



# HAYDEN CANYON CHARTER

Grade Levels: K-8

Year Opening: 2020

School Location: City of Hayden, Lakeland School District 272

Additional Impacted School District: Coeur d'Alene School District 271

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#### Non-Discrimination Statement:

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



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## Executive Summary

**Mission Statement:** *Hayden Canyon Charter is dedicated to achieving breakthroughs in academic excellence and character development by inspiring passion for inquiry and life-long learning utilizing hands-on discovery, real world application, collaboration, and community; preparing each student for engagement in productive, thoughtful citizenship.*

HCC embraces a holistic approach to learning, harnessing creative catalysts within the arts and humanities, while also capturing discovery in the sciences, igniting the spark that fuels student engagement and investment in lifelong learning. Additionally, HCC will engage students in authentic research and applied learning in a manner congruent with the work being done at professional levels in all disciplines. Inspired, equipped, and empowered, students build a cadre of skills for success, characteristics for achievement and fulfillment in life and work, and an ethic of excellence in the quality of work they create.

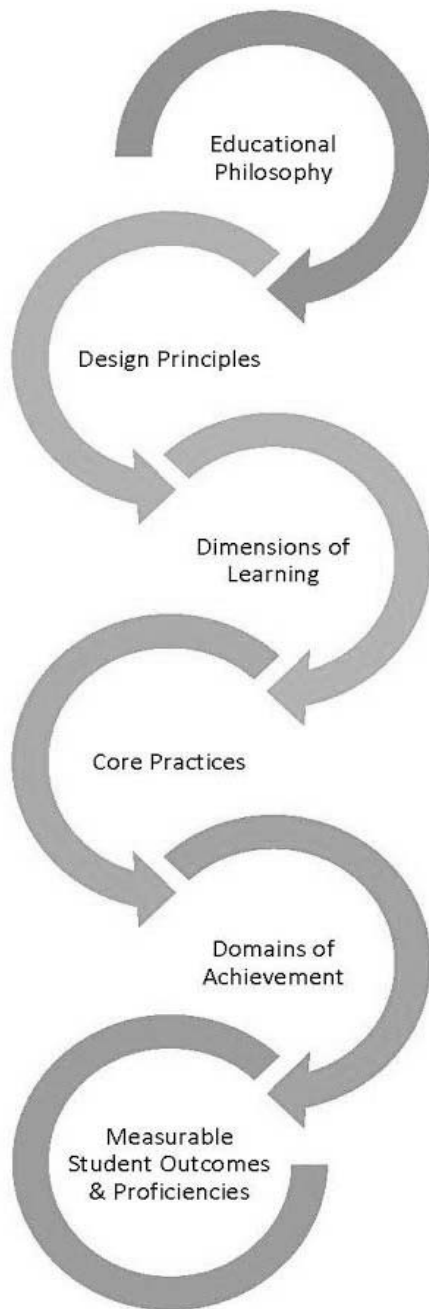
EL Education principles form the basis for HCC's learning model centered around Design Principles reflecting Core Beliefs regarding how children learn best. These beliefs frame the Core Practices which in turn support the learning within each of three Domains of Achievement: Mastery of Core Conceptual Understanding and Skills, Scholarly Habits and Character, and High-Quality Work. Student achievement will be measured primarily through mastery-based rubrics, among a cadre of assessment tools. Based on the documented success of the expeditionary model, Hayden Canyon Charter expects student outcomes to reflect measurable growth and attainment of proficiency and mastery in standards-based targets within these Domains of Achievement.

The community response to the availability of such a model has been exceptional, with over 400 applicants and 276 lotteried and enrolled students for fall of 2019. HCC has a growing waitlist of 114 students. This indicates a strong desire for more choice in the Northern Idaho region. Over 80% of interested parents cite the project based, hands-on learning model tied to real-world applications as the most important reason for enrolling their student. Also strongly cited was the emphasis on individually tailored learning designed to elevate equity by equipping all students with the necessary skills and abilities for success in life, work, and civic responsibility.

Organized with a Board of Directors ensuring the overall alignment of decisions with the school's core values and mission, as well as fiscal responsibility, Hayden Canyon Charter has hired an Education Director whom will model the Core Practices and values HCC is built upon, and facilitate them within the school. As part of the leadership team, HCC plans to hire a Business Manager/Director, a Curriculum & Instruction Coordinator, and a Special Education Coordinator. Certified staff will include mentor leaders, adept in expeditionary learning methodologies. **(Appendix D)**

The school will run on a four-day academic schedule, emphasizing block scheduling for project work and exploratory foci, as well as providing staff with six hours of professional learning and collaboration time on Fridays. Classes will be structured with mixed-age grouping of two grade levels, encouraging collaborative learning and community building within the school. Focused student mentorship will be facilitated by staff during "crew" time to ensure healthy school climate, mediation, problem solving, and preparation for student-led conferences.

# Educational Program



## Educational Philosophy

The 21st century is a period of unprecedented and rapid change; schools are not only supporting today's students in preparation for first jobs, but also for careers that do not yet exist, and for societal challenges we do not yet know.

Traditionally, we have built our education models around literacy and numeracy sufficient to prepare a workforce in an industrial age. However, we are now living in an age where the past expectation of citizen engagement in society no longer applies, as technology opens up engagement and productivity in a global society. Change occurs at the speed of imagination and the gap is widening in our nation between those who drive innovation, those who work to actualize it, and those whose work is more connected with supporting the daily activity of society and less connected with the driving forces of change.

The difference in this modern workforce is that all productive citizens are increasingly required to utilize habits of mind such as higher-order thinking and problem solving. These higher-order thinking requirements are underpinned by foundational understandings in the areas of effective communication, mathematics, the sciences, and social studies. In addition, creative and innovative thinking, developed through experiences in areas such as artistic and engineering process, drives culture,

technological advancement, and solution making. Combined, these deep conceptual understandings and skills can be used to address world challenges from the simplest to the most pressing. The character to see the work through--grit, tenacity and perseverance--are tied with these essential components of knowledge and skills.

Hayden Canyon Charter will strive to build the foundational components of an educated person into each of our students: a) one whose commitment to lifelong learning produces a capacity for adaptive expertise and holistic problem solving, b) one who is grounded in foundational understandings and skills, c) one who is highly developed in both habits of mind and character, and d) one who is driven by an ethic of excellence for producing work of the highest caliber. Adaptive expertise is the ability to continue developing within oneself the depth of knowledge and skills to keep up with changing technologies, methodologies and expectations in life and career, thereby remaining vital and productive (Bransford, et al, 2005). Holistic problem solving assesses all sides of a challenge and seeks balance in outcomes among stakeholders, such as the balance between social justice, ecological wisdom and economic feasibility when evaluating solutions to environmental challenges. These, among many more competencies, conceptual understandings, and skills, contribute to academic excellence and achievement..

Scholarly habits of mind and character involve the commitment to lifelong learning, commitment to excellence in high-quality work, responsibility, perseverance, ethical practices, empathy, and compassion. They also include higher order thinking, drawing evidence-based conclusions, productive collaboration, leadership, service, and stewardship. These elements of character, along with academic deeper learning, lead to the ability to produce high quality work. Furthermore, developing this ethic of excellence leads to productive and fulfilling citizenship. Cultivating these traits in our students is the most responsible action educators can take, equipping them to pursue the highest levels of success in life and work, to establish better equity among all citizens, and to further the productivity of our communities and nation.

This **Educational Philosophy** of Hayden Canyon Charter is reflected in the following beliefs:

- **All students can learn at high-levels**—Equity begins with meeting every student where they are and building within them the tools they need to succeed in each area of their learning.
- **Learning is active**—Hands-on, active, exploratory learning environments foster engagement and collaboration. Students are scientists, urban planners, historians, and activists, investigating real community problems and collaborating with peers to develop creative, actionable solutions.
- **Learning is challenging**—Students at all levels are pushed and supported to do more than they think they can, achieving proficiency and mastery in all areas of achievement. Excellence is expected in the quality of their work and thinking.
- **Learning is meaningful**—Students apply their skills and knowledge to real-world issues and problems and make positive change in their communities. They see the relevance of their learning and are motivated by understanding that learning has purpose.
- **Learning is collaborative**—School leaders, teachers, students, and families share rigorous expectations for quality work, achievement, and behavior. Trust, respect, responsibility, and positive attitudes toward learning permeate the culture. Learning

the value of others' perspectives, ideas, and ways of problem solving promotes working together toward understanding, solution-making, and creating impactful, resonant culminating work

- **Learning is public**—Through formal structures of presentation, exhibition, critique and data analysis, students and teachers build a shared vision of pathways to achievement (EL Education: Core Practices, retrieved January, 2016).

## Key Educational Design Elements, Instructional Model, and Curricula

The vision of HCC stems from the regional call for an education model that meets the needs of diverse students through a holistic and inclusive project-based learning approach. Hayden Canyon Charter's education model responds to this call and is unique among the educational opportunities and choices available for families in North Idaho. Building from HCC's **Educational Philosophy** and the **Design Principals** of EL Education schools, HCC has tailored these principles to fit the area and demographic the school serves.

The **Dimensions of Learning**, informed by these Design Principles, form the framework for implementing the EL Education model through **Core Practices**. These Core Practices are the foundation for school-wide facilitation of student-driven learning and assessment resulting in student success within the three **Domains of Achievement**:

- Mastery of Conceptual Understanding and Skills
- Scholarly Habits and Character
- High Quality Work

These Domains of Achievement are assessed using a multi-dimensional cadre of tools. The **Measurable Student Outcomes and Proficiencies** are standards-based and evaluated primarily through Mastery Based Learning rubrics. Students are held accountable to state testing protocols in every grade.

Students will be taught the foundational elements of these traits as they build the depth of understanding, character/scholarly habits, skills, and abilities of an educated person in accordance with their cognitive capacity. Student engagement in real-world issues and challenges, as a lens through which depth of understanding is constructed across all disciplines, naturally stretches students. Growth occurs when students apply depth of knowledge from math and English language into effective research, investigation, data collection, and communication of findings in science, social studies, literature, and in engineering solutions. Allowing students the freedom to explore and investigate, from math to science and the arts, creates a sense of ownership and empowerment, persevering through challenges on a mastery-based continuum.

