

Gem Prep: Pocatello



Charter Petition

Grades K-12

Approved August 9, 2016

Primary Attendance Area:

Pocatello School District

Amendment Approved: December 13, 2018

Charter Submitted by:

Jason Bransford, Gem Prep: Pocatello Director

jasonbransford@geminnovation.org

1451 Jessie Clark Lane

Pocatello, ID 83202

208.238.1388

Non-Discrimination Statement:

Charter School does not discriminate on the basis of race, religion, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. Any variance should be brought to the attention of the administration through personal contact, letter, phone, or email.

Table of Contents

- Table of Contents..... 2**
- Executive Summary 4**
 - Mission..... 5
 - Vision..... 6
 - Key Elements..... 6
 - Community Need and Interest 6
 - Founding Team Leveraging Experience & Success..... 7
- Educational Programs and School Goals..... 9**
 - An Educated Person in the 21st Century 9
 - How Learning Best Occurs..... 10
 - Educational Program and Goals 10
 - School Goals 12
 - K-6 Instruction..... 12
 - 7-12 Instruction..... 13
 - Curriculum..... 16
- Proposed Operations and Potential Effects of the Charter School 20**
 - The Charter School’s Potential Effects 20
 - Proposed Location: Primary Attendance Area..... 22
 - Facilities 22
 - Administrative Services 23
- Measurable Standards, Accreditation and Accountability 24**
 - Methods for Measuring Student Progress 24
 - Testing 24
 - Accreditation..... 25
- Governance Structure, Parental Involvement, Audits 27**
 - Governance Structure 27
 - Board of Directors 27
 - Ethical Standards..... 32
 - Parental Involvement..... 32
 - Audits..... 33
 - Financial Reporting..... 34
- Enrollment, Admissions, Attendance Policies 35**
 - Enrollment 35
 - Student Recruitment 36
 - Admissions Procedures..... 36
 - Waiting Lists 37
 - Notification of Enrollment Opportunities..... 38
 - Denial of Attendance 39
 - Student & Parent Handbook..... 39
 - Internet Use 39
- Business Plan, Transportation and School Lunch 40**
 - Business Plan 40

School's Financial Plan	41
Budget	41
Pre-Opening Plan and Timeline	43
Transportation Plan	43
School Lunch Program	44
Purchased Services	45
Virtual Charter School	46
Business Arrangements, Community Involvement, School Closure	47
Business Arrangements.....	47
Possible Community Partners:	48
Termination of the Charter/School Closure	49

Executive Summary

Bill Daggett, CEO for the International Center for Leadership in Education, has said that “if Rip Van Winkle woke up today, the only thing he’d recognize is a public school classroom.” Lives have changed. Technology is woven into the very fabric of society in nearly every way. Communication, work, entertainment, etc., have all evolved to include technology. However, Idaho schools have yet to unlock the full power of technology to transform the learning experience for students. The Idaho education landscape lacks examples of schools using innovation to significantly improve the teaching and learning experience for students and teachers. While some schools have introduced technology into the classroom, few are using it to enable relevant, personalized and data driven instruction. The stark reality is that personalized learning, which is adaptive and capable of challenging students at their comprehension level, is in high demand but in short supply in Idaho. Without models demonstrating what is possible, we risk a continuing gap between the education our children receive and the world they will be expected to inherit.

Proficiency in reading, writing, and math has traditionally been the entry-level threshold to the job market, but the 21st century’s global economy will require a workforce with a different set of skills in order to be competitive. Future employees will need a more diverse skillset combining learning skills, literacy skills, and life skills. Students will need to be exceptional critical thinkers, problem solvers, innovators, communicators and collaborators in order to be competitive in tomorrow’s marketplace.

Across the state of Idaho there is an urgent need for more high quality educational options that prepare students for post-secondary success. Although there are some high performing charter and traditional schools, most of these schools are concentrated in a few areas, are overenrolled, and/or have long wait lists. This lack of high quality schooling options is limiting the potential of Idaho’s youth as well as having a detrimental impact on the state’s economy. Idaho currently has the second highest percentage of minimum wage earners in the nation, and one of the lowest percentages of college degrees¹; ranking 46th across the nation in number of high school students matriculating to college², with only 23% of Idahoans completing a bachelor’s degree or higher.³ These educational attainment rates do not match the needs of the workforce or those of employers. The Idaho Business Exchange Workforce Needs survey has reported that 43% of workers will need a Bachelor’s degree or more to fill the jobs employers anticipate, predicting a shortage of qualified workers in the years to come. According to the Rethink Series Report by the J.A. and Kathryn Albertson Foundation, Idaho needs to increase its share of young workers with a post-secondary degree by 33%. Increasing the supply of high quality educational options is essential, not only for the expanding options for young people but for the vitality of Idaho’s economy. Gem Prep: Pocatello strives to enable students to set and excel to high standards, to become well-

¹ <http://media.spokesman.com/documents/2014/03/minwage-pc-3-25-14.pdf>

² National Center for Education Statistics, 2014

³ *Field Guide to Idaho Education*, Idaho State Board of Education, 2014.

rounded, life-long learners, and to be able to compete successfully in the 21st century global economy.

In a rapidly changing world, data-driven personalized learning is an educational apex; preparing students for an exciting tomorrow, by providing a transformative education which allows students to reach their individual potentials while producing critical thinkers, achievers and life-long learners. Gem Prep: Pocatello is helping fill Idaho's need for effective, dynamic and powerful schools, which prepare students for post-secondary success.

After a great deal of research on best-practices and results-driven educational innovation, the Administrative Team began networking with some of the most highly successful blended learning schools in our nation such as KIPP, Rocketship, Alpha Public Schools, Summit Public Schools, and Rocky Mountain Prep. Having garnered the best practices from these schools, Gem Prep: Pocatello developed a blended learning model which focuses on the personalized nature of learning and the ability to deliver individualized instruction to students.

The Gem Prep: Pocatello model places high performing teachers in the classroom with powerful online learning programs. We are focused on individualized instruction and encouraging advancement at the student's own pace. When students master an educational concept, they are quickly introduced to the next step; advancing at their own level. Additionally, the use of adaptive technology offers the ability for students to encounter material presented in a way that is engaging and meaningful to them, while also providing formative data assessments that provide feedback on the growth and development of each student to the educator. These formative assessments give the educator a fast track to what concepts are being mastered and easily identify areas where additional support may be needed in order to allow the student to truly understand and become skilled in the subject matter.

The situation in the State of Idaho in terms of educational attainment is increasingly worrisome and there is a clear lack of K-12 schools preparing students for the jobs that will be available in the future. As the gap between necessary global workplace skills and current statewide educational outcomes widen, Gem Prep: Pocatello was created to prepare Idaho's students for the world they will inherit.

Success of Gem Prep: Pocatello is defined by the accomplishment of the goals and metrics outlined in Education Program section which academically prepares Gem Prep: Pocatello students who are the heirs to tomorrow's economy.

Mission, Vision, and Key Elements

Mission

To prepare students for success in college and professional technical careers by providing a high quality, personalized, relevant and rigorous education through exceptional teaching, innovative uses of technology and partnerships with families.

Vision

Gem Prep: Pocatello will be a K-12, personalized, college and career preparatory school. Through personalization, and by leveraging best practices in technology, blended learning and online learning the School engages students in 21st century work, using competencies necessary for productive lives as citizens in a dynamic, increasingly competitive global world.

The School will graduate students who are:

- College and career ready
- Problem solvers
- Life-long learners
- Self-motivated
- Responsible citizens

Key Elements

Gem Prep: Pocatello is grounded in 21st century learning and innovative school practices.

- **High Expectations and Rigor:** The School's focus is on 21st century learning and critical thinking skills, as well as Common Core-alignment. Personalized learning does not effectively benefit students if students are working with content that is below their capacity. The quality and rigor of student work is framed by competency-based standards planning and challenging learning objectives and assessments. Gem Prep: Pocatello will prepare all students for a post-secondary education, by offering dual credit during high school and an alignment of our curriculum with Common Core standards.
- **Personalization.** The blended learning, personalized instructional model is built on the belief that each student brings unique strengths and challenges to their learning experience and must be supported accordingly. Personalized learning includes working in adaptive online learning programs, working toward informed post-secondary goals, and utilizing flexible time at the secondary level for self-directed learning.
- **Data.** The School is grounded in the importance of using data to drive instruction, and uses formative assessment and other data to continually adjust instruction and necessary interventions.
- **Innovation.** Gem Prep: Pocatello believes strongly in the importance of continual improvement and innovation. The organization will constantly review performance data and make adjustments to the school model as necessary.

Community Need and Interest

Since opening in 2014, Gem Prep: Pocatello's (GPP) enrollment and waitlist have grown each year. After 5 years of service to the community, GPP is preparing to begin its secondary program with the addition of grades 7th and 8th in August 2019. The school will relocate to a more central location to serve both the Pocatello and Chubbuck communities, with easy commuter access to major thoroughfares and freeways. This move will significantly impact

the school's visibility and accessibility to the public at a time when the community begins a development and population boom.

The new school location is centrally located to serve both the Pocatello and Chubbuck communities, which have a number of planned developments driving an increased trajectory of student population growth. Most significant is the Idaho Transportation Department's plan to build an interchange (the Northgate Interchange). The Northgate Master Plan project located near GPP will add 10,000 residential units and an estimated 6,000 new jobs. In addition to the new residential units, a 1 million square foot information technology park will be built near GPP. Over 300 residential units are currently under construction within a half mile of the new school facility location.

Pocatello School District 25 is the fourth largest school district in Idaho. With Idaho schools ranking one of the lowest nationally in dollars spent per student on education, school districts statewide are taxed, endeavoring to make the most of each dollar to meet the ever-increasing demand to improve, innovate and prepare students for the developing global marketplace in which they will be asked to compete.

The Pocatello/Chubbuck community has a significant interest in charter schools. Charter schools enrolled 1073 students in 2018, leaving an additional 576 students on local charter schools' waiting lists. An additional high quality educational choice for students in the Pocatello/Chubbuck region is greatly needed; one which serves students on an individualized basis utilizing innovative technology.

Founding Team Leveraging Experience & Success

Gem Prep: Pocatello is operated by a seasoned charter school leadership team with over 12 years of experience managing several Idaho schools: Idaho Distance Education Academy (I-DEA), Gem Prep: Meridian and Gem Prep: Nampa. The team is augmented by a governance board which provides expertise in all of the functions and areas needed to run a successful school. The chart below outlines the experience and areas of expertise of the school's board and founding team.

- **GPP Program History.** Since 2014, I-DEA has developed and implemented a face-to-face campus program, utilizing the knowledge and practices learned through I-DEA to transition a way to meet the needs of students who desire a more individualized, adaptive, face-to-face educational program.
- **GPP Academic Progress.** Gem Prep: Pocatello administered the NWEA national MAP academic growth assessment to K-2 students in the 2015/2016 school year. This assessment is administered in over 5,000 school districts nationwide. GPP's kindergarten class performed in the 74th percentile for growth nationally in reading and the 95th percentile in math achievement. The first grade class performed in the 95th percentile in achievement in reading, and the 99th percentile for academic growth in math. GPP's second grade class performed in the 93rd percentile nationally in achievement in reading and the 99th percentile for academic growth in math. Preliminary spring 2016 ISAT results show that Gem Prep:

Pocatello 3rd grade students scored 21% above the state average in ELA and 4% above the state average in math.

