The ELL monitoring process information should be included in any RtI interventions that are determined by the school. Specific consideration for language proficiency must be taken into consideration in planning specific interventions for the student. If, as a result of monitoring, evidence indicates that the student is not successful in English-only classes and needs further language acquisition assistance, the school will administer the initial assessment test to

ascertain the student's current English proficiency. A meeting will be held with the student's parents or guardians and the student will be considered for reinstatement into the ELL program, into an academic remediation program, or the student will remain in English-only classes. The school will continue to monitor the student for language and academic progress. If the student is determined to be academically unsuccessful, the school and the appropriate teachers will seek out other services for the student in order to address any academic deficiencies. Prior to making any changes, the principal or designee will meet with the parents or guardians to discuss the recommended changes.

Parental Involvement

Principals or designees will ensure that ELL students and their parents or guardian are aware of school activities and other opportunities at the school in a language they understand. Parent outreach for ELL families will be conducted in a manner and format that is meaningful and accessible to the parent. In some instances, for example, written documents may be inaccessible to parents with limited literacy in their primary home language. Such families will need to be contacted verbally at a time and in a place that is conducive to their involvement and attention (e.g. at home versus when they're working and could face discipline for using a personal phone).

Homeless/Migrant

Identification

DAI will identify students and families in need of homeless/migrant services for new students by including a space for identifying homeless/migrant student status in the initial enrollment of a student. Additionally, because students can become children in transition at any point, DAI will identify existing students in need of homeless/migrant student services through counselor/teacher referrals and proactive communications with parents and families about available supports. Misidentification will be avoided by making sure staff involved in registration of new students understand the differences between families who have a difficult time pulling together all materials required and/or requested for enrollment: birth certificates, immunization records, previous school records, home address etc., and those families who lack this information due to their homeless/migrant status.

To assist in identification, DAI will follow the broadly defined definition of homeless as set forth in Section 330 of the Public Health Service Act (42 U.S.C., 254b), Homeless Emergency Assistance and Rapid Transition to Housing Act of 2009 (P.L. 111-22, Section 1003), remaining cognizant of the evolving and complex nature of defining homelessness.

The term "homeless" or "homeless individual" includes:

- An individual who lacks a fixed, regular, adequate nighttime residence;
- An individual who has primary nighttime residence in a supervised, publicly or privately operated shelter for the accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill);

- An individual who sleeps in a public or private place not designated for, or ordinarily used as, a regular sleeping accommodation for human beings (e.g., cars, parks, motels, campgrounds, undeveloped state or federal lands);
- Children living with a parent in a domestic violence shelter;
- An individual who is, out of necessity, living with relatives or friends due to lack of housing;
- Runaway children (under 18 years of age) and children and youths who have been abandoned or forced out of the home by parents or other caretakers, or such youth (between 1 and 20 years of age) who may still be eligible for educational services who: temporarily reside in shelters awaiting assistance from social service agencies; live alone on the street or move from place to place between family members, friends, or acquaintances; and children of migrant families who lack adequate housing.

Gifted/Talented

Identification

In accordance with Idaho Code §33-2001, gifted/talented students are 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.”²⁰

DAI will identify and meet the needs of gifted and talented students, in accordance with Idaho Code §33-2003. In determining the eligibility of a pupil for the gifted and talented program of instruction, the GATE Team (comprised of classroom relevant teachers and administration) may use alternative assessment procedures for a pupil from another culture, a pupil who is environmentally or economically deprived or a pupil who has a disability. The conclusions of the GATE Team concerning the eligibility of the pupil for the gifted and talented program of instruction will be based upon an assessment of the talent, cognitive abilities or academic achievement of the pupil. Unless the pupil’s individualized educational program otherwise provides, a pupil who is gifted and talented must participate in not less than 150 minutes of differentiated educational activities each week during the school year.

A range of service delivery options will be available to meet each gifted and talented student’s special needs based on the student’s Gifted and Talented Educational Plan (GTEP) and will be provided with administrative support to assure adequate funds for materials and professional development.

Plan Development

Once a student has been referred to the gifted and talented program, the gifted and talented teacher will notify the student’s parent, teachers, and school psychologist. The school psychologist at DAI will fill out the appropriate forms and send home a written notice to inform the parents for the initial assessment for the gifted and talented program. Parents will sign

²⁰ Idaho Code §33-2001.

consent to evaluate. The School Psychologist will administer appropriate cognitive assessments. The Gifted and Talented Eligibility Statement form will be used to determine eligibility in the gifted and talented program.

Parents will be considered partners with the schools in developing, reviewing, and revising the gifted plan for their child. The role of parents in developing such plans will include:

- Providing critical information regarding the strengths of their child;
- Expressing their concerns for enhancing the education of their child;
- Participating in discussions about the child's needs;

The team considers the following during development, review, and revision of the gifted plan:

- The strengths of the student and the needs resulting from the student's giftedness
- The results of recent evaluations, including class work and state or district assessments
- In the case of an ELL student the language needs of the student in relation the gifted plan.
- The plan for each student will be individualized, measurable, and observable.

Implementation

The gifted plan will be implemented immediately following the meeting and will be made accessible to each of the student's teachers who are responsible for the implementation. Each teacher of the student will be notified of specific responsibilities related to implementing the student's gifted plan.

Services and Instructional Strategies

The school will offer various services to meet the needs of the gifted and talented student. These services may include but are not limited to: Specialized gifted and talented courses, Acceleration, Ability grouping, Modifications of content through differentiated curriculum, Career exploration and goal setting integrated into the curriculum, Curriculum compacting, Enrichment, Social skills development and/or counseling, and Real-world immersion activities (i.e. as science and social studies fairs, exhibits, academic competitions, mentoring).

Curriculum will be vertically and horizontally enriching, providing those students who have mastered the grade-level Idaho Content Standards and DAI-offered opportunities for acceleration. Curriculum for gifted and talented students will include a wealth of opportunities for extended learning beyond the classroom.

Evaluations

The team shall consider the strengths of the student and needs resulting from the student's giftedness and the results of recent evaluations, including class work and state assessments. In the case of a student with limited English proficiency, the language needs of the student as they relate to the IEP, will be considered when reviewing and revising the plan.

DAI will offer various services to meet the needs of the gifted and talented student based on the gifted plan. These services may include but are not limited to:

- Elementary School (K-5) Gifted Program -
 - Acceleration: (e.g. enrichment, world immersion activities (i.e. as science and social studies fairs, music and art exhibits, academic competitions, mentoring, career exploration and goal setting integrated into the curriculum);
 - Differentiation: (e.g. curriculum compacting, modifications of content through differentiated curriculum); and
 - Ability grouping: (e.g. specialized gifted and talented courses, real social skills development and/or counseling).
- Middle School (6-8) Gifted Program - DAI will offer accelerated (gifted) content area courses (Mathematics, Science, Social Studies, and/or English Language Arts) and/or State-approved middle school gifted elective courses. All of the students in the gifted and talented course are eligible for gifted and talented services and the teacher is endorsed to teach gifted and talented students or on an approved waiver to complete the gifted and talented endorsement.