Integrated curriculum exposes students to a wide variety of multi-disciplinary ideas related to the real-world challenges they investigate. This increases student capacity for holistic

problem solving as these ideas and concepts are discussed, debated, and considered throughout the process of discovery and constructing understanding. Integrating the arts using a variety of platforms and media increases student aptitude for creative and critical thinking, which in turn expands student innovative thinking and problem solving. Students are then assessed using mastery-based learning criteria and a variety of tools in the Student Growth and Learning Portfolio (Student GLP).

Not only is the learning model designed to meet the needs of students as individuals, but by embracing partnerships with the local Universities, community college, agencies, businesses, and corporations, bridging the gap between K-12 and these stakeholders, it also prepares students to meet the needs of the community. Capitalizing on these partnerships, as well as the unique pedagogies that promote equity through differentiation, collaboration, exploratory, and mastery-based learning, Hayden Canyon Charter's educational program is designed to foster well-rounded, motivated and involved citizens to meet the challenges of the future.

## Key Educational Design Elements

### Design Principles

The **Design Principles**, informed by EL Education, provide a foundation upon which HCC's Education Model is solidly built. They center around creating environments where engaged students become self-motivated learners, equipped to achieve proficiency or mastery in all academic targets. Students are also equipped with the characteristics and habits of mind that foster continued growth, innovative thinking, and holistic problem solving, with an ethic of excellence that prepares them for future success in life and work.

The success of Hayden Canyon Charter's mission will be directly correlated with students who exit the school with this profile, manifested in their measurable growth in all Domains of Achievement. These core values are reflected in HCC's **Design Principles**:

1. Student driven learning and construction of understanding
2. Learning environments that result in impactful ideas
3. Responsibility for learning as both a personal process of discovery and a collaborative activity
4. Opportunities to learn from challenges and persevere to successful outcomes
5. Collaboration and growth—students compete against their own personal best, not each other, growing through the collaborative process and feedback from others
6. Empathy and caring
7. Diversity and inclusion, as an overarching school focus--emphasized in heterogeneous and multi-age classroom groupings
8. A direct and respectful relationship with the natural world



9. Higher order thinking and reflection—cultivating creative and critical thinking, taking time to explore one’s own thoughts and consider ideas with other students and adults
10. Service and compassion to others

## Dimensions of Learning, Core Practices, & Domains of Achievement

Hayden Canyon Charter Design Principals are carried out through the five **Dimensions of Learning**:

- *Instruction*
- *Curriculum*
- *Assessment*
- *Culture and Character*
- *Leadership*

Each Dimension is outlined and supported in EL Education’s open source Core Practices resources. These dimensions work in tandem to drive the learning process and actualize the Design Principles in daily practice within the Domains of Achievement. These **Domains of Achievement** focus on learning and assessment resulting in academic excellence using Mastery Based Learning practices and assessments. The Domains of Achievement provide a framework for cultivating learning and assessing the mastery of:

- *Core Conceptual Understanding and Skills,*
- *Scholarly Habits and Character, and*
- *Producing High Quality Work.*

EL Education has created open source resources outlining the **Core Practices** and protocols, detailing the implementation of the Dimensions of Learning, as well as practical supports for professional development addressing each of the dimensions. Within each Dimension of Learning, there are five to ten Core Practices that represent what the expeditionary learning approach to education ideally looks like in a school and in a classroom. The Core Practices have been proven to measurably increase student outcomes in the Domains of Student Achievement by fostering student inquiry, critical thinking, and craftsmanship.

Students engage in original research and create high-quality academic products to share with outside audiences. Learning Expeditions—deep, interdisciplinary investigations of rich academic topics—are the perfect vehicle to reach proficiency and mastery of all Learning Targets. Additionally, HCC emphasizes positive school culture and community building through multi-age classrooms, service learning, crew, and the value and impact of positive relationship building.

To facilitate this vision, HCC is dedicated to maximizing the best practices outlined by the Idaho State Department of Education Mastery Education office, EL Education, The Buck

Institute (project-based learning protocols), the Smithsonian Office of Science Education, Harvard Graduate School of Education—Project Zero (promoting excellence in education and EL schools' student exemplars), Tripod, YouCubed (mathematics), and SRI International (professional learning) among others, to actualize student achievement. Guided by ongoing research in early childhood learning, best practices, and the EL Education model, HCC learning environments are structured around the belief that:

## Dimensions of Learning: Instruction

HCC believes learning best occurs in a school culture of safety, kindness, and respect with a sense of responsibility for learning. We believe active instructional practices build academic skills and student motivation as well as ownership. We believe rigorous projects must be connected to real-world needs.

### Overarching Practices:

- Classrooms are respectful, nurturing environments where students feel safe to take risks and also accept that the ideas of others may be different from their own (Berger, 2003; EL Education, 2016; Grotzer, 1998; Alberta Learning, 2004; Hand, et al, 2009).
- The teacher's role in the learning process is as facilitator and guide (Bybee, 1989; Berger, 2003; Banchi & Bell, 2008; Berliner, 2001; Minstrell & vanZee, 2000; EL Education, 2016; Grotzer, 1998).
- Most daily classroom activities include limited but focused direct or guided instruction with a combination of integrated project-based student work, hands-on investigative inquiry, and group discussion with self-directed research (National Research Council, 2004; NRC, 2012; EL Education, 2016; National Science Foundation, 2011; Penuel, et al, 2008; President's Council of Advisors on Science and Technology (PCAST), 2010).
- The teacher organizes the pacing and classroom environment to foster both individual and group work with emphasis on problem-solving, taking initiative for one's own learning, and collaboration with others, to meet or exceed standards-based targets and benchmarks (Bransford et al, 2005; Fullan, 2011; Banks et al, 2007; Berliner, 2001; Wiggins & McTighe, 2005; Shear, et al, 2011).
- Feedback, critique, revision, and presentations of final products elevate the quality and emphasize the significance of student work. Excellence is expected, and students are encouraged and supported to go beyond what they originally believed they were capable of achieving (Berger, 2003; EL Education, January 2016).

## Instructional Practices Specific to the Domains of Achievement

Based on the above framework, HCC's expeditionary educational programming is thereby grounded in the following instructional practices in each area of growth:

## **Mastery of Core Conceptual Understanding and Skills**

- Active learning through hands-on, inquiry-driven, investigations and expeditions, co-created by students and teachers, are the vehicle by which core understandings are applied in real-world context to authentic challenges and problems.
- Place-based expeditions are emphasized at every opportunity to increase student investment and ownership in the investigative, solution-seeking, research and design processes.
- Academic goals are clearly presented, discussed and “unpacked” with students to ensure focus, accountability, responsibility, and achievement.
- Integrated curriculum ensures all standards and targets are met at proficiency levels or higher, while students engage in applied math and ELA across the disciplines—science, engineering, social studies, and use of technology.
- Outdoor field work and exploration are valued as essential to the educative experience.
- Art, music, and creativity are integrated into daily work and expedition as much as any other core discipline to foster and heighten innovative and creative thinking, as well as provide opportunities for learning a variety of techniques and use of different media for creative expression.
- Tiered learning and assessment strategies foster success for students at every level, allowing for growth and enrichment.
- Lesson and work-period structure are framed within the 5E Model and guided by EL Education protocols to ensure learning is student-driven. The 5E Model guides learning through active Engagement, Exploration, Explanation led by students and guided by teachers, Evaluation and Enrichment/Elaboration.

## **Scholarly Habits and Character**

- Self-evaluation according to rubric-based guidance for character growth in areas such as integrity, tenacity, perseverance, honesty, empathy, courage, and leadership, provides opportunity for reflection and goal setting, while teacher mentorship and conferencing holds students accountable to their goals as well as grade-level expectations for growth.
- Purpose is underscored as students end the day with time in crew for discussion and reflection on the day’s goals and activities.
- Class meetings ensure that everyone’s voice is valued and issues are discussed with an aim to resolving them positively.
- Crew means we work together to encourage and support each member’s success, ensuring we all succeed.

## **Quality Work**

- Academic rigor is aligned with state standards, with many opportunities to exceed grade-level expectations as higher-order learning leads to higher-level student outcomes.

- Work periods are lively, active and productive. Students honor each other's participation and their own achievements. Through collaborative efforts, students are supported and encouraged to do more than they think they can, and improve upon their last best effort.
- Students habitually use clear success criteria to self-assess and evaluate their own work and progress toward target proficiency, as well as peer-assess others' work.
- Students are coached in the practice of providing feedback that is clear, positive and useful, and receiving feedback with an open, reflective mind and positive attitude.
- Student-led conferences increase student ownership in outcomes and in the quality of their work, amplifying their ability to communicate clearly by sharing what has been achieved; reflecting on what they would do differently; and establishing new goals for improvement in areas of challenge, as well as goals for exceeding expectations in areas of strength.
- Students are coached and mentored in the process of leading their own conferences in order to build these communication skills, to increase student reflection, as well as encourage commitment to future growth and achievement.

## Dimensions of Learning: Curriculum

HCC encompasses a holistic and integrated approach to learning in all disciplines. Curriculum is anchored in real world challenges, authentic problem-solving, and themes that will resonate with students because they are either place-based, or offer opportunities for lasting impact. While the curricular offerings at each educational level are rigorous and engaging, meeting the requirements of the State Board of Education in alignment with state and national standards, they are also designed to be enjoyable, exciting, and fun for students. Curriculum development will be an ongoing process led by the Education Director/Instructional Leader and teachers, with the approval of the Board of Directors. Much of the initial Professional Learning time, before the school year begins and during the Friday dedicated time will be devoted to increasing teacher capacity in the areas of curriculum development and implementation.