- **GPP High Parent Satisfaction Rates.** March 2016 data shows a high rate of satisfaction and participation, with 100% of parents volunteering with the program both during and outside of school hours. Gem Prep: Pocatello engages parents as partners, and finds unique ways for all parents to be included. Parents may count sessions such as back to school night, parent/teacher conferences, student performances, field trips, bus ridership, etc., all as volunteer opportunities. In the April 2016 parent satisfaction survey, 91% of parents responded that Gem Prep: Pocatello administrators have created an environment conducive to student learning, with 83% stating that their students enjoy going to school and 72% of parents visiting the campus at least on a monthly basis.
- **I-DEA Official “Go On” School.** Since 2011, I-DEA has been rated a “Go On” school by the J.A. and Kathryn Albertson Foundation.
- **I-DEA High SAT.** Every year since the SAT has been proctored statewide, I-DEA has been in the top 10 of all schools statewide.
- **I-DEA Dual credit success.** Each year, over 80% of I-DEA graduates have completed at least one college course and 20% of graduates leave I-DEA with an associate’s degree.

Gem Prep: Pocatello is operated by a seasoned charter school administrative team which has 11 + years of experience managing I-DEA, with governance from a Board which provides expertise in all of the functions needed to run a successful school.

The chart below outlines the experience and areas of expertise of our Board and administrative team.

Team Member	Finance	Educational Program	Education Innovation	New School Start-up	School Facilities	Governance & Law	Operations	Community Outreach	Development/Fundraising	School Administration	Distance Learning	Special Populations	Technology and Data	Board Member
Jason Bransford, Director	X	X	X	X		X		X	X	X	X	X		
Barb Femreite, Business Manager	X			X	X	X	X		X		X			
Josh Femreite, Operations Administrator			X	X	X		X				X		X	

Laurie Wolfe, Academic Administrator		X	X	X						X	X	X	X	
Jill Call		X	X											X
Shana Codr		X					X					X		X
Allison Akhnoukh			X	X			X		X	X				X
Bonnie Freytag							X							X
Murray Stanton						X	X							X
Dennis Turner				X		X	X	X						X
Roger Stewart		X	X			X		X		X			X	X

The board and administrative team has a contagious passion for education, a passion that ignites educators and students alike, and has a keen ability to transform their passion into consistent, measureable results. We realize that the ultimate success as educators is not only measured by immediate student outcomes, but also by the essential preparation of students for the purpose of inheriting and succeeding in the future global economy.

Please see Appendix D-1 for Board Resumes and D-4 for Administrative Team Resumes.

Educational Programs and School Goals

An Educated Person in the 21st Century

An educated person in the 21st Century is prepared to use technology appropriately and strategically to solve problems, find information, evaluate sources, make connections, forge deeper understandings, and effectively communicate with others.

An education person in the 21st Century asks and answers challenging questions, solves problems, and reflects critically on their work and performance to inform future progress.

An educated person in the 21st Century demonstrates self-management and self-awareness. They demonstrate resilience and perseverance when faced with challenges. They acknowledge when they need assistance and when they can be of assistance to others.

An educated person in the 21st Century understands and acts upon their responsibility to the larger community. They are able to listen respectfully, work through challenges, and collaborate productively with others from different backgrounds, experiences and perspectives.

How Learning Best Occurs

Gem Prep: Pocatello's objective is to build and foster a community of learners which view education as not confined to the traditional four walls of a classroom; but rather, as an exchange of knowledge and ideas through technology, effective curriculum, effective instruction and personal relationships.

Gem Prep: Pocatello's core educational philosophy is that learning occurs when:

- learners construct meaning;
- learners are actively engaged in purposeful tasks;
- learners are expected and encouraged to learn;
- activities are integrated and meaningful;
- learners see themselves as part of the community and find ways to serve the community;
- learners see the connection between what they learn and the real world;
- learners are provided with support as an intrinsic part of the educational program;
- learners have challenging learning opportunities.

Gem Prep: Pocatello will graduate students who are:

- College and career ready
- Problem solvers
- Life-long learners
- Self-motivated
- Responsible citizens

Educational Program and Goals

In developing an initial school model, the administrative team and Board sought to incorporate successful best practices from its virtual school (I-DEA) as well as high performing charter schools across the nation. The team has been influenced by the success of high performing blended learning schools such as Rocketship, KIPP LA, Summit Public Schools, Alpha Public Schools, Rocky Mountain Prep and others. At the same time, the school model created is unique to Gem Prep: Pocatello, as it strives to meet the needs of the target student population and work within the Idaho operating environment.

Differentiated from what has traditionally been referred to in the current educational landscape as blended learning, the Gem Prep: Pocatello model pivots strongly on personalization. Students are enabled to progress through curriculum at their own pace while still enjoying meaningful community with their peers, who may be at a completely different academic level on any given subject.

The table below summarizes the origins of each component of the models described below:

<p>Component of current I-DEA model</p>	<ul style="list-style-type: none"> • Offline curriculum (K-12) • Some online curriculum selections • Assessment cycles and data driven instruction • Dual enrollment • Learning Management System • Single subject acceleration model (students working ahead of grade level when ready) • 7-12 asynchronous statewide instruction model
<p>Practice drawn from other high performing school models</p>	<ul style="list-style-type: none"> • K-6 in classroom rotational model (including multi-age grouping for core Math/ELA content) • 7-12 Flex Model • Some online curriculum selections • Staffing model • Principal residency model • Actionable data reporting for teachers to inform instruction

The program at Gem Prep: Pocatello is a hybrid model, and will have blended learning at all levels. The Christensen Institute defines blended learning as: “a formal education program in which a student learns: 1) at least in part through online learning, with some element of student control over time, path and/or pace 2) at least in part in a supervised brick-and-

mortar location away from home 3) and the modalities along each student’s learning path within a course or subject are connected to provide an integrated learning experience.⁴

Gem Prep: Pocatello identifies that while there are no large-scale, rigorous peer reviewed research studies currently available due to the fact that blended learning is considered somewhat new to the education landscape, the school has patterned the specific educational model after high performing blended learning schools in other states. These schools have demonstrated strong academic results and have considerable experience in implementing blended learning.

As with most innovation, Gem Prep: Pocatello realizes that adjustments and improvements are often necessary as these ideas are tested and put into practice in real-world settings. Gem Prep: Pocatello is committed to evaluating the academic impact of the blended learning instructional model and making any necessary adjustments in order to meet all academic goals. The School is committed to vigilance in ongoing assessments, evaluations and adjustments to facilitate successful student outcomes. We understand that newness, in and of itself, does not make something valuable, just as status quo does not always make something successful.

Please see Appendix R-1 for information on adaptive blended and online learning.

School Goals

Gem Prep: Pocatello has the following educational goals.

School Goals	As Measured By
1. Students will be prepared for success in college and/or career upon graduation from high school.	<ul style="list-style-type: none"> ○ ISAT Scores ○ SAT, ACT or Compass Scores ○ The number of students who pass their dual credit courses with a grade of “C” or better ○ Graduation Rates ○ College graduation rates
2. Students will participate in personalized learning experiences that are tailored to their individual needs and that give them significant choice in their learning, which will result in technologically capable young people who are self-motivated, lifelong learners.	<ul style="list-style-type: none"> ○ Benchmark Assessments ○ Adaptive online assessments
3. Teachers, students, and school leaders will use data to drive instruction and to improve learning outcomes, including implementing	<ul style="list-style-type: none"> ○ Student Surveys ○ Narratives from Teachers and School Leaders

⁴ <http://www.christenseninstitute.org/key-concepts/blended-learning-2/>

innovative new strategies and making adjustments to the school model.	
4. Gem Prep: Pocatello will be a welcoming, safe, and inclusive school community.	<ul style="list-style-type: none"> ○ Average Daily Attendance rates ○ School culture survey ○ Parent Volunteering rates

K-6 Instruction

Gem Prep: Pocatello’s K-6 blended learning model utilizes a classroom rotational model that enables students to gain exposure to whole group, small group and independent (both online and offline) instruction. Gem Prep: Pocatello uses multiple instructional delivery pathways to optimize student acquisition and mastery of clearly defined standards and goals. Methodology used contains a combination of teacher created and curated content; which includes both small group instruction and adaptive online learning programs.

A daily instructional experience typically includes:

- **Whole group instruction.** Each block begins with teacher led whole group instructions introducing the focus for the day’s lesson and providing an opportunity for students to work in heterogeneous groups.
- **Teacher led small group instruction.** The classroom teacher will work with a small group of students. The focus is on skill building with targeted support based on each individual student’s needs. The teacher has instant access to each student’s data and is able to tailor the small group instruction based on the real-time data from each student. The teachers utilize the data from the adaptable online programs and assessments to meet each student where they are, to determine where they need to be, and to develop and implement guided learning plans which promote student achievement and success.
- **Independent reading.** Gem Prep: Pocatello believes strongly in the importance of frequent independent reading as a way to promote fluency and foster a love of learning. During this station students select appropriately leveled texts from the classroom library or online library.
- **Adaptive online curriculum.** Students work independently with online curriculum. The online curriculum is personalized to each student and “adapts” based on historical performance. In addition, teachers are provided with data from the programs that they can use to inform whole and small group instruction. Examples of the types of online curriculum that may be used are DreamBox math, TenMarks math, ThinkCerca for argumentative writing. The adaptive curriculum enables students to be challenged every day in a dynamic learning environment. In any given class there may be students working in subject content below grade-level, on grade-level or two to three levels above their own grade level; while still being involved with their peers developing a strong sense of community within the class as a whole.
- **Small groups.** Students work independently on projects and activities that reinforce the core skills being taught during the teacher led small and whole group instruction.

During independent learning time students work on adaptive learning software, online assignments and/or playlists. Online assignments may be assigned by the teacher or by the adaptive software program to personalize each students learning. Initially this work may be more independent. However over time, and with support from the Paraprofessional and/or volunteers, students will begin to work more collaboratively on projects.

Please see Appendix R-2 for a diagram of the different learning modalities in K-6.