Enrichment Opportunities

Similar to the gifted plan, there will be a variety of enrichment opportunities that will be available to students performing at or above grade level as part of DAI's comprehensive strategy to ensure that all students are making accelerated academic progress these include but are not limited to:

- Acceleration: (e.g. enrichment, world immersion activities (i.e. as science and social studies fairs, music and art exhibits, academic competitions, mentoring, career exploration and goal setting integrated into the curriculum);
- Differentiation: (e.g. curriculum compacting, modifications of content through differentiated curriculum); and
- Ability grouping: (e.g. specialized gifted and talented courses, real social skills development and/or counseling).
- Extended Learning Opportunities- Afterschool enrichment programs and clubs. All students will be included in the data driven instruction model (Data Methods and Systems) to ensure that all students are making academic progress even those who are performing at or above grade level.

Promotion/Retention

DAI is also committed to ensuring fair and equitable promotion and retention of our students in alignment with DAI's mission. Using real-time data from frequent assessment results, DAI will provide the necessary individual, classroom and/or school-wide intervention programs. The Data Team and along with teacher referrals will determine which students may need additional targeted interventions which include: requiring students to attend specific targeted tutoring, Early-Bird, during school, or afterschool; providing for supplemental intervention programs and support within the respective reading, math, science classrooms through academic coaching, lesson modeling, computerized intervention programs and pull out services (as needed).

Parents of students who are in need of interventions (individual or other) will be notified throughout the process. The teachers will work with students and families to accommodate schedules. Additionally, the Data Team will identify students that may need to be part of the RtI (Response to Intervention) process. If the Data Team and Classroom teacher should identify a struggling student that may be in need of retention, they will be referred to Pupil Promotion/Retention Team by the end of the first semester.

The Pupil Promotion/Retention Team may be comprised of a member of the administrative team, current teacher, next year's teacher, and special education teacher (if applicable). Administration is responsible for identifying the appropriate members of the team. The school will identify benchmarks and procedures for promotion at each grade level. Students who meet or exceed the benchmarks determined by the school will be promoted to the next grade level. Data to be considered may include attendance, state assessments, school and curriculum-based assessments, classroom observations, parent and teacher surveys, and classroom grades and work samples.

The Pupil Promotion/Retention Team will review the data and make a recommendation or promotion to the next grade level or retention. The Team will then meet with the parent/guardian to discuss the data, recommendation, and social emotional concerns, and the options for their student. The team along with the parent will make a decision to promote or retain the student. DAI will comply with State and Federal laws regarding the students with disabilities and IDEA in the case of students who are twice exceptions, e.g. they are both Gifted and Talented and they have an IEP.

Professional Development Plan

DAI understands the importance of ensuring a high quality, committed, and consistent staff of teachers and leaders. The school develops and reviews specific personnel policies to support its goals and to ensure fairness and compliance with state and federal law.

DAI will support the professional development needs of all professional staff by subsidizing college classes, facilitating the attainment of continuing education credits, and offering on-site trainings. Staff members will participate in school- initiated and other relevant and necessary workshops for professional development. A member of the administrative team will oversee, coordinate, assist and monitor the staff development process. Teachers will attend relevant local and national conferences and serve as trainer to the remainder of the staff upon return to DAI. The professional development offered to teachers will align with student achievement data, curriculum, instructional personnel needs, School Improvement Plans, and annual school reports.

Prior to the opening of DAI, professional development will be offered. At that time the administrator and identified school leaders (department chairs) will receive professional development in DAI's Mission, Vision, and in fundamental components of Arts Integration. This training will be led by Doral Academy, Inc. instructional leaders. In the train the trainer model, the Nevada instructional leaders will be able to provide training and support to the teaching

faculty at DAI. All DAI faculty will receive one to two weeks (at minimum) of on-site professional development prior to the inaugural school year.

Each school year, DAI's Principal will assess the faculty's professional development needs by surveying faculty and reviewing data for trends that could be addressed through appropriate professional development. This survey will be used to prioritize on-going professional development. DAI will provide, at minimum, professional development training in the following areas: DAI's Mission and Vision; Opening of School Procedures; Data Driven Decision Making; Positive Behavioral Support; Serving Exceptional and Educationally Disadvantaged Students; Differentiated Instruction; Technology; and Safety and Security. Additionally, the staff will receive professional development on applicable State, Federal, and all applicable laws, regulations, and policies. (Safety Training, OSHA Requirements, Blood Borne Pathogens, etc).

DAI will provide annual professional development to aide in the curriculum delivery, specific to the school's mission and vision including, but not limited to:

- Arts-Integration Instructional Methods – DAI will receive PD on two school-wide Arts Instructional Strategies/Methods annually. The school only selects two methods so they will be taught with validity²¹, and students can learn to produce the outcomes of the methods comprehensively.

Table 5: Professional Development Sample		
Year of Operation	Genre	Strategies
Year One	Drama	Tableau On/Off
Year Two	Drama	ABA Actor's Toolbox
Year Three	Dance	Moving Through Math-Grouping Game and Patterns

Additionally, teachers will receive professional development on other instructional best practices based on their needs identified in the survey, including but not limited to: Scaffolding, Inquiry Based Learning, Project Based Learning, Cooperative Learning, Teacher Modeling, Group Practice, Modeled Writing, Learning Strategies, etc.

- Opening of Schools Policies and Procedures Training – All personnel will participate in policy and procedures training (conducted by Principal and Lead Staff);
- DAI's Mission, Vision, and Educational Philosophy
- Data-Driven Decision Making – An interactive workshop to teach faculty how to use specific performance indicators to identify student needs and target instruction;
- Curriculum Implementation by Grade Level/Subject/Specialty – Teachers will participate in school-wide and grade level/department training throughout the school year related

²¹ Phased implementation of Arts Integration strategies also allows for the development of in-house expertise by DAI faculty. For instance, if a trainer from the Kennedy Center trains faculty members in Tableau and On/Off in Year One, a trained faculty member can train any new faculty hires in these strategies in Year Two, while also learning two new strategies taught by an outside Arts Integration expert.

to curriculum implementation. These include but are not limited to: Horizontal and Vertical Team Planning, Textbook Training, etc.

- Serving Exceptional and Educationally Disadvantaged Students – Teachers will receive professional development on working with students with special needs. This will include, but is not limited to: Differentiated Instruction for at risk learners, Special Education Students, and Gifted and Talented Students; Sheltered Instruction Content Model for ELL students. WIDA Screening and Assessment professional development will be provided to identify faculty. Based on the student population and faculty survey, additional training may be offered to support the needs of the student body;
- Differentiated Instruction – Teaches faculty how to differentiate and individualize instruction in order to create effective targeted instructional lesson and tutoring to increase student achievement and maximize instructional time;
- Positive Behavioral Support – This training will ensure that teachers have the necessary strategies to implement classroom intervention strategies (Tier 1-3);
- Check-In/Check-Out – This training will instruct teachers on the Check-In/Check-Out Mentoring System.
- Technology – Teachers will participate in hands-on technology workshops to learn how to intergrade technology into the classroom. The purpose is to ensure schools are growing with technology to ensure students and teachers are prepared for the expectations of the 21st century and national technology standards; and
- Safety and Security – This training will include: daily safety procedures, the school safety plan, and Crisis Prevention Institute trainings (CPI). Safety trainings, such as blood borne pathogens, will be offered to meet Occupational Safety and Health Administration (OSHA) requirements.