### English Language Arts

EL Education's ELA Curriculum will be used to fidelity in grades K-2. The same curriculum designed for grades 3-6 will be used either to fidelity within some units, or as a template from which teachers can select alternate reading material yet still follow the learning targets. This complete ELA curriculum comes pre-designed with expeditionary foci that are science and social studies standards driven. Tiered trade books, reference books, and literary works will be available for students to engage with collectively, as with a novel study or a group research investigation into a topic, or individually, for enjoyment and discovery.

## Mathematics

Much like the ELA curriculum, math curriculum will be evaluated based on its alignment with HCC's core values, mission and vision. For example, Singapore Math, and its companion curriculum, Dimensions Mathematics Grades K-5, as well as Open Up Resources math for grades 6-8, offer logical, standards-based sequencing of the learning targets, with an inquiry approach toward building understandings from the concrete to the abstract, using all dimensions of learning— affective, cognitive and psychomotor. Alternatively, Eureka Math provides exemplary standards-based material with online videos and interactive curriculum. To increase deeper conceptual understanding, math will be applied and dovetailed as a part of interdisciplinary learning.

## Science

Hayden Canyon Charter leaders and staff will evaluate a number of possible curricula and/or combinations of books, supplies and online materials to support standards-based expeditions at each grade level. However, EL Education's ELA curriculum includes life science units for grades K-5. Other examples of resources are theme specific trade books offered through NSTA, the Smithsonian's LASER resources, Kids Discover interactive books for iPad, and online use, Brain-Pop, National Geographic, and many others.

## Social Studies

Outside of the social studies units created by EL Education, staff and the leadership team will evaluate trade books, historical fiction, nonfiction, and primary sources that meet the need of each class' expeditionary foci for the year. The staff will determine the broad thematic arcs for each multi-grade level in a two-year rotating schedule. For example, year one in the 3rd/4th grade level may focus on pioneer life in the developing nation and the move West, while year two may focus on Idaho State History as tied to the prior learning.

## Arts

The arts in all forms are celebrated as a foundation of culture and a central aspect of learning and life at HCC. Artistic skills are understood as intelligences, and artistic achievement is valued as academic achievement. The arts build school culture and student character by emphasizing artistic thinking, authentic performance, craftsmanship, risk-taking, creativity, and a quest for beauty and meaning. The heritage of critique in the arts forms the basis for a whole-school culture of critique in all disciplines.

Arts are often used as a window into disciplinary content in other academic subjects (e.g., Ancient Greek architecture as an entry point to Ancient Greek civilization, protest songs as a case study when learning about the civil rights movement). The arts are also used as a window into diverse cultures and regions of the world.

## **Fitness and Wellness**

Experiences in the natural world, working in and appreciating nature, are a priority for students in EL schools. Physical challenges push students to pursue excellence and assume responsibility for their own learning. Teachers help students understand the connections between physical challenge and academic challenge. Crews emphasize the importance of wellness and are stewards of a climate of social and emotional safety for students. Crew meetings and school staff explicitly support the students in understanding and monitoring dangers to wellness posed by alcohol, drugs, and tobacco, as well as unhealthy relationships.

School staff will model healthy lifestyles and a healthy school culture. HCC will have priority use of the adjacent 18-acre park and playfields during school hours as well as during specified times before and after school as needed. There will be joint programs arranged between HCC and the adjacent proposed YMCA Community Center for use of the gymnasium, aquatic center, and other areas.

## **Technology**

Teachers at Hayden Canyon Charter will weave technology literacy throughout all subject areas and grade levels whenever it genuinely supports effective teaching and learning. Technology integration supports the use of hardware and software to increase computational thinking and learning, communication skills, research and evidence-based thinking, numeracy, creativity and innovation, as well as all forms of higher order thinking.

Students will become proficient in the cadre of Information and Communication Technologies (ICT) tools, resources and skill sets needed for success in life and work in the 21st Century. These ICT resources include utilizing and collaborating within Microsoft Office suite, Google apps, Prezi, Padlet, Code.org and Scratch.MIT.edu, Arduino C++, Java Script, Python, Tinkercad and 3D printing, iPad education apps, Moviemaker, and Screencasting, among others. The ideas students will actualize through the use of technology in relation to their research, innovations, creation of products and project presentations will be as varied as our students themselves.

## **Curricular Materials**

Hayden Canyon Charter School will select and employ instructional materials according to their quality and applicability to 21st century learning for all subjects and in accordance with Idaho State Law, and their alignment with the vision, mission and education model at HCC. Instructional materials will be coordinated with learning expeditions and prioritized for accuracy and appropriateness of information. Instruction will be coordinated between developmental levels as appropriate. Literature based resources will be emphasized as students explore a wide array of resources including periodicals, primary source material, chapter books, articles, excerpts, interactive software databases, and the publications of other education organizations. HCC staff will locate and adapt instructional resources. Guest

speakers from organizations, businesses, universities, as well as parents and legal guardians, and other school community members will play important roles in the authentic learning component of the education program.

### **Middle School**

The 7th and 8th grade students will be mixed in one to two classes in the first few years, depending on enrollment numbers. After the phase two building expansion, the middle school classes can also expand. Tiered learning will ensure that all students are equitably supported and challenged according to their ability levels, within each expeditionary project. Given that students may qualify for high school level courses, HCC plans to offer accelerated math opportunities, such as Algebra 1 and/or Geometry, and humanities offerings to accommodate highly capable students in each of these areas. These courses will be offered during focused math/ELA blocks that either support expeditionary learning, or enrich student experiences for growth in higher order thinking. The daily schedule will be collaboratively planned out with the staff, and employ a structure that ensures flexibility during project times and times out in field work.

## **Student Academic Achievement Standards**

### **Dimensions of Learning: Assessment**

### **Standards-based Measurable Student Outcomes & Proficiencies**

#### **Broad Education Program Goals**

The overarching goal for the education program is to cultivate within students a holistic approach to learning and achievement that employs all the elements of academic excellence, scholarly habits and character, as well as an ethic of excellence in the work they produce to be effective, useful, productive, and engaged citizens in life and work. The goals for student learning and achievement then stem from how we define an educated person, and how that manifests in student achievement in the three domains at each grade level and by the end of each grade band. By the time each student exists Hayden Canyon Charter, they should express proficiency or mastery within each Domain of Achievement as articulated for their grade level or higher.

There is a flexibility and fluidity of student performance and growth in all areas of achievement based on where each student is starting from once they enter HCC, and the measurable growth they achieve within three years of working within this model and beyond. All students are expected to reach grade-level proficiency and/or mastery levels, however the timing of these achievements may be different based on each student's needs. Grade band expectations, the goals of student learning, are clearly articulated through standards-based learning targets, and teachers work to differentiate both instruction and

assessment to scaffold students toward mastery level in every learning target by the end of each grade level or grade band.

Every element within the different Domains of Achievement is broken down into success criteria on a continuum from Beginning and Emerging, to Proficient and Mastery level expectations for each grade level/grade band. Students move through the benchmarks with the scaffolding they need to reach Mastery levels, which is the goal for every student. Students with special needs are given more time and support to meet Proficiency and Mastery levels, while students who excel overall or in certain areas are provided with higher level rubrics and objectives that meet and challenge their capacity.

### Goals, Target Benchmarks, and Outcomes in the Domains of Achievement

Hayden Canyon Charter's staff and faculty guide student learning in three **Domains of Achievement** designed to lead each student in their growth as an educated person: ***Mastery of Core Conceptual Understanding and Skills, Scholarly Habits and Character,*** and ***High Quality Student Work.*** These **Domains of Achievement** form the core of HCC's State/District Proficiency and Growth Comparison targets and Mission Specific Educational Program Goals, assessed school-wide at each grade level. These areas of achievement include the following targets for students, as well as how teachers and leaders will facilitate environments where these targets are measured and met.

#### **Mission Specific Educational Program Goals:**

##### **Goal 1—Mastery of Core Conceptual Understanding and Skills**

- ***Target 1:*** Students will demonstrate proficiency and deeper understanding by showing mastery in a body of knowledge and skills within and across disciplines.
- ***Target 2:*** Students will apply their learnings by transferring depth of knowledge, understandings and skills to novel, meaningful tasks, investigations, field work, and projects.
- ***Target 3:*** Students will think critically by analyzing, evaluating, synthesizing complex ideas, considering multiple perspectives, and employing creativity as a catalyst to innovation.
- ***Target 4:*** Students will communicate clearly by writing, speaking, and presenting ideas effectively in a variety of media within and across disciplines.

***Ties to Vision and Mission:*** The *Mastery of Knowledge and Skills* targets hold students accountable to achieve not only depth of knowledge, but elevate their achievement by focusing on transferability of learning, and applied understandings.



***Teachers and Leaders will facilitate and measure by:***

- Creating authentic learning experiences and expeditions that challenge students to go beyond knowledge level, to applied understanding; synthesizing understandings from multiple core disciplines to effectively problem solve, innovate, investigate, draw conclusions, and design solutions.
- Ensuring curriculum, instruction, and assessments are rigorous, meaningful, and aligned with standards.
- Engaging all students in daily lessons that require critical thinking about complex, worthy ideas, texts, and problems.
- Using assessment practices that position students as leaders of their own learning.
- Holding students accountable to proficiency targets, scaffolding and coaching students in strategies for reaching proficiency, mastery, and exceptional levels of performance.
- Using meaningful data for teachers and students to track progress toward learning goals.
- Analyzing data collected from multiple areas such as demographic, perceptions, student learning, and school processes, allowing for the formation of responses, actions, and programs that meet the needs of all students.
- Ensuring data collected for student learning is reflective of student achievement through a cadre of authentic assessments, teacher observations of student abilities, normed/criterion-based assessments, formative, summative, and standardized tests, as well as value added measures of growth.

***Goal 2—Scholarly Habits and Character***

- ***Target 1: Students will work to become effective learners by developing the mindsets and skills for success in college, career, and life, including initiative, responsibility, perseverance, work ethic, organization and time management strategies, and effective and productive collaboration.***
- ***Target 2: Students will work to become ethical people by treating others well and standing up for what is right. These characteristics include empathy, integrity, honesty, respect, and compassion.***
- ***Target 3: Students will contribute to a better world by putting their learning to use to improve their communities with a heart for service and responsible citizenship.***

***Ties to Vision and Mission:*** Through the ongoing cultivation of scholarly habits, self-directed learning in meaningful and holistic curriculum, and growth in traits of well-developed character, students at Hayden Canyon Charter will be better prepared as effective, engaged citizens and servant-leaders with elevated purpose, in their communities and throughout their civic life.