7-12 Instruction

The 7-12 model is not a virtual school model. It is a blended learning flex model with one of the components being virtual classrooms accessed from the Gem Prep: Pocatello school campus. The model will be driven by the following:

- **Sharing of highly qualified teachers across the state.** A cornerstone of the Gem Prep: Pocatello secondary school model is the sharing of teachers across all Gem Prep schools. Core subjects will be taught synchronously across the state with some students in person with the teachers while others access the lesson via live telecast with a paraprofessional providing supervision. All paraprofessionals* will be highly qualified and possess the academic knowledge and skills to support students in each subject in which they supervise far end students (students on the receiving end of the telecast). Far end students will have the ability to interact with the certified teacher during the live telecast. They will also be able to ask questions and send messages via a chat feature to the certified teacher before, during and after class, write on a virtual whiteboard, participate in class discussions, and ask and answer questions from peers around the state. Certified teachers will also have online office hours during the week so that students can receive additional help, ask questions or clarify their understanding of course material with the teacher. In addition to ensuring students across the state have access to highly qualified teachers in each subject area, this model ensures financial sustainability by enabling teacher staffing to be spread across three smaller schools.
- **Early access to college courses and interest driven electives.** Students will be encouraged to enroll in dual college credit courses both online and in person at local universities. Students across the entire 7-12 continuum will have access to over 200 courses through partnerships with Idaho Digital Learning (IDLA). In addition, high school students will have the opportunity to enroll in a vast array of courses at local universities. This program component also supports financial sustainability by reducing the number of students (particularly in grades 11 and 12) who require direct instruction and supervision on a daily basis.
- **Blended Learning: Flex Model:** Instead of the Rotation Model used at the elementary level, the 7-12 level will utilize a Flex Model. The Christensen Institute defines a Flex model as:
“a course or subject in which online learning is the backbone of the student learning, even if it directs students to offline activities at times. Students move on as individually customized, fluid schedule among learning modalities. The teacher of record is on site, and students learn mostly on the brick- and-mortar

campus, except for any homework assignments. The teacher of record or other adults provide face-to-face support on a flexible and adaptive as-needed basis through activities such as small-group instruction, group projects and individual tutoring.”

Gem Prep: Pocatello’s flex model is designed to mentor and encourage students to develop clear educational goals and expectations for achievement; and to simultaneously support students in their learning processes.

By individual design encompassing a variety of education tools (virtual classrooms, dual credit courses, on campus face-to-face instruction, fluid schedules, study blocks, etc.) students are able to create an education framework that meets their personal skills, abilities and interests, and which facilitates their progression toward their own goals. Gem Prep: Pocatello will use a broadcasting system to telecast live classes to other regions across the state. A natural byproduct of the Gem Prep: Pocatello’s personalized flex model is that students become adept in self-management, time-management, goal setting, and distance communication; all skills they will need for their future post-secondary academic and career pursuits.

*Paraprofessional’s Role within the Flex Model

The paraprofessional’s role during synchronous instruction is to ensure that the technology is working for the far end students so that they may actively participate in class with their peers around the state. Paras may also assist individual students who need additional support during in class instruction. Paraprofessionals will proctor quizzes and tests under the certified teacher’s supervision during synchronous classes, ensure that students are on task, and communicate any student needs or concerns to the certified teacher.

7-12 Learning Modalities

In the Gem Prep: Pocatello flex model of instruction, students in grades 7-12 experience a wide variety of rich and unique learning modalities, most of which are accessed directly from the school campus:

- **Synchronous Instruction – “Send”.** Students will receive core instruction (Math, English, Science and Social Studies) from a credentialed teacher. For a portion of these classes, the teacher will be based locally and students will interface with that teacher on site. While this teacher is working with students locally she will also be “sending” her lesson to other Gem Prep Schools’ location via live telecast. During this time with the teacher, teaching strategies may include direct instruction, small group/cooperative learning, and project based learning. Please see detailed description of synchronous instruction below.
- **Synchronous Instruction – “Receive”.** For a portion of core classes, students will “receive” live instruction from a teacher located in another Gem Prep School location. This instruction will be broadcast live via teleconference into the student’s local campus classroom. During this period, students will be supervised and

supported by a paraprofessional locally while engaging in learning with their peer students across the state. (See ‘paraprofessional’s role’ in 7-12 instruction, above.)

- **Online.** Teacher led core instruction will be supplemented by online instruction. Students will work through content housed in the Learning Management System as well as adaptive online curriculum such as TenMarks and ThinkCirca. Students can move at their own pace to enable reinforcement and remediation of the core concepts taught during synchronous class time. Online learning takes place in a larger space with monitoring and support provided by a paraprofessional.
- **Asynchronous.** Students will have the opportunity to enroll in electives provided by approved vendors such as Idaho Digital Learning (IDLA). These courses will be taken asynchronously with students moving at their own pace through the material.
- **Off campus.** Students in grades 11 - 12 will have the opportunity to leave campus to take courses at local universities. Participation in these courses will enable students to receive college credit while they are still enrolled at Gem Prep: Pocatello. While we anticipate that most students will be able to provide their own transportation or utilize public transportation to access college campuses, we will evaluate the need to support students with transportation on an as needed basis.

Please see Appendix R-3 for the diagram on the 7-12 learning model, and Appendix R-1 for information on adaptive blended learning.

Curriculum

K-6 Curriculum

Gem Prep: Pocatello has a robust process for selecting curriculum. In line with the organizations commitment to data as described previously, each curriculum is evaluated against demonstrated capacity to increase student achievement. Curriculum is also closely evaluated to ensure that it aligns with Idaho Core standards in math and English Language Arts and Idaho Standards in all other subjects.

Gem Prep: Pocatello’s new and existing curriculum is reviewed and evaluated on an annual basis. As well, student achievement data is reviewed against common core standards to assess program effectiveness.

Proposed Curricula for K-6:

	Offline	Online
ELA	<ul style="list-style-type: none"> • Pearson’s Reading Street (1st – 6th) • EngageNY ELA • Stepping Stones (Kindergarten) • Handwriting Without Tears (K-4) • Zaner-Bloser Spelling Connections 	<ul style="list-style-type: none"> • Headsprout (K-4th) • Newsela (4th-6th) • ThinkCerca (4th-6th) •
Math	<ul style="list-style-type: none"> • Singapore Math 	<ul style="list-style-type: none"> • Dreambox (K-2)

	<ul style="list-style-type: none"> EngageNY math 	<ul style="list-style-type: none"> TenMarks (2nd – 6th) Think Through Math
Science	<ul style="list-style-type: none"> Science Fusion 	<ul style="list-style-type: none"> Science Fusion Discovery
Social Studies	<ul style="list-style-type: none"> Moving Beyond the Page Scott Foresman Social Studies 	<ul style="list-style-type: none"> Discovery

Curriculum 7-12

Gem Prep: Pocatello leverages the curriculum that has been successfully used at I-DEA. Gem Prep: Pocatello’s core and supplemental curriculum, as well as the learning management system, is adapted from those utilized through I-DEA, however the delivery of curriculum follows the blended learning model. Essentially all curriculum delivery in I-DEA is asynchronous with students taking courses established by certified teachers, but with very little live instruction from the teachers. Whereas, in Gem Prep: Pocatello the delivery is a hybrid of synchronous and asynchronous. The direct instruction component for Gem Prep: Pocatello students is further developed by the certified teachers, with supplemental resources augmenting the core curriculum and allowing for adaptivity to fit the blended learning model.

Curriculum can be accessed by students through the Learning Management System. Having this content housed within the organization’s LMS also enables seamless integration between the days when students are receiving synchronous teacher led instruction and days when they are working independently online.

In addition to the core curriculum used for each course, many courses contain supplemental curriculum to enhance student knowledge and skills in key content areas. The proposed curricular chart below illustrates specific core and supplemental curriculum.

Proposed Curricula for 7-12

	Core Curriculum	Supplemental Curriculum
ELA	<ul style="list-style-type: none"> Pearson’s Common Core English interactive online textbook (7-12) EngageNY ELA (7-12) 	<ul style="list-style-type: none"> ThinkCerca (7-12) Newsela (7-12)
Math	<ul style="list-style-type: none"> EngageNY math (7-12) Pearson’s Digits interactive math (7-8) Pearson’s High School Mathematics Common Core (Algebra I and beyond) 	<ul style="list-style-type: none"> TenMarks (7-Algebra II)

Science	<ul style="list-style-type: none"> CK 12 Life Science, Earth Science, Physical Science, Biology, Chemistry, Physics (7-12) 	<ul style="list-style-type: none"> Discovery Hippocampus
Social Studies	<ul style="list-style-type: none"> Houghton Mifflin Harcourt online social studies textbooks (7-12) 	<ul style="list-style-type: none"> Discovery Hippocampus

Estimate of student time spent in each of the learning modalities

The chart below is a sample weekly schedule for an 8th grade student at Gem Prep: Pocatello, which illustrates approximately how much time students will spend in each of the learning modalities during a given week. During the times when students are not participating in synchronous courses, they will be logged into their learning management system and completing assigned projects, independent coursework, designated readings, group projects, etc. The curriculum and content students complete during their asynchronous time may vary widely depending upon the requirements of each given course.

Sample 8th Grade Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 9:00	Synchronous Math Class	Asynchronous Math Block	Synchronous Math Class	Asynchronous Math Block	Synchronous Math Class
9:05 - 10:05	Asynchronous IDLA Digital Photography	Asynchronous IDLA Digital Photography	Asynchronous IDLA Digital Photography	Asynchronous IDLA Digital Photography	Asynchronous IDLA Digital Photography
10:10 - 11:10	Asynchronous Science Class	Synchronous Science Class	Asynchronous Science Class	Synchronous Science Class	Asynchronous Science Class
11:15 - 12:15	Synchronous English Class	Asynchronous English Block	Synchronous English Class	Asynchronous English Block	Synchronous English Class
12:15 - 12:50	Lunch	Lunch	Lunch	Lunch	Lunch
12:55 - 1:55	Synchronous PE / Health	Synchronous PE / Health	Synchronous PE / Health	Synchronous PE / Health	Synchronous PE / Health
2:00 - 3:00	Asynchronous Social Studies	Synchronous Social Studies	Asynchronous Social Studies	Synchronous Social Studies	Asynchronous Social Studies

When students are working in asynchronous blocks, they will be supported by certified teachers and/or paraprofessionals providing tutoring, course assistance monitoring, etc. This additional structure assists students with necessary tools, time management and support, and also provides a level of expertise and encouragement toward student success.

General Support Structures

Gem Prep: Pocatello recognizes the unique needs of all children and their potential for significant educational development, and provides opportunities designed to meet each child's needs. Gem Prep: Pocatello serves all children including special education, Gifted and Talented, students requiring Section 504 Accommodations and LEP (Limited English Proficient) students.

Each person has the right to learn at the most appropriate level where growth will take place. Because gifted and talented, LEP, Title I and Section 504 students have special needs, they are provided educational experiences that strives to meet those needs. The Gem Prep: Pocatello model is centered on personalized instruction, and as such allows teachers to tailor instruction to the specific needs of each individualized student, using online adaptive technology as well as personalized, online ("asynchronous") courses. In addition, we intend to provide after school office hours in 7-12th grade and tutoring services in K-6th grades. Through our data driven instruction, we provide progress monitoring and a robust intervention program, specifically, targeted differentiated instruction in small groups. Gem Prep: Pocatello qualifies for Title I funding, a Title I program has been implemented, based on our school model of personalization and targeted instruction.

Gem Prep: Pocatello plans and budgets to provide certified special education teacher(s) and other personnel, physical facilities that are appropriately accessible to permit access by students with disabilities, funding and contractual arrangements to ensure that Gem Prep: Pocatello students with disabilities receive special education and services as required in IDEA 2004 and outlined on the students' IEPs.