Evaluations

In line with best practices, the Principal should administer reviews/evaluations of teachers and staff members annually. The Principal will help each staff member to develop a professional development plan and set goals that support the school's mission and goals. The Principal is expected to facilitate best practices in teacher development, such as establishing procedures and expectations for peer and coaching observations as well as developing mentoring teams.

The Principal will also observe the staff in day-to-day activities to determine strengths and areas of deficiency, and if necessary, the appropriate remediation. The Principal's goal is to provide regular performance feedback to staff members including but not limited to, constructive remediation, problem-solving support, and recognition for exemplary performance, formal and informal evaluations.

All employees will be observed on an ongoing basis by the Principal, using both formal and informal observations. Formal observations may include a pre-observation conference as well as a post-observation feedback session. First and second year teachers will have at least two formal observations per year. All teachers will have at least one formal observation per year.

Formal Evaluations - First Year Employees, Alternative Teacher Certification and Induction

For all first year employees and any teacher who has not received their Professional Teacher Certification, there shall be two formal reviews (one in each semester of the school year). This includes employees in the state's Alternative Teacher Licensure program. The formal evaluation will review the employee's self-assessment, job description, areas of responsibility, areas of improvement, progress toward goals, and plan for improvement. The formal evaluation shall include a plan for completing the requirement for the Professional Teacher Certification (if appropriate) and documenting any concerns. At that time, the Principal may inform the employee and report to the Board of Directors whether the school intends to continue employment for the subsequent school year. Results of the formal evaluation will be put in writing, signed by employee and Principal, and copies placed in the employee's professional portfolio and personnel file.

Formal Evaluations - Returning Employees

For returning staff members, there shall be a minimum of one formal review six months after the start of the year. The formal evaluation will provide an opportunity to review progress toward the employee's professional development plan and goals. In addition, the employee may provide feedback to the Principal on the Principal's job performance. At that time, the Principal may inform the employee and report to the Board of Directors whether the school intends to continue employment for the subsequent school year. Results of the formal evaluation will be put in writing, signed by employee and Principal, and copies placed in the employee's personal portfolio and employment file.

Response to Observations and Evaluation Findings

All employees shall have the right to make written objections to the observations or review finding within one week of receipt by stating areas of disagreement. These objections will be attached to the observation and/or evaluation and kept in the employee's personnel file.

II. FINANCIAL & FACILITIES PLANS

Fiscal Philosophy and Spending Priorities

The Doral Academy of Idaho (DAI) 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 with an emphasis on arts integration. The charter school budget will serve as the financial plan of operation for the charter school and will include estimates and purpose of expenditures for a given period and the proposed means of financing the estimated expenditures. DAI 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

Doral Academy of Idaho 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. Doral Academy of Idaho's largest fixed costs are salaries & 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.

Utilizing Academica's standing relationship with the lending institution Vectra Bank will allow Doral Academy of Idaho 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. The proposed campus will likely enter into this lease agreement in their first year of

operation. Doral Academy of Idaho 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

Doral Academy of Idaho 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 given by Brown Bus Company (BBC), a well-established bus transportation company that provides school bus transportation to various Idaho schools. The budget reflects the transportation allowance of 60% of the projected transportation expenses. The transportation expenses are assumed at \$325 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, the Doral Academy of Idaho governing board will seek the appropriate bids for a bus transportation provider in compliance with Idaho Code.

As outlined in [Section IV. Student Demand and Primary Attendance Area](#) of this application, Doral Academy of Idaho projects that 37% of the student population will qualify for free and reduced lunch. 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 in the subsection 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 implement the National School Lunch Program (NSLP) for its campus. The school has reached out to other charter schools in the area on what they are doing for to provide lunches. Based on our conversations with these schools, the school plans to contact local restaurants recommended by other charters schools to provide lunches that meet the requirements of the NSLP. As the school grows, the school is looking to purchase a facility with a kitchen and looking into implementing the program in house eventually. 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 \$6,000 per year has been budgeted in Year 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 board, will work as a team to develop financial statements and accounting reporting templates to ensure compliance with the state and federal reporting guidelines.

As outlined in [Section V. School Leadership & Management](#) of this application, Doral Academy of Idaho will contract with Academica Idaho, an Educational Service Provider whose services to Doral Academy of Idaho shall include, but may not be limited to, the following:

- Identification, design, and procurement of facilities and equipment
- Staffing recommendations and human resource coordination
- Regulatory compliance and state reporting
- Legal and corporate upkeep
- Public relations and marketing
- The maintenance of the books and records of the charter school
- Bookkeeping, budgeting and financial forecasting

For the services of Academica Idaho, an annual fee per student as structured below will be charged to Doral Academy of Idaho. As outlined in [Section IV. Student Demand and Primary Attendance Area](#) of this application, an early relationship with Academica Idaho allows Doral Academy of Idaho to have some financial flexibility during its initial growth phase. The budget presented includes an Academica Fee schedule of the following:

Student Count		Fee	
175 or Less	\$	-	
176 - 225	\$	10,000.00	Flat Fee
226 - 325	\$	75.00	per student
326 - 425	\$	150.00	per student
426 - 525	\$	225.00	per student
526 - 624	\$	300.00	per student
625 or more	\$	450.00	per student

Academica will also provide Doral Academy of Idaho 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 will also not be any prepayment penalty on the loan.

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 body 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 campus principal will be responsible for assuring budget allocations are observed and the total expenditures do not exceed the amount allocated in the budget. The governing 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 governing body. 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 is the principal, and the principal will work closely with Academica Idaho. All claims for payment from charter school funds are processed by Academica Idaho in conformance with charter school procedures. Payments are authorized against invoices properly supported by approved purchase orders with properly submitted vouchers approved by the governing body.

Doral Academy of Idaho 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 appoint the purchasing agent. He/She will be responsible for developing and administering the charter school's purchasing program. Any 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 and/or governing body policy. In all cases, calling for the expenditure of charter school money, except payrolls, a requisition and purchase order system must be used. 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, Doral Academy of Idaho ("Licensee") will enter into a Trademark License Agreement with Doral Academy, Inc. ("Licensor"). Doral Academy, Inc. grants Doral Academy of Idaho a non-exclusive, non-transferable, royalty-free license to use the trademark in connection with the development and establishment of the school of Doral Academy of Idaho in the State of Idaho. The budget reflects this agreement as the Doral 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 Doral Academy, Inc. for its collaboration, accreditation, and support. The budget reflects only the Professional Development half of the expense in Doral Academy of Idaho's first few years of operation. The half of the fee that goes to Doral Academy, Inc. will be charged once Doral Academy of Idaho is able to financially sustain its cost. Please see [Appendix F8 – District Membership Agreement](#) for a draft of Doral's Affiliation Agreement.