***Teachers and Leaders will facilitate and measure by:***

- Elevating student voice and leadership in classrooms and across the school.
- Making habits of scholarship visible across the school and in daily instruction.

- Modeling and expecting a school-wide culture of respect and compassion, holding students accountable to rise up to these expectations, and guiding the process through which conflicts can be resolved with healthy communication.
- Prioritizing social and emotional learning, along with academic learning, across the school.
- Evaluating student growth according to qualitative success criteria co-created by students and teachers, and utilized in student self-assessment, crew time, leader-student conferencing, and student-led conferences.

### ***Goal 3—High Quality Student Work***

- ***Target 1:*** Students will create complex work, demonstrating higher order thinking, multiple perspectives and transfer of understanding.
- ***Target 2:*** Students will demonstrate craftsmanship by creating work that is accurate and excellent in conception and execution.
- ***Target 3:*** Students will create authentic work by demonstrating original thinking and voice, connecting to real-world issues and formats, and when possible, creating work that is meaningful to the community beyond the school.

***Ties to Vision and Mission:*** To develop in students an ethic of excellence, pride in work, and the perseverance to produce work of the highest quality which elevates their achievement and character, as well as their purpose. Additionally, the realization that they are capable of such work instills new expectations for further accomplishments, engagement in productive citizenship, and success in life and future work.

### ***Teachers and Leaders will facilitate and measure by:***

- Designing tasks that challenge students to apply, analyze, evaluate, and create as part of their work.
- Using models of excellence, productive feedback and critique, and multiple draft opportunities to support all students in producing work of exceptional quality.
- Connecting students to the world beyond school through meaningful fieldwork, expert collaborators, research, investigation, and service learning.
- Evaluating draft and final work according to clear success criteria and encouraging students to commit to changes that will elevate the quality of the work to the next level of achievement.

## Expected Student Outcomes

### Measurable Student Education Standards

In the following tables, Hayden Canyon Charter has quantified the expected and measurable outcomes the State/District Performance and Growth Comparison targets and Domains of Achievement goals. HCC will always reach to exceed these goals. The highest priority is in elevating equity such that through individualized learning and assessment, each student is able to achieve to their highest capacity and attain their best success.

MSES	
<b>Goal 1: Evidence of Achievement in Increasing Core Conceptual Understanding, and Skills:</b>	
<b>Target 1: Students will demonstrate proficiency and deeper understanding by showing mastery in a body of knowledge and skills within and across disciplines.</b>	
<p><b>Year 1:</b></p> <ul style="list-style-type: none"> <li>● 70% of students with 90% attendance for the year will gain at least one year of academic growth and attain grade level proficiency or higher in Math and ELA state assessed benchmarks.</li> <li>☒ Students with academic accommodations or ELL status, and 90% attendance, will attain significant academic growth toward proficiency in 70% or more of all <b>grade level math and ELA targets.</b></li> </ul> <p><b>Year 2:</b></p> <ul style="list-style-type: none"> <li>● 75% of students with 90% attendance for the year, and two consecutive years of enrollment, will gain one year of academic growth and attain grade level proficiency or higher in Math and ELA state assessed benchmarks.</li> <li>● First year students with 90% attendance will meet year one benchmarks.</li> <li>➤ Students with academic accommodations or ELL status, with two consecutive years of enrollment and 90% attendance will reach proficiency in 75% or greater of grade level math and ELA targets.</li> <li>➤ First year students with academic accommodations or ELL status will meet year one benchmarks.</li> </ul> <p><b>Year 3 and beyond:</b></p> <ul style="list-style-type: none"> <li>● 80% or more of students with 90% attendance for the year, and three years consecutive enrollment, will gain one year of academic growth and attain grade level proficiency or higher in Math and ELA state assessed benchmarks.</li> <li>● Second year students with 90% attendance their second year will meet year two benchmarks</li> <li>☒ Students with academic accommodations and three years consecutive enrollment will show gains in growth toward grade level proficiency/mastery within 1.5 academic years, with a plan for meeting a year's growth consistently in one year and grade level proficiency in 85% of ELA and Math targets, no later than the student's 8<sup>th</sup> grade year.</li> </ul>	<p><b>Measurement Tools</b></p> <ul style="list-style-type: none"> <li>● iSTATION K-2</li> <li>● ISAT ELA/Alternative ISAT grades 3-8</li> <li>● ISAT math/Alternative ISAT grades 3-8</li> <li>● Pre-Post Assessments</li> <li>● Mastery Based Rubric Assessments               <ul style="list-style-type: none"> <li>○ Student Growth and Learning Portfolio</li> <li>○ Formative and Summative Assessments</li> <li>○ Expeditionary projects/products</li> </ul> </li> </ul>

MSES	
<b>Goal 1: Evidence of Achievement in Increasing Core Conceptual Understanding, and Skills:</b>	
<b>Target 2: <i>Students will apply learning by transferring depth of knowledge, understandings, and skills to novel, meaningful tasks, investigations, field work and project culminating assessments.</i></b>	
<p><b>Year 1:</b></p> <ul style="list-style-type: none"> <li>● 65% of students with 90% attendance for the year will show they can relate prior understanding to new learning and applications</li> <li>☐ Students with academic accommodations or ELL status, and 90% attendance, will attain significant academic growth toward proficiency and mastery building foundational understanding and applying depth of knowledge and skills to novel learning and applied problem solving.</li> </ul> <p><b>Year 2:</b></p> <ul style="list-style-type: none"> <li>● 70% of students with 90% attendance for the year, and two consecutive years of enrollment year will show they can relate prior understanding to new learning and applications</li> <li>● First year students with 90% attendance will meet year one benchmarks.</li> <li>☐ Students with academic accommodations or ELL status, with two consecutive years of enrollment and 90% attendance will reach proficiency and mastery building foundational understanding and applying depth of knowledge and skills to novel learning and applied problem solving.</li> <li>☐ First year students with academic accommodations or ELL status will meet year one benchmarks.</li> </ul> <p><b>Year 3 and beyond:</b></p> <ul style="list-style-type: none"> <li>● 75% of students with 90% attendance for the year, and three years consecutive enrollment will show they can relate prior understanding to new learning and applications</li> <li>● Second year students with 90% attendance their second year will meet year two benchmarks</li> <li>☐ Students with academic accommodations and three years consecutive enrollment will show grade level proficiency in 80% of Target 2 benchmarks by year 3 and proficiency or mastery in 90% of Target 2 benchmarks by the end of their 4<sup>th</sup> year.</li> </ul>	<p><b>Measurement Tools</b></p> <ul style="list-style-type: none"> <li>● Pre-Post Assessments</li> <li>● Mastery Based Rubric Assessments               <ul style="list-style-type: none"> <li>○ Student Growth and Learning Portfolio</li> <li>○ Formative and Summative Assessments</li> <li>○ Expeditionary projects/products</li> </ul> </li> </ul>

## MSES

### Goal 1: Evidence of Achievement in Increasing Core Conceptual Understanding, and Skills:

**Target 3:** *Students will think critically by analyzing, evaluating, synthesizing complex ideas, considering multiple perspectives, and employing creativity as a catalyst to innovation.*

#### Year 1:

- 65% of students with 90% attendance for the year will show growth on a Mastery Based learning continuum in cognitively appropriate higher order thinking, as demonstrative though both qualitative and quantitative evidence.
- ☐ Students with academic accommodations or ELL status, and 90% attendance, will attain significant academic growth toward proficiency and mastery of higher order thinking within cognitively appropriate benchmarks.

#### Year 2:

- 70% of students with 90% attendance for the year, and two consecutive years of enrollment year will show growth on a Mastery Based learning continuum in cognitively appropriate higher order thinking, as demonstrative though both qualitative and quantitative evidence.
- First year students with 90% attendance will meet year one benchmarks.
- ☐ Students with academic accommodations or ELL status, with two consecutive years of enrollment and 90% attendance will show growth reaching proficiency and mastery in cognitively appropriate benchmarks.
- ☐ First year students with academic accommodations or ELL status will meet year one benchmarks.

#### Year 3 and beyond:

- 75% of students with 90% attendance for the year, and three years consecutive enrollment will demonstrate growth on a Mastery Based learning continuum in cognitively appropriate higher order thinking, as demonstrative though both qualitative and quantitative evidence.
- Second year students with 90% attendance their second year will meet year two benchmarks.
- ☐ Students with academic accommodations and three years consecutive enrollment will show grade level proficiency in 70% of Target 2 benchmarks by year 3 and proficiency or mastery in 80% of Target 3 benchmarks by the end of their 4<sup>th</sup> year.

#### Measurement Tools

- Pre-Post Assessments
- Discussion and Debate
- Public presentations
- Mastery Based Rubric Assessments
  - Student Growth and Learning Portfolio
  - Formative and Summative Assessments
  - Expeditionary projects/products

## MSES

### Goal 1: Evidence of Achievement in Increasing Core Conceptual Understanding, and Skills:

**Target 4:** *Students will communicate clearly by writing, speaking, and presenting ideas effectively in a variety of media within and across disciplines.*

#### Year 1:

- 70% of students with 90% attendance for the year will show growth on a Mastery Based Learning continuum and reach proficiency or higher in within grade-level English Language Arts standards for writing, speaking, and presenting across the disciplines, using a variety of media to showcase their ideas.
- ☐ Students with academic accommodations or ELL status, and 90% attendance, will attain significant academic growth toward proficiency and mastery of communication across the disciplines in alignment with grade-level ELA standards and appropriate cognitive expectations

#### Year 2:

- 75% of students with 90% attendance for the year, and two consecutive years of enrollment year will demonstrate growth on a Mastery Based Learning continuum and reach proficiency or higher in within grade-level English Language Arts standards for writing, speaking, and presenting across the disciplines, using a variety of media to showcase their ideas.
- First year students with 90% attendance will meet year one benchmarks.
- ☐ Students with academic accommodations or ELL status, with two consecutive years of enrollment and 90% attendance will show growth reaching proficiency and mastery in cognitively appropriate benchmarks for communication across the disciplines.
- ☐ First year students with academic accommodations or ELL status will meet year one benchmarks.