Gem Prep: Pocatello will provide transportation for special needs students if it is determined that this is necessary to provide for a Free and Appropriate Public Education (FAPE).

Gem Prep: Pocatello follows state and federal laws regarding assessment of Special Education students

Proposed Operations and Potential Effects of the Charter School

The Charter School's Potential Effects

By locating in the Pocatello area, the school provides an additional choice of a personalized, college and career preparatory school. There is a tangible need for schools that are using technology to enhance the learning experience for students, particularly adaptive technology that allows students to be challenged at their capability level on a daily basis. Additionally, the Pocatello School District 25 is one of the largest school districts in Idaho with a significant number of students currently on waiting lists for the existing charter schools, demonstrating the demand for more charter schools.

Demand

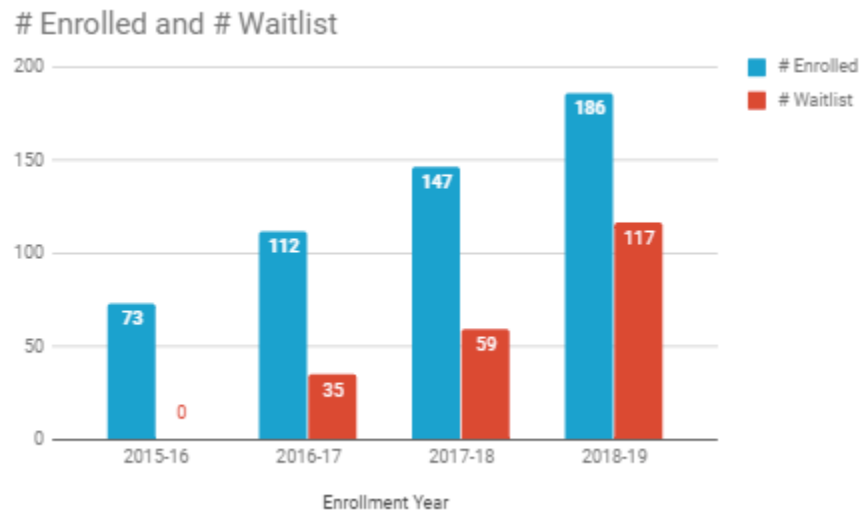
The Pocatello/Chubbuck community has an increasing interest in charter schools. Since 2015 charter school enrollment saw an increase of 20% while the waiting lists for charter schools increased by 60% during the same period. Charter school capacity in the community is not keeping up with the increasing demand.

Gem Prep: Pocatello is helping to fill this need by providing another educational option for parents wanting a high performing school for their children. Currently, Gem Prep: Pocatello is at full enrollment with 186 K-6 students enrollment for 2018-2019, with an additional 117 students on the wait list. The annual average re-enrollment of 97% reinforces the community demand for the unique blended learning model available through Gem Prep: Pocatello

Gem Prep: Pocatello is helping to relieve the burden, while at the same time creating a transformative educational footprint which creates opportunities for 21st century learning for students and for teachers.

Another quantifier, pointing toward community interest and need for the high school blended learning model within the Pocatello area, are consistent parent survey responses. After informing parents about the Gem Prep: Pocatello 7-12th grade model, one hundred percent of parents surveyed confirmed their intentions of continued enrollment through the 12th grade. As of November 2018, 55 students stated their intention to enroll in 7th & 8th grade, despite our original anticipated enrollment of 46 students (capacity is 60 seats). Students on the enrollment interested list are currently enrolled in GPP's 6th grade class, as well as a variety of middle school programs throughout the community which include, but are not limited to, Hawthorne Middle School, Alameda Middle School, Connor Academy, and Hominy Middle School. One hundred percent of responders also believe that Gem Prep: Pocatello offers a unique program, which is not duplicated in the attendance area.

See charts below for enrollment and wait list trends, showing that as communication about the unique opportunities available through the Gem Prep: Pocatello program has reached the Pocatello constituents; demand for student placement has effectually increased. The average retention rate of 97% substantiates the community's desire for this individualized education option for their students.



Gem Prep: Pocatello serves all children including special education, Gifted and Talented, students requiring Section 504 Accommodations and LEP (Limited English Proficient) students, etc. (See Tab 3 for more information and how Gem Prep: Pocatello will serve these students.)

Potential Impact on Local School Districts

At its target enrollment of approximately 582 students, and because of Gem Prep: Pocatello's mentor teacher counseling system, it is anticipated a high percent of students will have an advanced degree by the time they graduate from high school. Further, because most of Gem Prep: Pocatello's graduates will successfully complete at least one college level course in high school, matriculation and completion of college will be much higher than the state averages. This will increase the number of students who are going on to college or to highly employable careers, thereby having a significantly positive impact on the economic landscape of Idaho.

GPP's principal recently spoke with the principals from Connor Academy and Pocatello Community Charter School, and both are supportive of the school's anticipated expansion. On October 12, 2018, Pocatello's Superintendent of Schools said that he was aware of the rapid population growth in the Chubbuck area where GPP will relocate, and stated that the district has been planning ways to address the increase in students in the area around the mall. The superintendent felt that GPP's growth would not have a significant negative impact on the district, given the student population growth in the area.

Proposed Location: Primary Attendance Area

The new school location is physically located within the Pocatello School District 25 at the Pineridge Mall, 4145 North Yellowstone Highway, Chubbuck, ID 83201. Gem Prep: Pocatello's attendance area includes all of Pocatello School District 25.

Please see Appendix K for a Map of the Primary Attendance Area

Facilities

At full scale, Gem Prep: Pocatello will require a minimum of 45,000 square feet of facility space and 2 acres of outdoor space. The building square footage is broken down as:

- Minimum of 1,600 SF of education space per grade level at K-6 (800 SF per classroom)
- Minimum of 1,000 SF of classroom space per grade level at 7-12
- Minimum of 5,000 SF of common room/education space.
- Minimum of 1,000 SF of collaboration, study, and tutoring rooms
- Minimum of 6,000 SF for gym, cafeteria, and fab lab
- Minimum of 2,000 SF for administration space
- Minimum of 3,000 SF for "other" space which includes SPED room, teacher workrooms, and break rooms.
- 30% additional for circulation, bathrooms, janitor closets

At the K-6 grade levels Gem Prep: Pocatello requires classrooms that allow teachers and students the ability to move around and re-organize their room to accommodate the station rotation model. Each classroom has access to high capacity wireless Internet and Chrome books for students. In high school, the facility will need to accommodate an open concept capable of adapting to the needs of the students and teachers. Common areas will be created with various learning pods to allow for student collaboration, project work, and students taking online classes. Each classroom will contain virtual teleconferencing equipment to accommodate the shared course model. Structurally, the school requires a facility that will allow adaptation of the learning environment as needed.

Option 1:

Gem Prep: Pocatello has worked with the Building Hope Foundation to secure and renovate a GPP long-term facility. Building Hope has acquired a 78,000 SF facility with approximately 3.14 acres of land for \$1.2 million. The estimated total project cost including renovation is \$6.6 million. The facility is located in the former Sears portion of the Pineridge Mall and surrounding parking lot. Building Hope will renovate 55,860 SF of the 78,000 SF for the use of the school and the remaining space left as is for storage and future use. Approximately 2.4 acres of the 3.14 acres will be renovated to include a play field, elementary play structure, basketball courts, walking loop, and outdoor seating/studying area for secondary students. The additional outdoor area will be used as parking and pickup/drop off lanes. The renovated indoor and outdoor space will exceed the minimum requirements for Gem Prep: Pocatello. Gem Prep: Pocatello will lease the facility from Building Hope. The lease

agreement allows GPP to refinance and purchase the facility in 5 years for the remainder of the total project cost.

Administrative Services

The Administrative services are provided by the school Administrators (state certification required), with support from the Board of Directors. Gem Prep: Pocatello will contract with Gem Prep: Online (formally I-DEA) for administrative services such as comprehensive program design, curriculum development, instructional oversight, obtaining a facility and facility financing, fundraising, a school director, an academic administrator, a business manager, an operations administrator, professional development, preparing budgets and financial reports, back office support, human resources, overseeing special education, and marketing. Gem Innovation Schools of Idaho, Inc. Board holds the charter for GPO. GPP will pay GPO 10% of the school's annual state foundation payment. The purpose of a percentage rather than a flat fee based on the cost of an FTE is to protect the school in case of a reduction in state funding. When using a flat fee, the cost of services will remain the same even if the school's revenue decreases unless the contractor reduces the staff's wages that the expense is based on. The 10% of revenue is within normal national range. The actual dollars are much lower than the national average due to lower state funding.

The performance certificate agreement will be made between the authorizer and the Gem Prep: Pocatello Board.

Measurable Standards, Accreditation and Accountability

Methods for Measuring Student Progress

In evaluating the School's success in meeting mission-based goals and objectives, The School is utilizing both standards-based and performance-based assessments.

Standards and standardization are the basis of assessment. Performance is assessed on at least five levels:

1. Student progress relative to previous performance is assessed through standardized assessments. We create student baselines using mandated testing results.
2. Performance is assessed relative to district and state developed standards. We do a comparison of annual results with baseline scores to assess progress.
3. Online adaptive assessments.
4. Student's progress towards meeting the Idaho Core is assessed by Gem Prep: Pocatello certified teachers through statewide standardized assessment results and internal assessments such as end of course exam, benchmark assessments, and individual student work.
5. College Readiness is assessed through nationally normed assessments such as the SAT as well as progress in dual credit and dual enrollment programs.

Interventions and Corrections

Gem Prep: Pocatello's data driven instruction model allows ample time for interventions and corrections. After teachers give benchmark assessments, online adaptive assessments or other teacher created assessments, teachers have time to analyze the data during professional development time. After we give these benchmark/diagnostic assessments, we do a full day of data analysis with teachers. During this time, teachers analyze results and prepare re-teaching and intervention plans with students who are struggling. Teachers may also prepare extension activities or course changes to Gifted and Talented students. For students who need interventions, teachers plan targeted, differentiated small group lessons during synchronous instruction. Students' online and/or blended learning plans may also be altered to reflect the results of assessments and to provide additional remediation.

Testing

Gem Prep: Pocatello participates in all state and federally mandated testing. The School has a testing coordinator who oversees the testing program and insures the testing process is followed with fidelity for all tests. For the 2014-2015 and also the 2015-2016 school years, Gem Prep: Pocatello had a 100% student testing participation rate and expects similar participation in future years. To facilitate this high rate of participation, Gem Prep: Pocatello informs parents well in advance of testing and also offers test make-up times for students unable to participate at the originally scheduled time.

We are currently investigating new Student Information Systems (SIS) that better align with our new model. Gem Prep: Pocatello is considering using Illuminate or PowerSchool. In addition to the SIS we are currently investigating the addition of Illuminate's Data and Assessment Management System, which would work with either of the student information systems. The Illuminate DNA system would give teachers and administrators access to reports, built in assessments, the ability to capture assessment data, data analysis tools and support, as well as data forecasting tools.