Furthermore, DAI will evaluate its affiliation with Doral Academy, Inc. in three stages:

1. Beginning of school year – Goals will be established in alignment with the executed contract between Doral Academy of Idaho and Doral 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

DAI is continuing to actively search for facilities options within its target community. Based on its proposed enrollment configuration, the school's eventual facility need is no more than 40,000 square feet at full buildout by year 5 of the charter. It is important to note that DAI's enrollment plans assume a slow growth model starting approximately 200 students and expands by a grade per year with some modest adding of additional sections in existing grades.

The primary location DAI has identified is the Compass Charter School Campus located at 2511 W. Cherry Lane. The facility is currently for sale. The primary location is within DAI's target community and will meet the school's needs as it grows year over year until it reaches capacity. Listing price for the facility is \$4,500,000. The purchase price also includes all FF&E equipment wherein the school would only need to purchase a limited amount of furniture and equipment upon moving in.

The primary facility includes a 40,000 sf campus on 3.5 acres, which includes 24 classrooms (already outfitted with FFE), stand alone gym, cafeteria, commercial kitchen and outdoor playground. The primary location also includes large auditorium area (previously church sanctuary) wherein should the school need to build-out additional classrooms over time they would have the ability to do so. The primary location is also move-in ready related to municipal approvals needed to operate a public charter school. The school overtime will look to make tenant improvements primarily to the exterior of the facility to make it more inviting to school stakeholders.

If the school is unable to acquire the primary location the school can readily make do with a facility between 11,000 and 15,000 square feet during its first two years of operation. The school is in discussions with Legacy Life Church located at 1830 N. Linder Road, Meridian. The secondary location is located within the school's target community. The secondary location is located on approximately 12 acres, with 11 classrooms, administration offices, cafeteria area, commercial kitchen, a large outdoor playground area and large parking area. The school would work with its architect to ensure the building meets all facility codes necessary to operate a public charter school.

For further information regarding these facilities, please see [Appendix A5 - Facility Options](#).

The school is in discussions with groups such as Hawkins Companies, Turner Capital, and Building Hope among others, (see [Appendix F6 – Performance & Hawkins Letter of Support](#) for more information) about purchasing a facility and creating a long term lease with a purchase option that includes a stair step rent schedule that would allow the school to build up enrollment until it can afford a full rent payment. DAI is also currently in preliminary discussions with leaders from both sites which are subject to further development upon receipt of evidence of an approved charter. Until a charter is granted, a specific arrangement cannot be established. At this time, however, the founding team has begun steps that will facilitate the process once a charter has been awarded. Additionally, our preliminary exploration indicates that rent costs at either facility fall within the projected cost per square foot that we used to generate our budget assumptions for the facilities line item. For an example of what DAI's future lease agreement will entail, please see [Appendix F9 – Lease Agreement Example](#).

III. BOARD CAPACITY AND GOVERNANCE STRUCTURE

Governance Structure

The Doral Academy of Idaho (DAI) 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.

Duties of Governing Board

As mentioned previously, 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
- 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
- Know and abide by the Idaho Open Meetings Law for open meetings

DAI'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, DAI'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 #120
Nampa, ID 83687

and

Quest CPAs, PLLC
11501 Highway 95
Payette, ID 83661

These two firms have solid reputations in their aforementioned industry and are considerably less expensive than larger firms in the area.

For legal representation, DAI's is pursuing discussions with the following:

Chris Yorason
Yorgason Law Offices, PLLC
6200 N Meeker Place
Boise, ID 83713

Kenneth L. Mallea
Mallea Law Office
78 S.W. 5th Avenue, Suite 1
Meridian, Idaho 83642-2923

and

Amy White
Anderson, Julian & Hull, LLP
250 South 5th Street, #700
Boise, ID 83702

The search for these third party service providers is critical to the school's success. DAI'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 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 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 operational needs are met. The governing board will conduct an evaluation of the school principal at mid-point through the year and at the end of the school year.

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.

Management Provider

DAI will be contracting with Academica as its Educational Service Provider, as detailed in [Section V. School Leadership & Management](#). Academica's 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:

- Assist the Board in creating budgets and financial forecasts;
- Assist the Board in preparing applications for grant funds;
- Monitor and assure Compliance with all state reports;
- Assist the Board in locating and securing a school facility;
- Maintain the financial books of the school;
- Assist with systems development;
- At the Board's direction, prepare agendas and post notices of all board meetings;
- Assist the Board in identifying and retaining an employee leasing company;
- Provide human resources related services such as dispute resolution and contract preparation and review and;
- Assist the Board in renewing the School's charter.

Board Member Qualifications

Doral Academy of Idaho's founding board consists of a diverse group of people that meets the experience and skills necessary to successfully oversee the school. The various qualifications and expertise as well as names of the various Board Members are listed below:

Carolyn Baird (Proposed Board Chair)

Accounting, Real Estate

CPA, Realtor

Jade Millington

Financial Management, CFO

Educational Software, CFO

Jennifer St. John

Education, Curriculum & Instruction

State of Idaho Teaching Certificate, K-8, Board Certified Behavior Analyst

Krystine Archer

Stay At Home Mom/Homemaker, Real Estate

DOC Drawer/Funder, Escrow Officer

Miquelle Crosland

Real Estate Agent, Stay at Home Mom, Educator

Realtor, Business Owner, ParaProfessional and Teacher

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.

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.

DAI structured its founding committee with the governing board role in mind. None of our members are seeking employment at the school, and we all joined the committee because we are passionate about the school's mission and believe we bring an expertise to ensure the school is successful and to perform as guardians of the "public trust."

Board Member Recruitment and Training

As mentioned before, the board strives to maintain a governing board that possesses the breadth of knowledge and experience to effectively support and direct the operation of the school, as well as is representative of 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 DAI's Governing Board, the aforementioned existing 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, each of the following individuals has agreed to have their contact information included in the petition:

Bruce Hobbs (Retired Brigham Young University - Idaho, Director of Relations & Services)

Email address: hobbsb@byui.edu

Phone number: 208-516-9033

Natalee Webb (School para-professional)

Email address: natalee.webb622@gmail.com

Phone number: 208-761-4632

Lindsay Arnett (Insurance claims adjuster)

Email address: lindsay.a.arnett@gmail.com

Phone number: 208-872-6838

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 through direct communication to the parents of all enrolled students. Individual board members will also circulate the notice within their professional communities. Additionally, the board will also seek opportunities to get the word out more broadly, including through free or inexpensive online advertising (e.g. via Idealist, Craigslist, etc.) and through referrals via education and civic minded non-profits in the region. We recognize, for example, that one excellent source of potential board members is the alumni corps of local nonprofits who have had board members rotate off of their boards.