#### Year 3 and beyond:

- 80% of students with 90% attendance for the year, and three years consecutive enrollment will show growth on a Mastery Based learning continuum and reach proficiency or higher in within grade-level English Language Arts standards for writing, speaking, and presenting across the disciplines, using a variety of media to showcase their ideas.
- Second year students with 90% attendance their second year will meet year two benchmarks.
- ☐ Students with academic accommodations and three years consecutive enrollment will show grade level proficiency in 70% of Target 4 benchmarks by year 3 and proficiency or mastery in 80% of Target 3 benchmarks by the end of their 4<sup>th</sup> year.

#### Measurement Tools

- ISAT grades 3-8
- Grade level writing assessment(s)
- Pre-Post Assessments
- Discussion and Debate
- Public presentations
- Mastery Based Rubric Assessments
  - Student Growth and Learning Portfolio
  - Formative and Summative Assessments
  - Expeditionary projects/products

## MSES

### Goal 2: Evidence of Achievement in Scholarly Habits and Character:

**Target 1:** *Students will work to become effective learners by developing the mindsets and skills for success in college, career, and life, including initiative, responsibility, perseverance, work ethic, organization, time management strategies, and effective and productive collaboration.*

#### Year 1:

- 65% of students with 90% attendance for the year will show growth on a Mastery Based Learning continuum and reach proficiency or higher within grade-band targets for designated traits of scholarly habits of mind and character.
- ☐ Students with academic accommodations or ELL status, and 90% attendance, will attain significant academic growth toward proficiency and mastery for designated traits of scholarly habits of mind and character within appropriate cognitive expectations.

#### Year 2:

- 70% of students with 90% attendance for the year, and two consecutive years of enrollment year will demonstrate growth on a Mastery Based Learning continuum and reach proficiency or higher in within grade-band designated traits of scholarly habits of mind and character.
- First year students with 90% attendance will meet year one benchmarks.
- ☐ Students with academic accommodations or ELL status, with two consecutive years of enrollment and 90% attendance will show growth reaching proficiency and mastery in designated traits of scholarly habits of mind and character appropriate for individual cognitive expectations.
- ☐ First year students with academic accommodations or ELL status will meet year one benchmarks.

#### Year 3 and beyond:

- 75% of students with 90% attendance for the year, and three years consecutive enrollment will show growth on a Mastery Based learning continuum and reach proficiency or higher in within grade-band designated traits of scholarly habits of mind and character.
- 75% of second year students with 90% attendance their second year will meet year two benchmarks.
- ☐ Students with academic accommodations and three years consecutive enrollment will show grade level proficiency in 70% of Target 1 benchmarks by year 3 and proficiency or mastery in 80% of Target 3 benchmarks by the end of their 4<sup>th</sup> year.

#### Measurement Tools

- Washington State OSPI Rubric for Growth in 21<sup>st</sup> Century Competencies (modified)
- Tripod Surveys (or similar)
- Public presentations
- Mastery Based Rubric Assessments
  - Student Growth and Learning Portfolio
  - Formative and Summative Assessments
  - Expeditionary projects/products

MSES			
Goal 2: Evidence of Achievement in Scholarly Habits and Character:			
<b>Target 2:</b> <i>Students will work to become ethical people by treating others well and standing up for what is right. These characteristics include empathy, integrity, honesty, respect, and compassion.</i>			
<b>Year 1:</b> <ul style="list-style-type: none"> <li>● 80% of students with 90% attendance for the year will demonstrate traits of ethical character and growth in target characteristics.</li> <li>☐ Students with academic accommodations or ELL status, and 90% attendance, will attain significant academic growth toward proficiency and mastery for designated traits of scholarly habits of mind and character within appropriate cognitive expectations.</li> </ul>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="text-align: center; padding: 5px;">Measurement Tools</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;"> <ul style="list-style-type: none"> <li>● Teacher observation and feedback during class and crew time, field experiences, and passing/recess. (checklist and rubric based with some open-ended responses)</li> <li>● Peer feedback (checklist and rubric based during collaborative work, with some open-ended responses)</li> <li>● Student self-reflection</li> <li>● Tripod Surveys (or similar)</li> </ul> </td> </tr> </tbody> </table>	Measurement Tools	<ul style="list-style-type: none"> <li>● Teacher observation and feedback during class and crew time, field experiences, and passing/recess. (checklist and rubric based with some open-ended responses)</li> <li>● Peer feedback (checklist and rubric based during collaborative work, with some open-ended responses)</li> <li>● Student self-reflection</li> <li>● Tripod Surveys (or similar)</li> </ul>
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<b>Year 2:</b> <ul style="list-style-type: none"> <li>● 85% of students with 90% attendance for the year, and two consecutive years of enrollment year will demonstrate growth on a Mastery Based Learning continuum and reach proficiency or higher within grade-band designated traits of scholarly habits of mind and character.</li> <li>● First year students with 90% attendance will meet year one benchmarks.</li> </ul> <p>☐ Students with academic accommodations or ELL status, with two consecutive years of enrollment and 90% attendance will show growth reaching proficiency and mastery in designated traits of scholarly habits of mind and character appropriate for individual cognitive expectations.</p> <p>☐ First year students with academic accommodations or ELL status will meet year one benchmarks.</p>			
<b>Year 3 and beyond:</b> <ul style="list-style-type: none"> <li>● 90% or more of students with 90% attendance for the year, and three years consecutive enrollment will show growth on a Mastery Based learning continuum and reach proficiency or higher in within grade-band designated traits of scholarly habits of mind and character.</li> <li>● Second year students with 90% attendance their second year will meet year two benchmarks.</li> </ul> <p>☐ Students with academic accommodations and three years consecutive enrollment will show grade level proficiency in 75% of Target 1 benchmarks by year 3 and proficiency or mastery in 85% of Target 3 benchmarks by the end of their 4<sup>th</sup> year.</p>			



MSES	
<b>Goal 2: Evidence of Achievement in Scholarly Habits and Character:</b>	
<i>Target 3: Students will contribute to a better world by putting their learning to use to improve their communities with a heart for service and responsible citizenship.</i>	
<p><b>Year 1:</b></p> <ul style="list-style-type: none"> <li>● 75% of students with 90% attendance for the year will demonstrate connections with the community in tangible ways, to improve and/or heighten such societal components as social awareness and justice, ecological wisdom, economic feasibility/benefit, historical insights and applications, and innovation, among others.</li> <li>☐ Students with academic accommodations or ELL status, and 90% attendance, will attain cognitively and/or behaviorally appropriate growth in connecting with the community in tangible ways both individually and within peer groups as part of the collaborative learning process.</li> </ul>	<p><b>Measurement Tools</b></p> <ul style="list-style-type: none"> <li>● Teacher observation and feedback during class and crew time, field experiences, and passing/recess. (checklist and rubric based with some open-ended responses)</li> <li>● Student self-reflection</li> <li>● Tripod Surveys (or similar)</li> <li>● Community surveys</li> <li>● Parent Surveys and reflection regarding their student’s growth (includes some open-ended responses)</li> </ul>
<p><b>Year 2:</b></p> <ul style="list-style-type: none"> <li>● 85% of students with 90% attendance for the year, and two consecutive years of enrollment year will demonstrate connections with the community in tangible ways,</li> <li>● First year students with 90% attendance will meet year one benchmarks.</li> <li>☐ Students with academic accommodations or ELL status, with two consecutive years of enrollment and 90% attendance will attain cognitively and/or behaviorally appropriate growth in connecting with the community in tangible ways both individually and within peer groups as part of the collaborative learning process.</li> </ul>	
<p><b>Year 3 and beyond:</b></p> <ul style="list-style-type: none"> <li>● 90% of students with 90% attendance for the year, and three years consecutive enrollment will demonstrate connections with the community in tangible ways,</li> <li>● Second year students with 90% attendance their second year will meet year two benchmarks.</li> <li>☐ Students with academic accommodations and three years consecutive enrollment will attain cognitively appropriate growth in connecting with the community in tangible ways both individually and within peer groups as part of the collaborative learning process.</li> </ul>	

MSES	
<b>Goal 3: Evidence of Achievement in Producing High Quality Student Work:</b>	
<b>Target 1: <i>Students will establish and hone the capacity to create complex work, demonstrating higher order thinking, multiple perspectives, and transfer of understanding:</i></b>	
<b>Year 1:</b> <ul style="list-style-type: none"> <li>65% of students with 90% attendance for the year will attain proficiency or higher on the Mastery Based Learning rubric for High Quality Work, reflecting developmentally appropriate complexity, higher order thinking, and showing cross-cutting connections indicating deeper conceptual understanding within and between disciplines.</li> </ul>	<b>Measurement Tools</b> <ul style="list-style-type: none"> <li>Grade-level Rubric for High Quality Work</li> <li>Grade-Level/Band Descriptive Checklist for Blooms Taxonomy and Webb’s Depth of Knowledge</li> <li>Discipline Specific Heuristics with Mastery Based Rubrics</li> <li>Student Growth and Learning Portfolio</li> <li>Teacher observation and feedback during class and crew time, field experiences, and passing/recess. (checklist and rubric based with some open-ended responses)</li> <li>Student self-reflection</li> </ul>
<b>Year 2:</b> <ul style="list-style-type: none"> <li>70% of students with 90% attendance for the year, and two consecutive years of enrollment year will attain proficiency or higher on the Mastery Based Learning rubric for High Quality Work, reflecting developmentally appropriate complexity, higher order thinking, and showing cross-cutting connections indicating deeper conceptual understanding within and between disciplines.</li> <li>First year students with 90% attendance will meet year one benchmarks.</li> </ul>	
<b>Year 3 and beyond:</b> <ul style="list-style-type: none"> <li>75% of students with 90% attendance for the year, and three years consecutive enrollment will attain proficiency or higher on the Mastery Based Learning rubric for High Quality Work, reflecting developmentally appropriate complexity, higher order thinking, and showing cross-cutting connections indicating deeper conceptual understanding within and between disciplines.</li> <li>Second year students with 90% attendance their second year will meet year two benchmarks.</li> </ul>	