School ensures that student progress is closely tracked with two annual administrations of a criterion-referenced assessment across all grade levels. This data provides us with important growth data over the course of a school year. Gem Prep: Pocatello is considering the use of the NWEA MAP assessment for these bi-annual administrations.

Benchmark Assessments and Progress Monitoring

As part of our data driven instruction model, we do regular diagnostic and benchmark assessments. Many of the online programs we currently use are Dreambox Math, TenMarks and Headsprouts which have progress monitoring built in. We do a school wide screening for reading and math at the K-3 grade levels in the fall, winter and spring and follow up with a diagnostic assessment if a student scores in the "intensive" level on the screener.

Accreditation

The Gem Prep: Pocatello program was included in I-DEA's accreditation. Gem Prep: Pocatello will apply for an independent accreditation to Northwest Accreditation Commission, a Division of AdvancED for accreditation, as required in IDAPA 08.02.02.140.

Gem Prep: Pocatello will apply for and renew accreditation every 5 years as required by the Northwest Accreditation Commission. The requirements used by the AdvancED Accreditation Commission are research-based standards to not only evaluate Gem Prep: Pocatello's organizational effectiveness, but also its K-12 programs, school wide culture, and satisfaction of our stakeholders. The five standards- Purpose and Direction, Governance and Leadership, Teaching and Assessing for Learning, Resources and Support Systems, and Using Results for Continuous Improvement, provide the framework for Gem Prep: Pocatello to continually monitor our effectiveness. It is our belief that using this set of research-based standards can provide focus and help Gem Prep: Pocatello leadership and stakeholders continue to provide a quality education for Gem Prep: Pocatello students.

To ensure continuing accreditation of Gem Prep: Pocatello, the school will maintain accreditation for its K-12 program in accordance with Idaho Code 33-5205(3) (e) and IDAPA 08.02.02.140. An accreditation committee appointed by the school administration will choose the appropriate accreditation standard and oversee the accreditation process. After accreditation, the school administration will submit annual accreditation reports to the Idaho State Department of Education and the authorizing entity. The accreditation will be completed through NWAC/AdvancED.

Governance Structure, Parental Involvement, Audits

Governance Structure

Gem Innovation Schools of Idaho, Inc. (GIS) will be the charter holder and will govern Gem Prep: Pocatello pursuant to GIS's existing Articles of Incorporation, Bylaws, and Board Policies. Gem Prep: Pocatello will be its own LEA. Gem Innovation Schools of Idaho, Inc. is a non-profit organization organized and managed under the Idaho Nonprofit Corporation Act. The Corporation is organized exclusively for educational purposes within the meaning of Section 501(c) (3) of the Internal Revenue Code of 1986 ("IRS Code"), or the corresponding provisions of any future federal income tax code. GIS will be the sole member of Gem Prep: Pocatello, LLC (GPP).

Please see Appendix A-4 for IRS determination letter.

Public Records

Gem Prep: Pocatello complies with all aspects of the Idaho Public Records Law. All students receive written notification of how to request a transfer of student records to a specific school. Upon request, all records of students residing in the District are immediately transferred to the District.

Board of Directors

The appointed Board of Directors is legally accountable for the operation of Gem Prep: Pocatello. The School commits to compliance with all federal and state laws and rules and acknowledges its responsibility for identifying essential laws and regulations, and complying with them. The Board of Directors' meetings will generally follow Robert's Rules of Order, and will follow the Open Meetings laws, keep accurate minutes, and make the minutes available to the public according to the Public Records laws.

Please see the Bylaws for number of voting and non-voting board members, election and term of office of voting and non-voting directors and officers

Please see Appendix A-3 for the Bylaws.

Selection and Replacement

Appointments to the Board of Directors are held according to the Gem Prep: Pocatello Bylaws.

See Appendix A-3 Bylaws regarding election process

The Board of Directors seats

Current board members and their resumes are in Appendix D-1.

Board of Director's Responsibilities

The Board is responsible for the financial health of the school, managing the school's funds responsibly and prudently while prioritizing spending with consideration given to the school's mission, vision and educational program goals. The Board will make an effort to establish financial practices and reporting that result in accuracy and transparency. Board members participate in fundraising activities as deemed necessary and appropriate by the Board. Board members put the interests of the school first and refrain from using the position for personal or partisan gain.

Board business conducted at Board meetings is done per the bylaws and applicable laws (see Bylaws in Appendix A-3). Board members commit to the ethical standards set forth in the Ethical Standards agreement (see Board Ethics Statements in Appendix D-3).

The Board serves as the liaison between the school and the authorizing entity.

Recruiting Board Members

The Board and Administration will seek prospective members who have training or experience in accounting/finance, law, education, publicity, marketing, and/or business.

The Board understands that effective boards are a result of intentional and strategic planning. When planning for recruitment of new members, the board considers what the anticipated future board profile should reflect, and moves forward in a deliberate fashion to determine what expertise and necessary qualities they will seek in new members. Gem Prep: Pocatello administrators and the School's current board members continually seek out exceptional individuals to serve on the Schools' Board through ongoing professional and personal networking opportunities. Ideal prospective members will have training or experience in accounting/finance, law, education, publicity, marketing, and/or business. The Board will leverage networking opportunities of staff, teachers, parents and community relationships such as the local Rotary Club, when seeking prospective members. When seeking hard-to-fill skills, the board may determine to seek possible candidates by posting an opening on local community boards and profession-specific communications and forums. Once a potential board candidate has been identified, their profile will be presented to the board for review and discussion, and if the members are in agreement the recruitment process may begin.

The recruitment process may involve both vetting and cultivating the interest of potential future board members, prior to appointment. Future appointees will be provided with educational materials relative to online and blended learning, such as webinars, books and conferences, prior to appointment and during their service on the board. The membership of the school board has a direct impact on the ability of the school to fulfill its vision. Should the board find that certain skills are not being filled by potential board members and finds the need to recruit more broadly, the board may establish a committee to oversee the recruitment and vetting of new members, to facilitate the process of renewing the school with energetic, enthusiastic, committed and skilled leadership.

Relationship between the Board of Directors and School Administration

The Board of Directors is the governing board of the Gem Prep: Pocatello school and has ultimate control over the school and all employee and parent concerns. If a parent or employee has a concern, they will first attempt to resolve the issue with the principal. If the issue cannot be resolved with the principal, the parent or employee may attempt a resolution with the School Academic Administrator and then the School Director. If their concern is still not resolved, it will be brought before the Board of Directors.

The organization chart below demonstrates the reporting and interaction structure for Gem Prep: Pocatello, Inc.

The Board of Directors is responsible:

- For policy development and review
- For the financial health of the school
- For administrative and operational oversight (not day-to-day operations)
- For the legal affairs of Gem Prep: Pocatello
- To adopt, advocate for and oversee a school budget, which is responsive to school goals and meets the needs of all students
- To conduct an annual self-evaluation of its own leadership, governance and teamwork.
- To communicate and interpret the school's mission and other policy related matters to the public and stakeholders.
- To ensure there is a supportive, smoothly operating leadership team which advocates for both children and the community.

School Director works under the direction of the Board. Responsibilities include, but are not limited to:

- Implement the vision and mission of the school
- Recommend to the Board the hiring of personnel
- Fulfill state charter school requirements
- Insure GPP meets the performance requirements outlined in the performance cert
- Execute the policies of the Board
- Act as the intermediary between the Board and stakeholders
- Make recommendation to the Board on issues facing the school

Business Manager works under the direction of the school Director. Responsibilities include but are not limited to:

- Monthly and annual financial reporting to the board and outside entities
- Budgeting
- Day to day financial operations and accounting
- Financial records
- Purchasing and contracts
- State reporting requirements

- Payroll
- Insurance
- Benefits
- Accounts Payable

Academic Administrator works under the direction of the school Director. Responsibilities include but are not limited to:

- Develop curriculum, instruction and assessment
- Recommend special services
- Implement professional development
- Supply annual educational reports
- Supervises and evaluated school principal
- State assessment planning
- Oversee hiring educational staff and provide recommendations

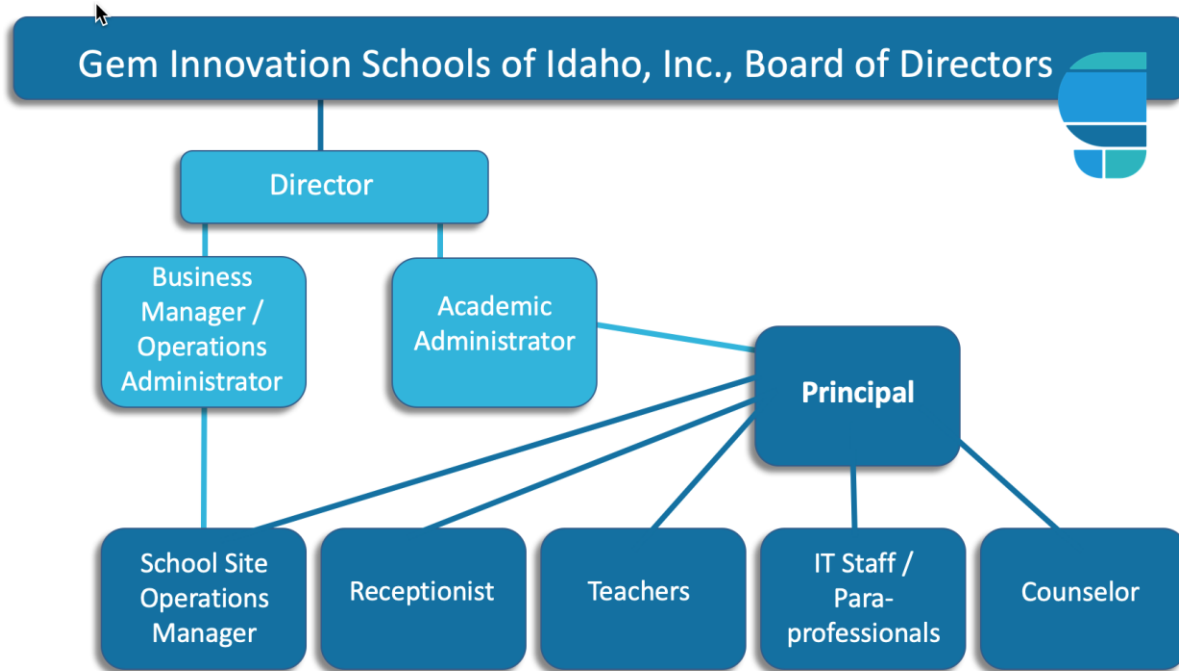
Operations Administrator works under the direction of the school Director. Responsibilities include but are not limited to:

- Facilities management
- Supervise school operations employee
- Transportation
- Nutrition
- Building security and student safety
- Technology

Principal works under the direction of the Academic Administrator. Responsibilities include but are not limited to:

- Parent and public relations
- Building school wide community and culture
- Student and staff discipline.
- Participate in curriculum development
- Supervise student scheduling
- Conduct all staff evaluations
- Provide teacher mentoring and coaching
- Resolve personnel issues
- Oversee substitute teacher rooster, training and evaluation
- Student enrollment and records
- Attendance

The below organizational chart is the initial proposed plan. We anticipate minor changes over the course of our growth.