Above all, we believe 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. In our research, for example, we discovered that there are some charter schools in the Boise area with revenues on par with or greater than those of venerable non-profits such as the Boise Philharmonic and the Treasure Valley United Way^{22, 23, 24}. Consequently, we must treat board member recruitment every bit as seriously as we do staff recruitment.

²² 2017 Audited Financial Statements, Idaho Arts Charter School, Inc. URL: http://www.idahoartscharter.org/UserFiles/Servers/Server_2621494/File/Financials/2017-2018/IACS%20Audited%20Financial%20Statements%20-%206-30-17.pdf. Accessed July 2019.

²³ ProPublica. Boise Philharmonic Association. URL: http://www.idahoartscharter.org/UserFiles/Servers/Server_2621494/File/Financials/2017-2018/IACS%20Audited%20Financial%20Statements%20-%206-30-17.pdf. Accessed July 2019.

²⁴ 2018 and 2019 Audited Financial Statements, United Way of Treasure Valley, Inc. URL: <https://www.unitedwaytv.org/sites/unitedwaytv.org/files/3-31-19%20UWTV%20Audit%20Financial%20Statements.pdf>. Accessed July 2019.

Notice of the governing board's intentions to elect board 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.

In order to get a jump start on board governance training, members of the Governing Board for DAI attended the Charter Start! 101 in mid-July 2019. This two-day workshop is conducted by the Idaho State Department of Education's Office of School Choice and covers a variety of relevant topics. These include, but are not limited to, the following: ethical and effective board governance, the charter petition process, charter school financing in Idaho, and accountability, to name a few.

From January 2020 to August 2020, 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.

Each year starting after the first school year, the board will participate in a board retreat. The retreat will be a time to analyze ISAT and other assessment data from the prior year; set a board calendar and training schedule for the upcoming year; complete a board self-evaluation; draft/edit 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. The board's training schedule will be developed based on the self-evaluation and any feedback received from the authorizer and stakeholders to determine topics the board may need a refreshment on. The board will also ensure ongoing training on applicable Idaho laws and policy issues affecting charter schools.

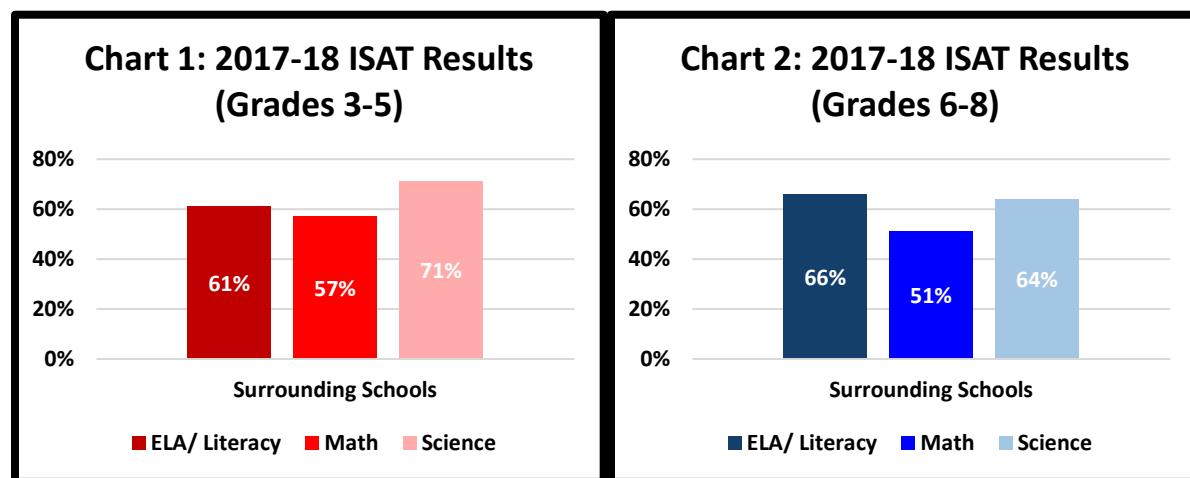
IV. STUDENT DEMAND AND PRIMARY ATTENDANCE AREA

Primary Attendance Area

As a public charter school, Doral Academy of Idaho (DAI) is open to all residents in the state of Idaho. However, DAI's target attendance area will most likely focus on our families and students in the Meridian, Idaho area. DAI's proposed school facility will be located at the Legacy Life Church located at 1830 North Linder Road, Meridian, ID 83646.

Student Demand

DAI believes the majority of their students will be those attending other public schools within a 5-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 5-mile radius of DAI's proposed facility site.²⁵ These findings show an anticipated student population encompassing 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 2**²⁶ and **3**²⁷ below). However, there still remains room for growth and improvement.



Additionally, the Meridian area has recently experienced an explosion of growth both in terms of geographical size as well as population. Previous data, from just last year, estimated Meridian's population growing to approximately 150,000 residents by the year 2040.²⁸

²⁵ Data was obtained through the Idaho State Department of Education, compiled, and then averaged to produce the findings shown above.

²⁶ Idaho State Department of Education. *Departments. Assessment and Accountability. Accountability*. URL: <http://www.sde.idaho.gov/assessment/accountability/index.html>; last accessed June 2019.

²⁷ Ibid.

²⁸ Talerico, Kate. "Experts thought Meridian would have 150,000 people by 2040. They don't think that now." *Idaho Statesman*, April 25, 2019. [website] URL: <https://www.idahostatesman.com/news/local/community/west-ada/article229557244.html>; last accessed June 2019.

However, within less than a year from the city’s previous estimate, research now shows Meridian reaching 150,000 residents as early as 2029.²⁹ As such, overcrowding at Meridian public schools has been a growing concern. From 2010 to 2016, student enrollment growth in the Meridian Joint School District #2 (otherwise known as West Ada) was at 7%.³⁰ Currently, there are nearly 39,000 students spread across 55 schools - 33 elementary; 10 middle; 12 high schools and is close to becoming one of the 100 largest school districts in the country.³¹ Eric Exline, Chief Communications Officer for the West Ada School District, has recognized the impact this growth will have on the school district and estimates approximately 11,000 more students could potentially flood the already overcrowded school district very soon.³²

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. DAI 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.

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. DAI 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.

While there are four Charter schools (two being technical high schools) within the 5-mile radius of DAI’s proposed location, only 2 of these schools service students within DAI’s same or overlapping age range. Furthermore, as shown below, neither school is an arts-integration school and both schools have confirmed waiting lists for every grade level according to the respective schools’ registrars as of 10/9/19.

Table 6: Surrounding Charter School Information						
School Name	Location (Address)	Year Opened	Current Enrollment	Grades Served and Educational Focus	Distance from DAI’s proposed location	Waitlist Information
Compass Public Charter School	4667 W. Aviator St.	2005	551 (K-8) 324 (9-12)	K-12 <i>Strong Academics & Safe</i>	2.5 miles	400+ for students K-5.

²⁹ Ibid.