MSES	
<b>Goal 3: Evidence of Achievement in Producing High Quality Student Work:</b>	
<b>Target 2: <i>Students will demonstrate craftsmanship by creating work that is accurate and excellent in conception and execution:</i></b>	
<p><b>Year 1:</b></p> <ul style="list-style-type: none"> <li>75% of students with 90% attendance for the year will attain proficiency or higher on the Mastery Based Learning rubric for High Quality Work in giving and receiving concise, useful, and specific feedback and critique, revising work to reflect improvement at each iteration, and showcasing proficiency in craftsmanship by the final draft or version of work in accordance with cognitive/language expectations.</li> </ul> <p><b>Year 2:</b></p> <ul style="list-style-type: none"> <li>80% of students with 90% attendance for the year, and two consecutive years of enrollment year will attain proficiency or higher on the Mastery Based Learning rubric for High Quality Work in giving and receiving concise, useful, and specific feedback and critique, revising work to reflect improvement at each iteration, and showcasing proficiency in craftsmanship by the final draft or version of work in accordance with cognitive/language expectations.</li> <li>First year students with 90% attendance will meet year one benchmarks.</li> </ul> <p><b>Year 3 and beyond:</b></p> <ul style="list-style-type: none"> <li>85% or more of students with 90% attendance for the year, and three years consecutive enrollment will attain proficiency or higher on the Mastery Based Learning rubric for High Quality Work in giving and receiving concise, useful, and specific feedback and critique, revising work to reflect improvement at each iteration, and showcasing proficiency in craftsmanship by the final draft or version of work in accordance with cognitive/language expectations.</li> <li>Second year students with 90% attendance their second year will meet year two benchmarks.</li> </ul>	<p><b>Measurement Tools</b></p> <ul style="list-style-type: none"> <li>Grade-level Rubric for High Quality Work</li> <li>Grade-Level/Band Descriptive Checklist for Blooms Taxonomy and Webb’s Depth of Knowledge</li> <li>Discipline Specific Heuristics with Mastery Based Rubrics</li> <li>Student Growth and Learning Portfolio</li> <li>Teacher observation and feedback during class and crew time, field experiences, and passing/recess. (checklist and rubric based with some open-ended responses)</li> <li>Student self-reflection</li> </ul>

MSES	
<b>Goal 3: Evidence of Achievement in Producing High Quality Student Work:</b>	
<b>Target 3: <i>Students will create authentic work by demonstrating original thinking and voice, connecting to real-world issues and formats, and when possible, creating work that is meaningful to the community beyond the school:</i></b>	
<b>Year 1:</b>	<b>Measurement Tools</b>
<b>Year 2:</b>	
<b>Year 3 and beyond:</b>	

- 75% of students with 90% attendance for the year will attain proficiency or higher on the Mastery Based Learning rubric for High Quality Work by creating authentic work demonstrating original thinking and voice, with cognitively appropriate growth in applied creative and critical thinking.

- 80% of students with 90% attendance for the year, and two consecutive years of enrollment year will attain proficiency or higher on the Mastery Based Learning rubric for High Quality Work by creating authentic work demonstrating original thinking and voice, with cognitively appropriate growth in applied creative and critical thinking.
- First year students with 90% attendance will meet year one benchmarks.

- 85% or more of students with 90% attendance for the year, and three years consecutive enrollment will attain proficiency or higher on the Mastery Based Learning rubric for High Quality Work by creating authentic work demonstrating original thinking and voice, with cognitively appropriate growth in applied creative and critical thinking.
- Second year students with 90% attendance their second year will meet year two benchmarks.

- Grade-level Rubric for High Quality Work
- Grade-Level/Band Descriptive Checklist for Blooms Taxonomy and Webb's Depth of Knowledge
- Discipline Specific Heuristics with Mastery Based Rubrics
- Student Growth and Learning Portfolio
- Teacher observation and feedback during class and crew time, field experiences, and passing/recess. (checklist and rubric based with some open-ended responses)
- Student self-reflection

## Methods of Measurement and Assessment

HCC will use a cadre of measurement tools, including but not limited to formative, summative, and performance assessments, rubrics, standardized assessment of achievement and value-added assessment to measure student growth in relation to teaching and learning. Value-added assessment identifies the progress made by individual students, against their last performance, and the extent to which individual teachers and our school have contributed to that progress. Predictions are made about the amount of growth students are likely to make in a given year based on reviewing test score gains from previous grades. ISAT scores from the year prior will be used along with formative assessments including pre-tests, open-ended questions with written and discussion components, to establish baselines for student growth.

Rubrics will be the predominant evaluation tool for projects, investigations, field work, presentations and overall expedition scoring as well as for Core Targets as they are excellent tools for measuring both growth and achievement. Understandably, rubric creation is a time-consuming approach to creating assessments, but one that has proven to be a best practice in authentic assessment and in effectiveness for increasing student achievement (Wiggins & McTighe, 2002; Hattie, 2010).

Harvard Graduate School of Education and EL Education have released a number of open source materials as practical guides for creating effective rubrics with students and evaluating student work through the lens of the rubric. These resources will guide and inform staff development of grade level, discipline specific content knowledge and skills targets, success criteria for scholarly habits and character, as well as criteria for generating high quality work. These forms of assessment and evaluation support the actualization of HCC's Educational Goals and MSES. Resources include, but are not limited to: Models of Excellence (Harvard curated exemplars), "Creating Rubrics" guidelines, "Quality Work Protocol," "Authentic Products Aligned to CCS ELA Writing," "Protocols for Using Student Exemplars to Improve Teaching and Learning," and the EQUIP Student Work Protocol.

Students who reach proficiency levels before submitting final products will always be encouraged to evaluate their work and form a plan for increasing their achievement by one level or more. Mastery level and beyond (i.e., exemplary) extend the learning and offer enrichment to students who are ready for more challenge, are seeking to grow more, or are capable of learning at higher levels in one or more areas of achievement. In this way, students who are confirmed as gifted and talented, and/or demonstrate strengths in an area are afforded the opportunity to learn at the pace and level of their highest capacity in any given subject. These higher categories of achievement may include a variety of options in any given category to increase the likelihood of engagement and invigorating, but not overwhelming, challenge.

Students will work to reach proficiency by the final draft or iteration of all work, in order to move to the next higher grade level target. With multiple opportunities for feedback and revision, staff supports, and scaffolding, students will have every resource to ensure

grade-level success in all targets. Staff will decide grading norms for upper elementary and beyond, based on rubric levels. It is likely that students achieving proficiency will earn grades along the B continuum, while students earning mastery level achievement or higher will equate to A level or A+ grades. Grading scales and expectations will be decided upon by the leadership and staff at HCC and outlined in the Student Handbook.

### ***Expedition Projects***

Students participate in project-based investigations within each grade level. Since expeditions may vary in length, a timeline for assessment depends upon the completion of each expedition project. The final product includes multiple measures in order to give a more complete and accurate picture of student achievement over time, and is evaluated using a rubric created by the teacher and students that is specific to each expedition. Most expedition rubrics include multidisciplinary knowledge and skills targets, along with growth targets in scholarly habits, character, and evaluation of good work. Other target areas will typically include accuracy of content, quality of presentation, completeness, conventions of language, and other expedition specific criteria. Students will have opportunities to receive feedback and critique from peers and their teacher, self-assess, and draft multiple iterations throughout the production process until final submission.

Students should be able to predict their rubric level of achievement and overall grade by the time they submit their final product. If proficiency levels are not being reached through the normal feedback and coaching process in class, Response to Intervention (RTI) will assess and implement other strategies for supporting an individual student to success in the expedition.

Student-engaged assessment practices have the power to build student ownership of learning, focus students on reaching standards-based learning targets, and drive achievement. This approach to assessment is key to ensuring that HCC will achieve educational equity. Students continually assess and improve the quality of their work through the use of models, reflection, critique, rubrics, and work with experts.

### **Portfolios**

Throughout the course of the school year, all students at HCC will develop and maintain a portfolio of their own work. Portfolios display work that is created over the course of the year and that illustrates achievement of Idaho Core and Content Standards, learning targets, and character growth. Portfolio pieces may include, but not be limited to grade appropriate, visual, written and multimedia pieces derived from expeditionary projects, schoolwork and college/career investigations. Select formative and summative assessments showcase student growth in each discipline. Students write reflections on how their work shows evidence of their learning, and progress over time. They also prepare for formal presentations of their portfolios. Development of the portfolio is directed by a teacher and reviewed by the parents in student-led conferences.

Student work is evaluated against specific rubrics to ensure students are building skills and knowledge that indicate they are meeting or exceeding state standards in core subject areas and progression toward becoming an educated person.

Student portfolios are archives of evidence that students have met Idaho Core and Content Standards. Unlike a yearly test, which is divorced from student ownership and reflection, the portfolio provides a clear, ongoing picture for students of what the standards look like when embodied in their own work. Portfolios compel students to unpack and analyze the standards, along with their classmates and teachers, and make sense of them as related to their own learning. The passage presentation provides a synthesis of this thinking, and also directly address Idaho Core speaking and listening standards at all grade levels.

In keeping with the school's integrated curricular goals, high-quality student work will be regularly displayed in public ways within the community and open for community assessment of the means by which students have acquired, integrated, extended, refined and meaningfully used knowledge and skills measured by Idaho's required assessments (assessment of the school, not of individual students).

### **Benchmark Assessments**

Benchmark assessments will be used to monitor progress toward long term learning targets and inform instruction. Regular formative and summative assessments will be utilized to assist teachers as they help students achieve the measurable standards of achievement for HCC as well as Idaho State Core Standards. These assessments may include regular classroom Math benchmark exams, classroom Spelling exams, and Subject Area pre-and post-assessments.