Board Development

When new Board Members are added, they are provided with a New Board Member Packet. This packet contains information to help them understand what is involved in being a Board Member, such as but not limited to, the Gem Prep: Pocatello Charter, roles and responsibilities, meeting laws, state statute for charter schools, ethical standards, policies and financial reports and budgets.

Annually or throughout the year, at the discretion of the Chairman, there may be a training schedule to include, but not limited to, the roles/responsibilities of a Board, review of the school's charter, the Board's Ethical Standards, Open Meeting Law, and state statutes. As appropriate, the Board may include other training, including external training, as appropriate based on costs and time. The Chairman ensures the Board is aware of these opportunities.

Board members are encouraged to attend staff and parent education meetings.

The administrative team continues to disseminate research and information on blended learning to the Board, keeping them current and allowing for informed and knowledgeable decisions to be made by the governing body. The Gem Prep: Pocatello School Board members are committed to continued development. In May 2015, a board representative attended a blended learning consortium held at Boise State University, and upon return, shared the insights received with the other board members. Also, each board member has read the book entitled "Blended: Using Disruptive Innovation to Improve Schools" by Heather Staker and Michael Horn. Board members also participated in an in-service specifically about blended learning. In the 2015-2016 school year, the Board received training regarding academic assessments and also participated in training and discussion about board development and the best practices of transitioning from founding boards to long-term mature governing

school boards. In April 2016, representative members of the Board attended the SDE Charter School Boot Camp. The Board believes strongly in seeking out relevant and solid guides on blended learning, and in sharing that knowledge with each other and with their constituents in an effort to make Gem Prep: Pocatello a high performing, personalized learning school which prepares students for college, career and citizenship.

In an effort to continue the development and excellence of each Board member, an annual self-assessment will be conducted, similar to the Idaho School Board Association (ISBA)'s self-assessment tool. The data will be used to improve the Board and its individual members' functionality. An example may be the discovery that the Board is weak in financial knowledge, leading to additional training specific to educational finances. In addition to the needs addressed in the self-assessment surveys, Board members will participate annually in development opportunities specific to leadership of online and blended learning schools.

Ethical Standards

The Board will adhere to ethical standards established to ensure members conduct themselves in a trustworthy and ethical manner at all times in the performance of their duties and responsibilities. Each Board Member is required to read, understand, sign and adhere to the ethical standards of the Board. The school also includes training for Board Members on the ethics policy.

Please see Appendix D-3 for signed Board ethics statements.

Parental Involvement

Parental involvement is a cornerstone of our schools, as we recognize that parental involvement is key to student success.⁵ Upon enrollment, parents agree to comply with all school policy and procedures as outlined in the Student & Parent Handbook.

Gem Prep: Pocatello strongly encourages, but does not require, parents to complete 20 hours of participation/volunteerism each school year, with the intention that the more parents are involved, the more they will understand and be able to positively benefit the education of their students. The School's enthusiasm toward the participation program is to impart education ownership to the parents and to truly partner with them for their students' successes. All activities that parents/guardians voluntarily participate in on behalf of the school; whether at the campus or off-campus, are counted towards their volunteer hours. Parents are also encouraged to participate in school-related activities, including those pertaining to curriculum and instruction, such as tutoring and storytelling. Volunteers may also be involved in monitoring the playground, student drop-off and pick-up, and assisting with school events, PTO, school socials, etc. The school will maintain a differentiated list of parent volunteer activities and a log of volunteer hours is kept in the

⁵ Numerous studies have found links between parental involvement and engagement and student academic success are strong, in fact, this link has now been deemed "undisputed". An example of these critical links includes the U.S. Dept. of Ed's 1995 report, *Strong Families, Strong Schools*. Additional researchers, including Kellaghan, Sloane, Alvarez, and Bloom (2003), and Beth Simon (1999), Topor, D, Keane, S., Shelton, T. and Calkins, S. "*The Interface of Family, School, and Community Factors for the Positive Development of Children and Youth*" (2010) have also well- documented and synthesized research on this topic.

school office. As the school grows from kindergarten through high school, the parental involvement opportunities will be updated, as appropriate.

In an effort to encourage enrollment of students from families of diverse family dynamics, parents are provided a lengthy list of opportunities in which to be involved. This allows parent volunteerism and involvement even in families with two working parents, single parent households, low income families, etc. As a testament to this effort of balancing high parental involvement with a variety of family dynamics, during the 2015-2016 school year, Gem Prep: Pocatello served students who had a higher rate of qualification as "low income" than did the Pocatello School District.

All volunteers must complete a Volunteer Agreement form. Volunteers receive structured training (as needed), and must follow all policies and procedures defined by the School. If activity occurs that is not in keeping with the School policies, the school leader reserves the right to relieve the volunteer of his or her responsibilities.

A Parent Organization will provide consultation and support to the Board and the Administration regarding ongoing plans for the school.

Parental participation may also include, but is not limited, to the following:

- Ongoing contact with certified teaching staff
- Parent-teacher conferences
- Volunteering for school projects, programs and committees
- Attending Orientation Sessions
- Creation and participation in a Parent Teacher Organization
- Attending board meetings
- Creating committees to participate in the leadership and operation of the school
- Attending ongoing educational workshops
- Attending ongoing field trips and activities
- Receiving key information regarding school events on the Gem Prep: Pocatello website
- Reviewing online Student & Parent Handbook which is updated annually. School Administration will also solicit input on the Student & Parent handbook.

In order to create awareness of volunteer opportunities and other parental involvement opportunities, the information may be communicated via email and the school website

Audits

Every year Gem Prep: Pocatello will hire an independent certified public accountant to conduct an independent audit that complies with all generally accepted auditing standards and will be separate and distinct from all other charters held by the Board. At the completion of the audit, the Board reviews the results of the audit, approves and accepts the audit report and findings. A copy of the audit report will be submitted to the Authorizing entity and the State Department of Education. The school will address any concerns brought up by the audit in a timely manner.

Financial Reporting

Gem Prep: Pocatello, will comply with the financial reporting requirements of Idaho Code Section 33-701 (5-10). The Board will have prepared and published, within one hundred twenty (120) days from the last day of each fiscal year, an annual statement of financial condition and report of the school as of the end of such fiscal year in a form prescribed by the State Superintendent of Public Instruction pursuant to Idaho Code Section 33-701(5)(6).

The Board will present and discuss all financial matters at public sessions and will post all financial results, budgets, audits, contracts and disbursements electronically on the Gem Prep: Pocatello website. The Board will hold an annual public hearing where the budget is discussed in detail. The Board will post notices of all meetings, including financial meetings, at the Gem Prep: Pocatello school site as well as two other public sites within the attendance area, such as at a public library.

Such annual statement shall include, but not be limited to, the amounts of money budgeted and received and from what sources, and the amounts budgeted and expended for salaries and other expenses by category. The annual statement will be submitted to the State Department of Education as required by law.

The School places copies of all teacher contracts and vendor contracts on the school website. In addition, the School places a listing of all disbursements on the website and makes available all such information upon request.

Annually, Gem Prep: Pocatello will file with the State Department of Education such financial and statistical reports as the SOPI may require pursuant to Idaho Code Section 33-701(7). Gem Prep: Pocatello will destroy all claims or vouchers paid five years from the date the same was canceled and paid pursuant to Idaho Code Section 33-701(8).

The Board will review the school budget periodically and make appropriate budget adjustments. Amended budgets shall be submitted to the State Department of Education pursuant to Idaho Code Section 33-701(9).

Gem Prep: Pocatello will invest any money coming into the hands of the school in investments permitted by section 67-120 of the Idaho Code.

Enrollment, Admissions, Attendance Policies

Enrollment

GPP’s instructional model includes challenging each student at their comprehension level. One way GPP does this is by placing students in the grade level of their comprehension, not necessarily in the grade level of their birth year. While this practice keeps students academically challenged, changing a student’s grade level placement also creates challenges to keep within the grade level cap.

Gem Prep: Pocatello’s enrollment is capped at 732 students in grades K-12. The table below contains the grade-by-grade plan to grow to 582 students over six years. While the Board has a grade-by-grade plan that targets 582 students, the Board requests a single K-12 enrollment capacity of approximately 732. This approach allows the Board to adjust grade-level student numbers, within the 732-student cap, in order to assure availability for all current students who wish to re-enroll, in order to place students in the grade level of their comprehension, and in response to market needs. For the purpose of the lottery, no less than three months prior to GPP’s application deadline, the Board of Directors will establish the annual school-wide enrollment capacity not to exceed 732 students and an annual enrollment capacity for each grade level.

Gem Prep: Pocatello Enrollment						
Grade	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
K	48	48	48	48	48	48
1	48	48	48	48	48	48
2	48	48	48	48	48	48
3	48	48	48	48	48	48
4	30	60	60	60	60	60
5	30	60	60	60	60	60
6	30	30	60	60	60	60
7	23	23	45	45	45	45
8	23	23	45	45	45	45
9		20	20	30	30	30
10		20	20	30	30	30
11			20	20	30	30
12				20	20	30
TOTAL	328	428	522	562	572	582

Student Recruitment

Student Recruitment is owned locally. The Principal is held accountable for meeting the enrollment projections. Equally, if not more important, it is critical that the Principal and staff make connections with prospective parents early and feel a sense of ownership for ensuring that they are providing a high quality education that attracts students. Recruitment strategies include developing partnerships with local preschools, religious and other community organizations as well as holding information sessions and advertising through local channels, as well as on all of our external communications.

Admissions Procedures

Gem Prep: Pocatello is open to all children, on a space-available basis within each grade. No student will be denied admission based on ethnicity, creed, gender, disability, or place of residence. No out of state residents will be enrolled.

Gem Prep: Pocatello follows the equitable selection process that is outlined in IDAPA 08.02.04.203.07 or another method that is approved by the authorizer.

As a public charter school, Gem Prep: Pocatello must, as a condition of its charter, have an open enrollment policy. Charter schools have a cap or limit as to the number of students they can accept. If the number of applications to a charter school exceeds the capacity of the school, all applicants will have an equal chance of being admitted through a random selection process or lottery.

Gem Prep: Pocatello follows the model admission procedure identified by the Idaho State Board of Education.

1. Prospective students will be given the opportunity to enroll regardless of race, color, national or ethnic origin, religion, sex, social or economic status, or special needs.
2. Prior to enrollment each year, Gem Prep: Pocatello will advertise in local media and online and make application forms available online. The application will include information pertinent to filling available slots.
3. Students currently attending Gem Prep: Pocatello will have first preference and Gem Prep: Pocatello's full-time employee's children will have next preference for admission to the school, with a maximum of 10% of the student population consisting of full-time employee's children.
4. Siblings of students already selected by lottery will be given next priority.
5. Prospective students residing in the primary attendance area of the school will be the next priority.