³⁰ Boydston, Morgan. “Growing Idaho: How is growth impacting schools and education?”. 7 KTVB.com: *Growing-Idaho*. November 13, 2017 and updated March 14, 2019. URL: <https://www.ktvb.com/article/news/local/growing-idaho/growing-idaho-how-is-growth-impacting-schools-and-education/277-491588287>; last accessed June 2019.

³¹ Ibid.

³² White, Madeline. “West Ada School District combats overcrowding with new actions”. 6 KIVI Boise. January 15, 2019. URL: <https://www.kivitv.com/news/education/making-the-grade/west-ada-school-district-combats-overcrowding-with-new-action>; last accessed June 2019.

	Meridian (83642)			<i>School Culture</i>		
Gem Prep Meridian	2750 E. Gala St. Meridian (83642)	2018	390	<i>K-8 Blended, Personalize d Learning</i>	4.9 miles	<i>Waiting lists range from 25 to > 50 students.</i>

Additionally, while located just slightly outside of DAI’s proposed 5-mile corridor (at 5.6 miles), it should be noted that North Star Charter school (a K-12 School of Business, International Baccalaureate program, with enrollment at 522) has confirmed waiting lists from the school registrar (10/10/19) as follows: over 200 on the Kindergarten waitlist and over 100 for every other grade level. North Star Charter certainly falls within DAI’s area of impact and further highlights the demand for additional school of choice options.

Therefore, despite the proximity of already existing charter schools in our proposed target community, DAI meets the needs of our community by providing relief for overcrowded charter school classrooms and offers a quality educational model focused on arts-integration which is currently unique to the Meridian, Idaho area. For further evidence of our community’s demand and interest in bringing the Doral model to Idaho, please see [Appendix F4 – Parent/Student Interest Forms](#).

DAI’s arts integration model has proven to produce meaningful gains for all students, including those with unique or specific needs. Specifically, two Doral schools in Florida are ranked as some of the best high schools in the nation by US News and World report: Doral Academy Charter High School (ranked #22 out of 911 Florida high schools and #351 nationwide with a 53% FRL and 94% minority population) and Doral Performing Arts and Entertainment Academy (ranked #13 out of 911 Florida high schools and 148 nationwide with a 51% FRL and 91% minority population).

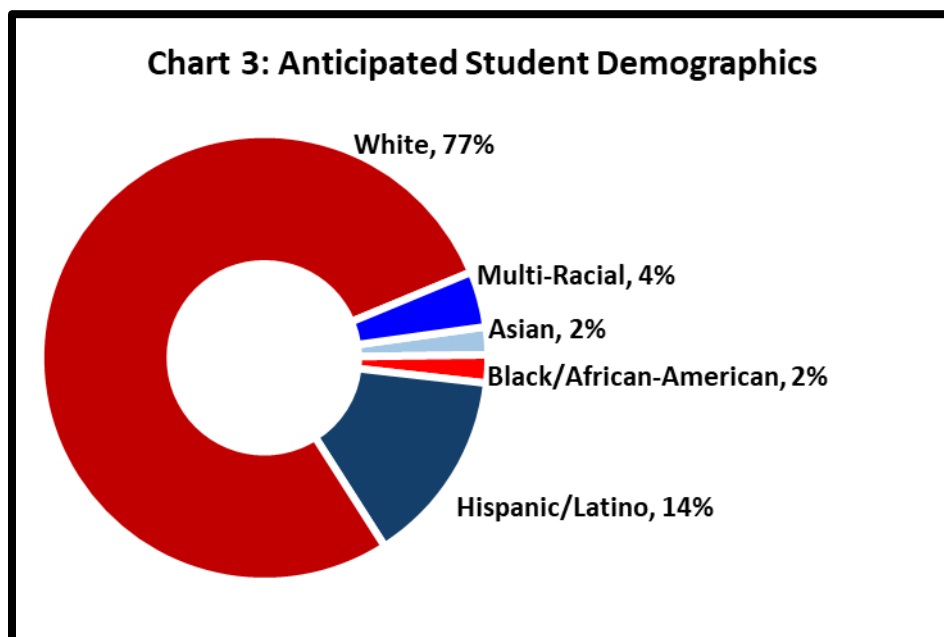
Additionally, DAI’s model aligns with the Idaho Public Charter School Commission of ensuring excellent “public charter schools options...to Idaho families”³³ as DAI’s educational model and philosophy is built on sound research and best practices. As such, DAI will provide families and students of the Meridian, Idaho area the quality educational choice they are seeking.

Student Population

In order to understand DAI’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 DAI’s proposed facility

³³ Idaho Public Charter School Commission. *About the PCSC: Mission Statement*. URL: <https://chartercommission.idaho.gov/about-the-pcsc/>; last accessed June 2019.

site.³⁴ As such, DAI anticipates these findings will reflect the school’s actual student body once the school opens.



As demonstrated in Chart 3 above, more than half (77%) of the students from our target community identify themselves as White.³⁵ The next largest category at fourteen percent (14%) is Hispanic/Latino, while the smallest existing ethnic categories are tied between Asian and Black/African-American, both at two percent (2%).³⁶ In addition to these projected ethnic demographics, the Governing Body of DAI has also examined special student subgroups, which are detailed below in **Table 6**:

Table 7: Anticipated Student Subgroups		
ELL	FRL	SWD
7%	37%	11%

As displayed in **Table 6** above, DAI anticipates serving a student body in which 7% are identified as English Language Learners (ELL), 37% qualify for Free/Reduced Lunch (FRL) services, and at least 11% are students with disabilities (SWD).³⁷

³⁴ Data was obtained through the Idaho State Department of Education, compiled, and then averaged to produce the findings shown above.

³⁵ Idaho State Department of Education. “Idaho School Finder”. *Explore Schools and Districts*. URL: <https://idahoschools.org/>; last accessed June 2019.

³⁶ Ibid.

³⁷ Ibid.

Enrollment Capacity

DAI plans to open in August of 2020, with grades K-5, and will add subsequent grades until it reaches grade 8, as shown in **Table 7**. The total school capacity is expected to be 489 at full build out.

Table 8: Enrollment					
Grade	2020-21	2021-22	2022-23	2023-24	2024-25
K	40	40	40	40	40
1	40	40	40	40	40
2	42	42	42	42	42
3	21	42	42	42	42
4	25	25	50	50	50
5	25	25	25	50	50
6	-	50	75	75	75
7	-	-	50	75	75
8	-	-	-	50	75
Total	193	264	364	464	489

Community Partnerships and Local Support

Community partnerships are extremely important as it broadens the student's opportunity to be exposed to the quality curriculum and educational experiences during the school day and outside the school day. DAI will seek partnerships with community organizations that enrich the after-school programs, field trips, guest speakers, etc.

Early relationships that have been cultivated that will help amplify our students' educational experiences include:

- Academica Nevada
- Pinecrest Inc.
- Jostens
- AdvancED

Enrolling Underserved Families

DAI'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 direct parents to click on the school's website.

Examples of social and digital marketing/ads include: Ads on Facebook, Digital ads on Pandora, Sponsored ads on Instagram, and Google Ads. 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. PAI will host informational meetings either on the school site 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.