Tiered assessments target student strengths in communicating understandings so that the depth of understanding can be measured independent of the skill they may currently struggle with, such as grade level reading or writing proficiency.

Teachers at HCC will conduct assessments that may include:

- Benchmark assessments used to monitor progress toward long term learning targets and inform instruction such as Observational Survey of Early Literacy (K-1)—if developmentally appropriate,
- Running Records (K-5)—Reading fluency, accuracy and comprehension,
- Core Phonics assessments, Phonological Awareness Literacy Screening (PALS) assessments, (University of Virginia)
- Math assessments—grade-level curriculum based,
- Writing Assessment based on the Northwest Regional Labs rubric for Traits of Writing,
- Content-specific unit assessments in the areas of Science and Social Studies, and Surveys.

## Standardized Testing

HCC School will participate in all state mandated testing, including the ISAT, ISAT Alt, iSTATION, WIDA-Access assessment, Science End of Course exams, SAT, and NAEP. The school will have a certified test coordinator who will oversee the testing programs and insure the testing process is followed with fidelity for all tests.

The administration and staff will coordinate testing of students during the mandated testing window by utilizing school technology resources including PC lab, mobile laptops and computer-based classrooms. The Education Director will take the lead as the testing coordinator with the help of classified and certified staff to manage the test proctoring and scheduling. All personnel involved in state testing will be trained prior to the testing window to ensure strict test proctoring.

Families and students will be educated as to the importance of measuring growth and proficiency in numerous ways. HCC believes in a robust cadre of assessment measures to show the full picture of student capacity and achievement. Students will be prepared for each type of assessment, and ownership in showcasing excellence in achievement will be embedded in school culture and cultivated on a daily basis. For state testing, students will practice sample questions in the state allowed time frame, and staff will coach students on test taking strategies, taking breaks, staying hydrated, eating a solid breakfast, lunch and snacks throughout the day. Healthy snacks and sack lunch for students who would benefit from that support will likely be provided by the PTO.

### *Student Accountability and Support for Meeting Achievement Targets*

HCC will support students and hold them accountable for meeting growth and achievement goals with the following procedures:

- Working with colleagues, teachers will identify students who are not proficient in habits of work and academic targets. They will identify the plan for immediately increasing support for each student. A student support checklist (which identifies the issues and the plan) will be completed.
- Teachers will offer students regular opportunities for self-assessment on habits of work targets and academic targets.
- If, at any time during a term, a student continues to struggle, s/he will engage in a Student Intervention Team process.
- An intervention team, which may include school leaders, teachers, and special education staff, if appropriate, will provide intensive remediation to give each student more support and time as needed for reaching targets.



## Dimensions of Learning: School Culture

Although there are many details describing protocols for ensuring an inclusive and equitable school culture in the Core Practices resources, for the sake of brevity they will be summarized in this document, and made available for the HCC community on the school's website.

The core of success in implementing HCC's Education Model is cultivating a school community built on respect, tolerance, understanding, compassion, and empathy. Students and parents will be clear on the expectations for behavior in and outside class that reflect the values and mission of the school, along with protocols when these expectations are not met. Taking ownership and responsibility for one's actions is paramount, finding healthy ways toward resolution and relationship building, as well as valuing a learning environment where equity and inclusion lead to a more rich experience are ideas staff and administration will model and implement daily.

Crew is a time for students to work out differences, reflect on the highs and lows of the day, build relationships, talk out concerns, and focus on areas for growth as well as achievements in preparation for student led conferences. It is a cornerstone for building equity and inclusivity within the school. The concept for crew evolved out of the idea that in school and life, "we are all crew, not passengers." Crew is led by grade level teachers as well as administrative leadership and other staff, in order to provide a smaller mentoring environment. These adult mentors are known as Crew Leaders, and they work with students to ensure every class and the whole school environment feels safe, secure, and is a place where all students can thrive.

## Dimensions of Learning: Leadership

Leadership at Hayden Canyon Charter is everyone's responsibility and is modeled at the highest level by the Education Director. The Education Director will be involved at every level of the school day from greeting students in the parking lot, to involvement at the classroom level, and mentorship as a Crew Leader. This modeling of excellence in leadership involves all certified and classified staff, as the entire HCC community works to develop these attributes in each student.

From a relational standpoint, the leadership team will cultivate trusting and respectful relationships with the staff to ensure everyone feels safe, valued, and trusted as a professional. The best leaders are able to give and receive constructive feedback in the process of mentoring others, facilitating growth in others while also embracing their own personal growth.

The structure of the leadership team may include a Business Director to head up the financial management of the school, when increased enrollment opens up more Administrative FTE. In order to provide the best support to staff, a Mentor Specialist, adept in expeditionary learning practices, will provide "along-side" yearlong sustained supports in

curriculum and instruction, as well as during professional learning days. The Special Education Coordinator will provide inclusion and differentiated instruction leadership, supporting the schools “push-in” model. A gifted and talented educator will liaise with the school to ensure students are challenged and supported in a myriad of ways to meet their cognitive capacities.

The leadership team will work together to create meaningful and relevant professional learning experiences during the weekly dedicated time. The team will also process and interpret data with staff, to ensure progress toward measurable student outcomes in all Dimensions of Achievement. Together with the staff, the leadership team will determine accountability measures, and classroom management protocols, based on recommendations from EL Education’s *Management in the Active Classroom* resource. Additionally, staff and leadership will co-create expeditions that fit the vision and mission of the school.

## Strategies for Effectively Serving All Students

### Special Education Services

#### Practices and Protocols for Accommodation

Hayden Canyon Charter is a public school and therefore provides a free and appropriate education to all students, including students with disabilities, and will adopt The Idaho Special Education Manual from the State Department of Education. HCC recognizes the unique needs of all children and their potential for significant educational development and will provide educational opportunities designed to meet each child’s needs. HCC will adopt Idaho State Code 33-5205(3)(r), Federal Public laws, and the Individuals with Disabilities Education Act (IDEA) guidelines regarding provisions for students with disabilities. A highly utilized learning construct within each blended classroom will be collaborative group work. This complements a “push-in” methodology of support for students with special needs. Teachers will work closely with the Special Education Coordinator to establish supports and scaffolds for students during guided, independent, and collaborative learning times.

HCC will ensure facilities are appropriately accessible for students with adaptive needs and/or disabilities, as well as all visitors to the school. The building will be equipped with one or more elevators, ramps where appropriate, and accessible bathrooms, all compliant with ADA specifications for students and adults. HCC does not discriminate on the basis of race, color, religion, national origin, sex, age, sexual identity or disability.

HCC plans to hire a Special Education Coordinator as well as a 1.0 FTE Special Education instructor for grades K-8 at projected initial enrollment of 235-241 students in year one, and increase SPED educational and classified staff FTE in accordance with increased enrollment. HCC has a SPED contingency budget for hiring one or more part-time specialists to meet the accommodation needs outlined in a student’s IEP, such as an occupational therapist or speech and language specialist, SPED transportation, and potential adaptive equipment.

The Idaho Special Education Manual will be used for identifying, evaluating, establishing programming, developing Individualized Education Program (IEP), planning for and providing an appropriate continuum of services, developing our discipline policy, budgeting, and providing transportation for special needs students, as appropriate. That HCC will meet the needs of all students will be posted publicly on the school's website under the Parent Information tab as well as the Student Handbook. HCC will disclose 1) the availability of special education services, 2) the students' right to a Free and Appropriate Education, 3) confidentiality protections, and 4) the referral process.

Special Education and related services will be provided free of charge to any student who qualifies for Special Education services per Idaho Code. Such students will be identified based on criteria established by the State of Idaho. HCC will ensure that a free appropriate public education (FAPE) is available to students who attend HCC and are eligible for special education. FAPE is determined for each individual student with a disability. FAPE will include special education in the least restrictive environment (LRE) and will include related services, supplementary aids and services, transportation, and/or assistive technology devices and services required to help the student benefit from his or her education program.

Screening of all students at HCC may include review of performance on statewide assessments, curriculum-based measures, performance on daily work in the classroom, teacher observations, hearing and vision screeners, kindergarten readiness measures and developmental milestones. Once screening has highlighted students of concern, the process of preliminary evaluation and intervention will begin as outlined within the Child Find Procedures.

## English Language Learners

Hayden Canyon Charter School is committed to ensure that English Language (EL) students quickly and effectively identified upon admission to the school. Hayden Canyon Charter will apply the federal definition of EL as defined by Title III and IX of the ESEA. Registration materials for all enrolled students will include a Home Language Survey (HLS) form that identifies first language spoken by the student in the home. The HLS will be reviewed upon return, prior to the first day of school, by an administrator who will then determine students meeting the state criteria for ELP screening. Students who meet the criteria as potential candidates for language services will then be assessed using the W-APT or current Idaho ELL assessment, for potential placement into a language program. The test assesses the student's proficiency in the domains of Speaking/Listening, Reading, and Writing. Placement decisions for new English Language students will be based on W-APT standards.

**Identification and assessment of English Language students will be completed within 30 days of the opening of school. Once this process is complete, EL students will be placed with appropriate supports within two weeks.**

HCC will primarily consider the "Push in" model as well as Co-teaching for providing services to ELs, and other models that would still fit within the vision of the school, if more extensive services are required. Based upon the needs of identified EL students, HCC will determine the best instructional approach likely blending the Natural Approach and Whole Language Approach, using Project GLAD strategies as these approaches and strategies fit best with the philosophical and integrated curriculum models used at HCC.

Based on our student EL population, the Board, administration and teachers will select curriculum and resources from the cadre that are standards-based and proven successful, which will best meet the needs of our EL students within the scope of the school's expeditionary focus. HCC will follow the WIDA ELD standards in relation to content area instruction, and provide yearly Professional Development training in these standards as well as in the instructional approach, curriculum, and resources chosen for EL support. HCC will provide, as appropriate, certified teachers to facilitate and oversee the EL program, who will also work with teachers in incorporating the WIDA ELD standards in instruction.