6. All other students residing outside of the attendance area will be the final priority.

Gem Prep: Pocatello substantially follows the model admission procedure identified by the Idaho State Board of Education.

Requests for Admission

Gem Prep: Pocatello complies with Section 33-5205 (3)(j) Idaho Code. A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a child in this state, may make a request in writing for such child to attend Gem Prep: Pocatello. In the case of a family with more than one (1) child seeking to attend Gem Prep: Pocatello, one written request for admission must be submitted on behalf of all siblings. The written request for admission must be submitted to, and received by, Gem Prep: Pocatello on or before the enrollment deadline established by Gem Prep: Pocatello. The written request for admission shall contain the name, grade level, address, and telephone number of each prospective student. If the initial capacity of Gem Prep: Pocatello is insufficient to enroll all prospective students, a lottery (as outlined above) shall be utilized to determine which prospective students will be admitted to Gem Prep: Pocatello. Only those written requests for admission submitted on behalf of prospective students that are received prior to the enrollment deadline established by Gem Prep: Pocatello shall be permitted in the lottery. Written requests for admission received after the established enrollment deadline will be added to the bottom of the final selection list for the appropriate grade.

Lottery Process

Gem Prep: Pocatello holds a lottery each year unless the initial capacity of Gem Prep: Pocatello is sufficient to enroll all prospective students. The lottery is held in a public forum and a neutral 3rd party conducts the lottery selection. Gem Prep: Pocatello determines the students who will be offered admission by conducting a fair and equitable lottery conducted according to IDAPA 08.02.04.203 and Idaho Code 33-5205.

Waiting Lists

Once the equitable selection process is conducted each year, waiting lists for each grade are developed. Students are placed on the list according to the order they were drawn for each priority group. Those lists are used to fill available spots until the next equitable selection process is conducted. If a student does not accept an offer for enrollment or the parent does not respond to the offer by the date designated in the offer the student's name is removed from the list and the next eligible student is offered the seat.

Any written requests for admission received after the lottery has been conducted are added to the bottom of the wait list for the appropriate grade and preference group.

Wait lists do not carry over from one year to the next.

All openings during the school year are filled according to the order of this wait list. If a parent, guardian, or other person receives an offer on behalf of a student and declines admission, or fails to respond to such an offer in a timely manner by the date designated in such offer by Gem Prep: Pocatello, then the name of such student is stricken from the wait list, and the seat that opens in that grade is made available to the next eligible student on the wait list.

Written requests for admission received after the lottery has been conducted are added to the bottom of the wait list for the appropriate grade. If a student is enrolled in Gem Prep: Pocatello, and their sibling is on the waitlist, the sibling student will advance to the bottom of the sibling waitlist for their respective grade level, in accordance with (Rules Governing Public Charter Schools) IDAPA 08.02.04.203.04.

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

Attendance Requirements and Records

Consistent attendance is essential to remaining in the Gem Prep: Pocatello program. Gem Prep: Pocatello students will meet or exceed the instructional hours as outlined in Idaho Code: 450 hours for kindergarten; 810 hours for grades 1-3; 900 hours for grades 4-6; and 990 hours for grades 7-12.

Notification of Enrollment Opportunities

In accordance with IDAPA08.02.02.203.02, Gem Prep: Pocatello ensures that the public notification process of enrollment opportunities will include the dissemination of enrollment information, at least three months in advance of the enrollment deadline established by Gem Prep: Pocatello each year. The information is posted in highly visible and prominent locations within the attendance area of the school, as well as, on the school's website. In addition, Gem Prep: Pocatello ensures that such process includes the dissemination of press release or public service announcements to media outlets such as television, radio, and newspapers that broadcast within, or dissemination of printed publications within, the area of attendance of the school. Gem Prep: Pocatello ensures that such announcements are broadcast or published by such media outlets on at least three occasions, beginning no later than fourteen days prior to the enrollment deadline each year. The School is committed to providing and disseminating outreach and enrollment information in languages represented within the attendance area, e.g. Spanish. The current principal of Gem Prep: Pocatello is bilingual in Spanish and actively participates in enrollment activities. Enrollment information advises that all prospective students will be given the opportunity to enroll in the public charter school regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs.

Please see Appendix K for a map of the primary attendance area.

Denial of Attendance

In accordance with Idaho Code 33-205, the school's Board of Directors may deny enrollment or may expel or deny attendance to Gem Prep: Pocatello to any pupil who is a habitual truant (I.C. 33-201), or who is incorrigible, or whose conduct, in the judgment of the Board, is such as to be continuously disruptive of school discipline or the instructional effectiveness of the school, or whose presence in a public school is detrimental to the health and safety of other pupils, or who has been expelled from another school district in this state or any other state. Any pupil having been denied enrollment or expelled may be enrolled or readmitted to the school by the Board of Directors upon such reasonable conditions as may be prescribed by the Board, but such enrollment or readmission shall not prevent the Board from again expelling such pupil for cause.

The process for expulsion and denial of attendance is in Tab 6 under Student Discipline. For Special Education cases, refer to Tab 3 under Special Education Services.

Student & Parent Handbook

Gem Prep: Pocatello has developed a draft K-6 Student & Parent Handbook, which outlines school policies, Internet Use, and disciplinary procedures. As the school grows, a secondary handbook will be developed to reflect the laws applicable at that time.

In order to ensure that both parents and students understand the expectation for students at Gem Prep: Pocatello, handbook policies are reviewed at orientation, and are available on the school's Web site.

Please see Appendix Q for the Student & Parent Handbook.

Internet Use

Gem Prep: Pocatello has a comprehensive, realistic and enforceable Internet Use Policy, which includes parent permission.

Business Plan, Transportation and School Lunch

Business Plan

Marketing Plan

Gem Prep: Pocatello believes that the best marketing strategy is to deliver an excellent education for students, which produces strong results. The program has seen an enrollment trend of retention over the past years, with students re-enrolling for their next consecutive year and sharing with their own communities about their experiences with Gem Prep: Pocatello. This positivity and word-of-mouth communication has been the number one reason for the increased enrollment and the wait-list. The school staff, families, board members and other constituents tell the story to a broad range of external stakeholders.

In addition to the most critical audiences of prospective families and teachers, the organization continues to seek opportunities to proactively build a brand around innovation that establishes Gem Prep: Pocatello as a national leader in the realm of next generation learning. The school engages in a variety of marketing and relationship building activities in an effort to both increase enrollment and to solidify the brand within the community. This may be accomplished through a variety of tools capable of reaching a wide cross section of the local community, which continues to include underserved and at-risk families. The School intends to continue to participate in successful outreach opportunities such as:

- Participation in community and other networking events, e.g. fairs, family days, parades, special zoo events, holiday activities, etc. The current bilingual principal attends most of these community functions.
- Social Media: Facebook, Community Calendars
- Gem Prep: Pocatello Web site
- Brochures and Posters handed out and placed on community bulletin boards, the local swimming pool, rec center, local public libraries, and other family gathering places, as well as shared with local community leadership groups such as Rotary, etc. Bilingual principal participates in outreach activities where he can meet face-to-face with constituents.
- Local media coverage, news releases and articles - specifically identifying that the school is open to all students within the enrollment area and serves-equally-all demographics.
- Invitations to campus given to legislators, community leaders, philanthropists, local businesses, etc.
- Signage on campus and at public events; in languages appropriate to demographics of the enrollment area.
- Participation in community support drives with other schools and local businesses.
- Events (open houses, summer socials on campus, gatherings at local community activities, and summer lunches in the park, etc.)
- Participation in PTO activities, fund raisers and community projects on and off campus

- Relationship building with local libraries; continuing to partner with them in various venues for student story-time and outreach opportunities to reach a wide-range of constituents.

The School's marketing plan has reached and enrolled a larger portion of low income underserved families than the local school district, and has impacted the local enrollment area by purposing to find ways to reach out to all constituents within the enrollment area. The School continues to pursue opportunities to market to the underserved populations, minorities, as well as to all within the enrollment area.

See Appendix O for Outreach and Marketing Plan

Management Plan

The Gem Innovation Schools, Inc. Board of Directors is the governing board of the Gem Prep: Pocatello school and has ultimate control over the school and all employee and parent concerns. If a parent or employee has a concern, they will first attempt to resolve the issue with the school principal. If the issue cannot be resolved with the principal, the parent or employee may attempt a resolution with the School Academic Administrator and then the School Director. If their concern is still not resolved, it will be brought before the Board of Directors.

School's Financial Plan

Budget

The budget for Gem Prep: Pocatello is prepared in compliance with Idaho Code Section 33-801 and rules of the State Board of Education; is presented at a public hearing in June of each school year; and will be delivered to the State Department of Education as required on or before July 15th for the subsequent school year. Copies of the budget are provided to any interested parties via the Gem Prep: Pocatello website. Further, the budget is prepared, approved, and filed using the required accounts associated with the Idaho Financial Accounting Reporting Management System (IFARMS).

See Appendix F for Three Year Operating Budget Assumptions. Detailed Fiscal Impact Three Year can be found in Appendix I.

Income sources

Funding sources include SDE foundation payments based on support units by grade, staff apportionment and benefits based on support units, transportation reimbursement based on current year expenditures and directed program payments in support of specific SDE initiatives.

Any federal funds for Title I, Title II and IDEA Part B are calculated through the prescribed formulae and submitted within required deadlines.

The leadership team has raised over 6 million dollars in grant funding to assist Gem Prep: Pocatello, as well as other Gem Prep Schools, with start-up costs and growth.

Fundraising Plan

The Board of Directors, Administrators, and/or parent organizations are responsible for fundraising efforts, if implemented, to generate capital or to supplement per-pupil allocations.

Director of Development services will either be employed or contracted, to serve Gem Prep: Pocatello. The Development Director will continually strive to identify, educate and cultivate key donors who are capable of making major gifts.

Please see Appendix E-4 for the grant letter from the J.A. and Kathryn Albertson Foundation.

Operating Expenditures

Gem Prep: Pocatello operates under a purchase order system in compliance with Idaho Code Section 33-601. All expenditure requests are signed off by the appropriate operating personnel and approved by the Finance Department. Pursuant to Idaho Code Section - 67-2302 the school pays all of its operating obligations no later than 60 days after receipt of invoice. All operating expenditures are approved monthly at regularly scheduled Board meetings.

Non-operating expenditures

Non-operating expenditures are based on the specific terms set out in the agreement. Non-operating expenditures are generally limited non-recurring expenditures and debt service obligations.

Cash Flow

The Business Manager reconciles cash flow monthly to the bank statements and compares the current monthly expenditures to the monthly cash plan approved by the Board, performs a variance analysis and reports to the Board on a monthly basis. The Business Manager also meets with the School Operations Manager at each site on a monthly basis.

Financial Management

The accounting records are kept and maintained in accordance with generally accepted accounting principles (GAAP). Gem Prep: Pocatello, follows the reporting requirements set forth by the Idaho State Department of Education IFARMS.

The Board of Directors is ultimately responsible for financial management. The Board delegates the day-to-day financial management and day-to-day accounting of the school to the Business Manager. The Business Manager, in conjunction with his/her team (including the school operations manager at the school site), completes a monthly review of operating results and presents such results to the Board.