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.

DAI has secured an interest-free loan and plans to spend \$10,000 of these start-up funds for advertising/marketing. The timeline and costs of DAI's Marketing Plan are detailed in Table 9, below:

Table 9: Start-Up Marketing Plan		
Timeline	Item	Cost
December 2019 – March 2020	Develop DAI website	<i>\$ 1,500</i>
December 2019 – March 2020	Create Facebook page and other possible social media outlets	<i>\$ 0</i>
December 2019 – March 2020	Create and print flyers/brochures with information about the educational program	<i>\$ 2,500</i>
January-March 2020	Continue conversations with business and community leaders about the school and its purpose.	<i>\$ 0</i>
March-June 2020	Host informational nights for potential families and collect contact information	<i>\$ 100</i>
March-June 2020	Purchase banners to place at the school site upon approval	<i>\$ 2,500</i>

May-August 2020	Distribute press releases announcing approval of the school and to promote open enrollment period	<i>\$ 700</i>
May-August 2020	Create and distribute direct mail pieces that includes additional information about enrollment procedures	<i>\$ 1,500</i>
May-August 2020	Run social media ads	<i>\$ 1,100</i>
May-August 2020	Host various informational nights for parents interested in learning more about the school program and enrollment procedures	<i>\$ 100</i>

To recruit all students fairly in the target area, we are using 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.

DAI 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 DAI regardless of their socioeconomic 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, DAI understands that transportation may provide a significant barrier for families from the community who are interested in attending the school. DAI 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, DAI’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 Doral Academy of Idaho. Additionally, children of full-time employees will be included in the First Preference Category of the Equitable Selection and Enrollment Process.

V. SCHOOL LEADERSHIP & MANAGEMENT

School Administration and Leadership

Doral Academy of Idaho (DAI) 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, DAI recognizes that the domains included in the Idaho Standards for Effective Principals are essential to a successful school.

The Governing Board of DAI 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 Educational Service Provider, Academica, will assist with the advertising of the principal position and collection of application packets. A rubric will be developed with the board to identify 'must haves' in applicants and determine which candidates will be interviewed. Sample interview questions will be provided to the board, and the board will be conducting principal interviews and making 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 DAI 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 DAI. In addition, every classroom will display DAI's mission and vision. The buildings atmosphere and décor will show the ethos of the school through inspirational quotes, the mission, and vision being posted. These will showcase the importance they play in the school's culture.

The principal will 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 DAI 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, evaluation of teachers and the recruiting and hiring of teachers. The Charlotte Danielson Framework for

Teaching serves as the basis for the evaluation of all teachers at DAI. 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.

DAI's and Doral Academy Inc.'s (Doral Inc.) affiliation is a key partnership in the success of the proposed leadership and curriculum development plans, as DAI plans to replicate the highly successful model of Doral Academy Inc. (Doral Inc.). Doral Inc. has successfully opened and implemented this model and best practices at their schools in Florida and Nevada.

As a replicated model school, DAI will also benefit from the support of the Doral Academies of Las Vegas and the support of the Executive Director from Doral Academy of Nevada, Bridget Bilbray-Phillips. Mrs. Phillips' legacy of leadership embodies the "it takes a village" mantra, which will make her an outstanding school leader mentor for the principal at DAI. She has successfully participated in the establishment of multiple charter school campuses, serving as the founding Principal of both the Somerset Academy-Oahey Campus and Doral Academy's West Saddle Campus. Prior to her work with charter schools, Mrs. Phillips served as an administrator in the Clark County School District where she also oversaw the opening of new campuses. As such, Mrs. Phillips has the experience of establishing new campuses in both the School District and Charter school environment and understands those challenges unique to Charter Schools. The mentorship by Mrs. Phillips or members of Doral Academy Inc. is provided at no expense to the school but rather as a part of the affiliation within the system. As a network, current Doral Academy employees from across the nation are committed to supporting new growth in Idaho to ensure success in replicating the Doral Academy model. The only expenses incurred to the school would be for travel which will be covered under the Professional Development line within the budget designated for Continuous Improvement and Strategic Planning or under the Professional Development line of the budget using available funds from Special Distributions from the state of Idaho.

The Doral Academy of Idaho organizational chart 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 building principal. Doral 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 D - School Administration and Organization Chart](#) for a chart summarizing the responsibilities of the stakeholders within Doral Academy of Idaho.

Table 10: 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 most 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.	A member of the administrative team will oversee, coordinate, assist and monitor the staff development process. The administrative team will be responsible for collaborating with Doral Academies in Nevada and Florida 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 based on the Danielson Framework for Teaching and utilize the rubric for professional growth.

Table 10: 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 DAI.	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 specifically 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 across the country.	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 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 during start-up and operational years of 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 3 rd Party payroll company to contract with for the processing of payroll. The Board will work to implement benefits and incentives for the School employees.	The School Leadership will serve as a HR resource to their teachers and staff. The School Leadership will work with Academics to make sure that HR policies and procedures are followed correctly.	Staff will participate in the onboarding process to register for payroll and benefits.

Table 10: 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 also 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 3 rd 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 her staff notify her 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.	The School Leadership will give feedback to the Board and Academics regarding the quality of service provided by vendor. School Leadership will contact Academics for any changes or corrective action that needs to take place with the vendor.	Staff will provide feedback to office staff regarding vendors working with the school for facility maintenance or procurement.
Student Support Services	The Board will allocate resources to the School Leader for student support services.	The Principal will develop programs within the school 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 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 giving 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 DAI'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*³⁸ from the Idaho Department of Education and the *Principal Performance Evaluation Systems* (PPES) developed by Stronge and Associates³⁹. 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.

Stronge and Associates' PPES, which is based on research-guided performance standards, focuses on behaviors and results. Critically, because the principal serves not only as the school's instructional leader with general academic oversight similar to that of a district school principal, but also as the senior leader of the school's local education agency and the non-profit organization as a whole, the evaluation of this individual encompasses domains outside of those identified by the *Idaho Standards for Effective Principals* as he or she is accountable not only for meeting those standards, but also for fulfilling the academic, organizational, and financial commitments that the school's governing board agrees to with the execution of the performance certificate. To the extent that the school is failing to meet any of those academic, organizational, or financial expectations, the responsibility either lies at the foot of the principal for failing to meet those commitments or on the board itself. Please see [Appendix F5 – Principal Evaluation](#) for further information.

Table 11: Principal Performance Standards	
Behaviors	Results
<ul style="list-style-type: none"> • Instructional Leadership • School Climate • Human Resources Leadership • Organizational Management 	<ul style="list-style-type: none"> • Student Progress • Organizational Compliance • Financial Compliance

³⁸ Idaho Department of Education, *Idaho Principal Evaluation Framework*. URL: <https://www.sde.idaho.gov/federal-programs/ed-effectiveness/files/professional-principals/Idaho-Principal-Evaluation-Framework.pdf>; last accessed October 2019.