In addition to the annual audit (see Tab 5), a report to the Board is given that includes any material weaknesses in internal controls and/or operating inefficiencies that should be addressed in the coming year.

The school has instituted various segregation of duties to assist in the assurance that there is propriety required to protect the school's books and records, including receipt and deposit of cash, payment of expenditures and reconciliation of accounts and records.

Pre-Opening Plan and Timeline

As the program school has been open since 2014, it was determined by the Commission that the pre-opening timeline is not applicable, and therefore is not included in the appendices.

Transportation Plan

Gem Prep: Pocatello currently offers student transportation by purchasing bus passes from the City of Pocatello. The school has, and will continue to expand the bus pass program based on growth and demand. The school also supports a plan for parents to organize carpools and works with local daycare centers to provide before and after school vans.

In the 2015-2016 school year, Gem Prep: Pocatello partnered with the City of Pocatello to provide bus service. Since that time, 71% of students utilize the transportation services. The transportation plan was developed in partnership with parents, and updates and expansions continue to be vetted through parents. Students in all grades, including kindergarten, are eligible to ride the bus.

In 2016-2017 the School expanded the transportation program adding a five mile loop within the enrollment area. The expansion includes approximately 58% of households within 1.5 miles of the route. In 2017-2018 the school plans to add an additional route that will service households to the east and south of the school. When implemented, this additional route will increase the coverage to approximately 90% of households. As represented in Appendix R-4, all but five of the school's current families live within .5 miles of a PRT bus stop allowing the school the potential to increase the routes farther, as needed. *See Appendix R-4 for Student Location Map in relation to PRT Bus Stops*

A key component of the transportation plan continues to be student safety. A staff member meets students and parents at the first stop and rides the entire bus route, picking up students at each stop, and only exits the bus at the school campus. A daily morning and afternoon record is kept of student ridership, and all students are accounted for during their transport. Parent volunteers also may ride the bus with the staff and accompany students along the route. The same procedure is followed in the afternoon, with a staff member riding the entire bus route with students, ensuring that no student is left unattended while being transported to or from school.

If the need arises for a state reimbursable transportation plan, the school will investigate other options and will follow all state reporting requirements for transportation per Idaho Code 33-5208(4). A formal bid process as outlined by the Idaho State Department of

Education and Idaho Code 33-402(2) will be followed. Transportation will be provided to the student population as outlined in Idaho Code 33-5208(4)(a)(b).

Students with special needs will be provided transportation in accordance with requirements of state and federal law. A student's IEP will determine if transportation is required and the best method of transportation. All transportation adheres to the IDEA. Transportation of field trips, excursions, and extracurricular activities are provided by the school through contracted services at the expense of all participating students.

School Lunch Program

The Gem Prep: Pocatello, Inc., Board will adopt policies relating to school lunch in accordance with federal and state laws. Gem Prep: Pocatello believes that no child should go without food and will provide a lunch to enrolled students beginning in its first year of operation as a school.

During the first two school years (2015 and 2016), Gem Prep: Pocatello provided lunch and snacks for students who were unable to bring their own food to school. Gem Prep: Pocatello received a grant from the National School Lunch Program for a milk cooler to support the implementation of a milk program in 2016-2017. The school intends to offer a full hot lunch program in the 2017-2018 school year. See full nutrition plan timeline in chart below:

Gem Prep: Pocatello Nutrition Plan Timeline	
2014-2015	<ul style="list-style-type: none">● Provide snacks and/or lunches to students who are unable to bring their own food to school.● Participates in the Idaho Dairy Council Free Cheese for Testing program.
2015-2016	<ul style="list-style-type: none">● Partner with local food bank in the "Feeding of America Backpack Program" offering weekend food to low income students whose families qualify.
2016-2017	<ul style="list-style-type: none">● Intends to implement National "Special Milk Program" approved through the "National Lunch Program"; providing free or reduced milk to low income qualifying students and/or at low cost to all students.● Applied for and was awarded a Milk Cooler Grant through the Idaho Dairy Council.
2017-2018	<ul style="list-style-type: none">● Intends to implement a full hot lunch program.

Families are notified about the nutrition options through various communication avenues such as on-campus events like 'back to school night', as well as in-house announcement TV screen, Facebook, flyers, teacher newsletters, principal newsletter, emails, etc.

Should Gem Prep: Pocatello decide to participate in the National Lunch Program, the school will continue to collect, free and reduced data annually by individual FRL forms and/or through Direct Certification. The forms are collected at the beginning of each school year. Ninety-two percent of families responded in the 2015-2016 school year, and Gem Prep: Pocatello will continue to pursue receiving a high percentage of respondents to the FRL survey.

Purchased Services

See in Appendix E for draft contracts and Tab 10 for a list of possible vendors.

Virtual Charter School

This section is not applicable to Gem Prep: Pocatello.

Business Arrangements, Community Involvement, School Closure

Gem Prep: Pocatello purchases curriculum from several curriculum providers such as:

Pearson for Reading Street textbooks, Prentis Hall Common Core Literature digital courseware, Life Science and Physical Science digital courseware, Integrate High School Math digital courseware, Digits Math grades 6-8 digital courseware. Scott Foresman Social Studies textbooks.

Houghton Muffin Harcourt for Science Fusion, World History, The Americans and World Geography interactive online subscriptions.

Singapore Math grade K-5 textbooks

Handwriting Without Tears workbooks

iReady for Diagnostic and Instruction Math and Reading site licenses

Kindergarten through sixth grade does not share teachers with other schools. However, beginning in fall 2019, Gem Prep: Pocatello plans to share educators for the secondary model. For this arrangement, there are two possible strategies being considered: 1) one to one sharing with no monetary exchange: i.e. a biology teacher in Gem Prep: Pocatello will telecast to classes in Gem Prep: Nampa and vice versa an English teacher in Nampa will telecast to classes in Pocatello. 2) a split FTE: i.e. a teacher will be contracted on two school payrolls—possibly a .6 FTE for Gem Prep: Nampa and a .4 FTE for Gem Prep: Pocatello. All options will be discussed with the Idaho State Department of Education prior to implementation.

Business Arrangements

Gem Prep: Pocatello, Inc., does not currently have contracts with other schools, businesses or individuals. When Gem Prep: Pocatello, Inc., is authorized to operate the program as a charter school and becomes an LEA, possible key business arrangements are:

Regence: Used to service employee health insurance plans.

Delta Dental: Used to service employee dental insurance plans.

MSBT Law: A full service law firm, used in representing and advising in the areas of general and municipal law, education law, administrative law, employment law, etc.

Excent Corporation: Gem Prep: Pocatello will utilize Enrich Special Education Software to facilitate file management of IEPs and student special education records.

Idaho Distance Education Academy: I-DEA will lease portable classrooms to Gem Prep: Pocatello, as well as sub-lease the main school facility at 1451 Jessie Clark Lane, Pocatello, ID 83202.

Hayden, Ross, PLLC: An independent, full-service CPA firm will be used for independent audits of school finances.

Illuminate Education, Inc.: Gem Prep: Pocatello will use the Illuminate Data and Assessment program which provides tools to access real-time data; allowing teachers to flexibly group students, align tests with state content standards, efficiently analyze data for Rtl protocol, etc.

ICRMP: Used for loss protection for property and casualty insurance coverage, exclusive to Idaho local governments.

Instructure, Inc.: Gem Prep: Pocatello will utilize the Canvas software application for the administration, documentation, tracking, reporting, and data delivery for the School's learning management system.

Power School: Used to manage the student information system for online enrollment and registration, as well as managing school processes and data.

Tyler Technologies: Used for public sector accounting software and technology services.

Possible Community Partners:

- **Gem Prep: Pocatello PTO:** The PTO was established during the 2015-16 school year. Administration attends all PTO meetings. The School and PTO work well together, boosting parent involvement, communication, community awareness, project funding, etc.
- **Portneuf Public Library:** The children's librarian regularly holds story time and other activities on campus for the kindergarten and first grade classes. The librarian markets the school to library constituents, and participates in Gem Prep: Pocatello on-campus summer events.
- **Monsanto:** Is a local funding partner in the Gem Prep: Pocatello makerspace, making it possible for The School to purchase the necessary furniture for the space. The space will open the fall of 2016.
- **Pocatello Transit Authority:** Since 2015, the transit authority has partnered with Gem Prep: Pocatello to provide transportation services for all students.
- **Idaho Charter School Network:** Partner with Gem Prep: Pocatello to advocate for policy conducive to positive charter school outcomes.
- **J.A & Kathryn Albertson Foundation:** Has provided generous philanthropic support for the growth of Gem Prep: Pocatello.
- **Idaho School Board Association:** Utilized to provide board training, staff training and legal advice.
- **Idaho Association of School Business Officials:** Utilized as a partner for school finance training, networking, finance laws and budgeting expertise.

Please see Appendix E-1 for Jessie Clark facility Lease Agreement, Appendix E-2 Sublease Approval Agreement Letter, E-3 for the I-DEA Lease Agreement, and E-4 for JAKAF Grant Award Letter, E-5 Grant Money Distribution Letter.

Termination of the Charter/School Closure

In case of termination, the Chairman of the Board of Directors will be responsible for the dissolution of the School.

Prior to any school closure decision, a closure protocol will be developed to ensure timely notification to parents, orderly transition of students and student records to new schools, and proper disposition of school funds, property and assets, in accordance with Idaho law.

Pursuant to Idaho Code 33-5212, in the event of a public charter school closure for any reason, the assets of the school shall be distributed first to satisfy outstanding payroll obligations for employees of the school, including any tax, public employee retirement system and other employee benefit obligations, then to creditors of the school, and then to the authorized chartering entity in the case of a public charter school authorized by the board of a local school district. In the case of a public charter school authorized by any other authorized chartering entity, any remaining assets shall be distributed to the public school income fund. Assets purchased using federal funds shall be returned to the authorized chartering entity for redistribution among other public charter schools. If the assets of the school are insufficient to pay all parties to whom the school owes compensation, the prioritization of the distribution of assets may be determined by decree of a court of law.

Within a month after the determination to dissolve the school, the Chairman will contact the parents of past and present students informing them of the process to obtain student school records and/or to which school the records should be forwarded. The School will send written notification to parents of students at their last known address and will email the parents at their last known email. The notification will explain how to request a transfer of student records to a specific school, where to obtain records before dissolution and where the records will be stored after dissolution. The School will send the records to the school requested by the parents. Parents can either email or send written instructions.

Within two months after the final school year, the Chairman will direct the remaining student records to parents for whom the school has mailing addresses. Any remaining student records will be stored in a secure location for the legal limit. The School will maintain a Facebook page or similar page stating who to contact for student records.

The Chairman will direct all personnel records to all former employees of the school. All former employees shall receive their personnel records within one month after the final school year.

Gem Prep: Pocatello will fund and complete a final fiscal audit. The audit will be submitted to the Idaho Public Charter School Commission and the State Department of Education.

See Appendix A-3 for the Bylaws.

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