³⁹ Stronge, James H. (2013). *Principal Evaluation: Standards, Rubrics, and Tools for Effective Performance*. Alexandria, VA:ASCD

- | | |
|---|--|
| <ul style="list-style-type: none">• Communication and Community Relations• Professionalism | |
|---|--|

Educational Services Provider

Doral Academy of Idaho is planning to contract with Academica, a nationwide education support services provider (ESP), to provide replication assistance and business support services. 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.

The Doral Academy of Idaho Proposed Board Chair, Carolyn Baird, was introduced to Academica through another charter that was interested in expanding in the state of Idaho. That network, Pinecrest Academy, currently contracts with and recommended Academica to serve as our Educational Service Provider. After comparing fees and services provided from other education service providers, DAI was inclined to select Academica Nevada. The Governing Board will do further due diligence in researching other Educational Services Providers and will not enter into any contract until after the charter is approved.

Academica was founded in 1999 on 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. Academica has local offices that serve charter management organizations and independent charter schools in Arizona, Florida, California, Texas, Utah, Nevada, Idaho, Colorado, and Washington D.C. Doral Academy of Idaho will benefit from not only the Doral Academy network of schools in Nevada and Florida, but also an existing portfolio of over 150 Academica partner schools. Additionally, in a recent article⁴⁰ from 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. (See [Appendix F7 – Education Next Article](#) for the full article).

Primarily, an Academica staff member will work as a liaison between the school, the DAI 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's portfolio includes nearly 20,000 students in Nevada, Colorado, and Arizona. All Academica 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:

⁴⁰ Matus, Ron. "Miami's Choice Tsunami". *EducationNext*. Winter 2020. Volume 20, No. 1. Program on Education Policy and Governance. Harvard Kennedy School, Cambridge. 2019.

Ryan Reeves, Chief Operating Officer
Academica Nevada
6630 Surrey Street
Las Vegas, NV 89119

Academica Nevada's portfolio includes 38 schools that received star ratings in August 2018 (each elementary, middle, and high received their own star rating) on Nevada's statewide school performance framework. Of the 38 schools, 24 earned four and five star ratings and 9 received three star ratings. It is important to note that several new schools, including high schools, had insufficient data to generate ratings in 2018.

Role of Education Service Provider

The role of Academica is to serve at the will and guidance of the Board. We expect Academica Nevada and Doral Academy, Inc., to carry out the defined responsibilities found in their respective contracts and set forth in the "Scope of Services" below in a manner that is consistent and assists the board meet its vision. Academica's services are designed to allow the Principal and the Governing Board to focus on day-to-day school operations. Academica assists charters in many aspects including, but not limited to:

- Assist the Board in creating budgets and financial forecasts;
- Assist the Board in preparing applications for grant funds;
- Monitor and assure Compliance with all state reports;
- Assist the Board in locating and securing a school facility;
- Maintain the financial books of the school;
- Assist with systems development;
- At the Board's direction, prepare agendas and post notices of all board meetings;
- Assist the Board in identifying and retaining an employee leasing company;
- 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 Doral Academy of Idaho 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 DAI to benefit or subsidize schools located outside of Idaho.
- 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 Educational Service Provider. 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

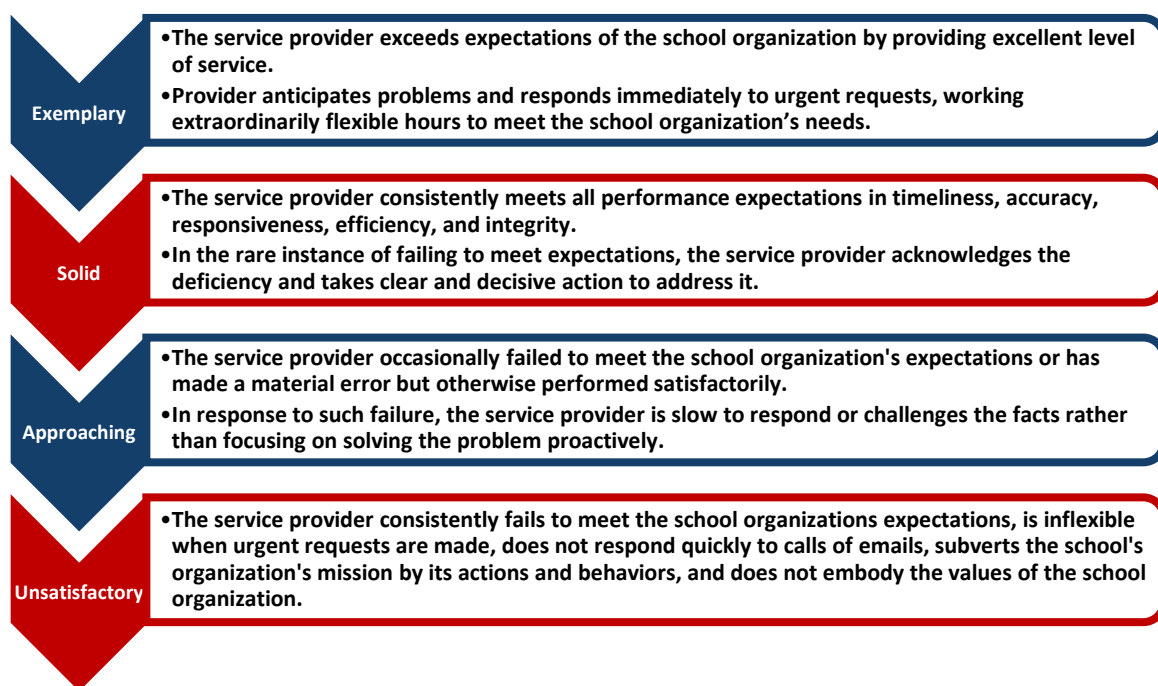
be disclosed to the Board during an Open Meeting prior to entering into any agreements. If the DAI Board does not approve of a vendor recommended by the Educational Service Provider, there is no impact to the contract with Academica.

As outlined in the [Appendix E - Education Service Provider](#), all reimbursement of costs incurred by Academica on behalf of the school must be preapproved by the Board of Directors. The limit on these reimbursements is attributed to the expenses within the school's budget.

Evaluation of Education Service Provider

The board expects Academica to perform each of the specific duties of the contract. The evaluation of DAI's EMO will follow similarly to the Board's evaluation of its Principal, namely in three stages. At the beginning of the year, goals will be clearly established as it aligns with the school's contract. Lastly, both mid-way through the year, as well as at the end of the school year, all Board Member and the school leadership team will evaluate the service provider in different areas including Board Management, Facilities, Finance (Accounting, Accounts Payable, Budget, Payroll), Legal Services, Marketing, National School Lunch Program, Procurement, Registration, School Resource Development, State Reporting, and Teacher Recruitment. In evaluating the service provider, the Board Members and principal will use the Service Provider Rubric that can be found in [Appendix E – Education Service Provider](#).

Additionally, at the Governing Board's discretion, the aforementioned Service Provider Rubric may be modified in order to adequately evaluate the services provided by Academica Nevada 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*.



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