As with all programming at HCC, certified administrators and teachers will evaluate the efficacy of EL programming and each EL student's ELP with quantitative and qualitative data to determine that we are meeting each student's needs. Measurements such as performance assessments, formative and summative assessments, standardized tests, WIDA assessments, teacher observation and parent and student feedback will inform and drive EL program and student ELP adjustments and changes as needed.

## At-risk students

Protocols listed in the section above, ***Student Accountability and Support for Meeting Achievement Targets***, will provide the framework for meeting at risk students' needs. In the first year, Prior year ISAT scores, and early formative assessments will provide insight into students at risk for not meeting grade level benchmarks. Protocols will be in place for differentiating both learning and assessment to ensure students are able to show what they know and can do in content areas, regardless of challenges in areas such as written or oral communication. Teachers and staff will simultaneously work with students to strengthen these challenge areas, focusing on growth and building student confidence. Student engagement is primary in overcoming challenges academically. Student driven learning and assessment, with varying degrees of teacher support in both executive function and deep learning, ensure that students have the tools they need to feel in control and empowered in their learning process.

Blended ability grouping, with well-defined protocols for group interaction, places students in situations where each is a contributor and is expected to add value to the group work. Students realize that everyone has strengths and challenges, and everyone has unique ideas or diverse ways of approaching a problem that can lead to growth and understanding among their group members. This validates and increases students' sense of self-worth,

their ability to be a contributor, and willingness to give and receive input, ideas, feedback and coaching to/from others.

## Gifted and Talented Students

Based on the guiding principle that all students are capable of learning at high levels, students will be involved in multi-ability grouping many times during the school week. It is a vital civic understanding that every individual brings strengths to the community of learners; that listening to others' ideas, viewpoints, and methods can enrich everyone as well as catalyze solution-making; and the community succeeds when everyone succeeds.

During time in projects, content area learning, and exploratory classes, students with an accelerated or increased cognitive capacity in an area will be given opportunities to lean into more challenging ideas, content, or explore deeper details in expeditionary projects, within the context of their group and as individual endeavors. As well, the schedule at HCC is structured in such a way that Math and ELA occur in blocks across the grade bands, giving students opportunities to learn content at higher grade level academic standards, given they have shown completion to mastery of their own grade level benchmarks.

### Procedure for Identification

HCC will work with a certified Gifted and Talented educator from a surrounding district until student enrollment expands the capacity to hire a fulltime GT specialist. During the first year and subsequent years, all students previously identified through their school districts' protocols will remain supported with appropriate GT enrichment opportunities per their need. Prior year State ISAT scores and formative assessments given at the beginning of the year will also inform decisions to recommend students for further testing. Teachers, the GT specialist, and the school Education Director will conference with parents regarding test results and implications for learning and enrichment within HCC's education model. The Mentor Specialist will then liaise with the GT specialist and work with teachers to ensure students are provided with challenging curriculum, hands-on activities, and projects that push their highest cognitive capacities.

## Professional Development Plan

EL Education Core Practices, while inherently logical in applicability for many teachers, must still be unpacked and put into practice within the learning community of the school. Alongside internalizing the EL Core Practices (used with permission) and mastering the Protocols, remains the need for continued strengthening of content depth of knowledge (DOK) in the core disciplines of ELA, STEM, Social Studies and Health, as well as increasing confidence in discipline specific pedagogies, integration and facilitating powerful expeditionary experiences. EL education brings a holistic learning approach to the student experience in-class and in the field, encouraging and guiding a hands-on investigative inquiry approach to each expedition, as well as building essential 21st Century competencies within each student. Each of these areas must be fully developed in each educator to

maximize the effectiveness and impact of the EL model for students at Hayden Canyon Charter.

Effective and efficient professional learning is developed through creative and immersive experiences. EL Education professional learning and coaching protocols, along with support from higher learning institutions, efficiently and effectively utilize the professional learning community to create immersive experiences for teachers. The practices, protocols, content areas, and pedagogies are explored through learner-driven investigation, facilitated by leadership, and designed to simulate the experiences of the students.

A 4-day school week and Friday Professional Learning and Collaboration days allow for the time needed to work toward mastery of these protocols, as well as best practice in the classroom, lab, research and field contexts. In years one and two, to achieve proficiency in expeditionary learning practices and protocols, core discipline content and pedagogy, the following will be actualized:

- Leadership will attend one or more Professional Development opportunities for leaders between June 2018 and October 2019.
- Teachers hired in spring of 2019 will attend a 4 -5 day immersive summit covering the essentials of the Core Practices and determining the areas of focus for an August week-long professional learning opportunity, based on the Schoology.com modules.
- Applying a blended learning model, Schoology.com is the platform utilized by Idaho State Department of Education and scores of other educators as an online resource for learning through interactive modules. Hayden Canyon Charter School's leadership has created a course addressing each of the EL Core Practices, encompassing EL protocols, and grade level content as well as best practices for each discipline.
  - Each of the Core Practices is explored within a module containing video, supporting documents, online resources, questions for reflection and discussion during collaborative times, and assignments congruent with expectations for fulfilling the Idaho Master Teacher requirements
  - Content for Core Disciplines including ELA, STEM, Social Studies and Health are contained in the Instruction Core Practice module and will be unpacked throughout the year as content is also integrated into thematic arcs and expeditions
  - Pedagogical strategies in constructivist learning for each discipline are outlined, and opportunities to practice among peers are designed into each PL day.
- Module pacing determined by leaders and staff
- Each 6 hour Professional Learning day will encompass four learning focuses, interwoven throughout the day with intentionality and specificity of practices and protocols targeted. These learning focus will be chosen from:
  - Field work/Hands-on investigative inquiry with professional experts
  - EL Education Core Practices

- o Discipline specific Depth of Knowledge and best practices support
- o Pedagogical strategies support
- o Analysis of student work to establish norms of excellence and select exemplars
- o Data analysis for formative and summative evaluation
- Job embedded professional learning will occur on a weekly basis with staff collaboration times, team teaching, and the Instructional Leader (Mentor Specialist) working along-side teachers in the classroom, modeling, team teaching, videoing, providing specific feedback and mentorship.
- Teachers may choose to increase their job-embedded practice during after-school enrichment opportunities provided to students by the staff of HCC and/or the community center staff, where they can hone their skills in guiding hands-on investigative inquiry with fewer students, capitalizing on the informal learning environment.

School leaders and teachers in expeditionary schools ensure that curriculum, instruction, and assessment are tightly aligned to high standards for student achievement, including the Idaho Core and Next Gen Science Standards, and informed by Mastery Based Learning protocols developed by the state. School leaders facilitate a collaborative process for curriculum mapping that includes a comprehensive review of current practices, careful sequencing and prioritization of content, vertical alignment across grade levels, and opportunities for interdisciplinary connections. Leaders support the creation of assessment plans for all curriculum units that identify formative and summative assessments associated with standards-based learning targets. School leaders carefully monitor implementation of agreed- upon curriculum, instruction, and assessment through frequent classroom visits and feedback to teachers.

Teachers and school leaders in expeditionary schools collect and analyze data to understand student achievement, assess teaching practices, and make informed decisions about instruction. Data inquiry teams analyze and disaggregate various data to determine patterns of performance. These teams emphasize collaborative inquiry as the keystone for productive data use. They use multiple sources of data, including and going beyond test scores (e.g., classroom assessments, student work, student engagement indicators). Hayden Canyon Charter will invest in the capacity of every teacher to access, understand, and use data effectively.

Expeditionary school leaders encourage school staff, families, and community members to assume leadership roles in their areas of expertise. Supported by a leadership team, they maintain focus on teaching and learning even as they manage other responsibilities. All stakeholders engage in data-based conversations linked to school improvement, and the school uses a clear process for making, communicating, and implementing decisions.

## **Evaluation of Teachers**

The Education Director will be responsible for the evaluation of HCC staff. The Education Director and staff will be using the Charlotte Danielson Model for staff and peer evaluation, among other tools, dovetailed with EL practices and protocols. The process of developing criteria and procedures for certificated personnel evaluation will allow opportunities for input from those affected by the evaluation; i.e., trustees, administrators and teachers. If a teacher is deemed to be underperforming, support will be given to him/her by a team composed of the Education Director, Instructional Leader, and a . In all cases, teacher performance shall be linked to continued employment at HCC.

### **Evaluation of Education Director**

The Board shall delineate the duties of the Instructional Director and shall use them as the basis for evaluating the Instructional Director's performance. IDAPA 08.02.02.120, or current state code.

The Board will annually evaluate the performance of the Instructional Director, using standards and objectives developed by the HCCSEL Board supported by EL philosophy and principles. The evaluation criteria will be consistent with HCCSEL's mission and goal statements and guided by leadership rubrics such as Marzano Research Laboratory: Marzano Principal Evaluation System. The Marzano School Leader Evaluation Model provides principals and administrators with strategies and tools to empower their teachers, so leaders and teachers can focus together on the ultimate objective: improving student learning.



# Financial and Facilities Plan

## Legal Status

Hayden Canyon Charter School, Inc. (HCC), a nonprofit corporation, dba Hayden Canyon Charter, is registered in the State of Idaho, Department of State, organized exclusively for educational purposes under Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provisions of any future federal income tax code. In this document, the Charter School is the petitioning entity and is referred to as HCC. HCC has been granted status as its own LEA by the Idaho State Department of Education, and as such, will be responsible for all programs, finances, reporting, and monitoring. Hayden Canyon Charter's School Organization number is 508, and the School Number is 1411, effective July 1 of the opening year, 2020.

The Hayden Canyon Charter Articles of Incorporation and By-laws are included in this document in **Appendix B**.

## Operations

HCC's planned location is at 13782 N. Government Way, Hayden, Idaho 83835, see **Appendix F**.

HCC's initial enrollment will be approximately 276 students in grades K-8. The school will utilize modular double classroom portables in years 1-3. Plans are in place to continue expanding the school's capacity through a permanent brick and mortar facility, building two phases simultaneously, and adding a third phase later, to accommodate approximately 730 students as growth permits. There is a fourth phase option to expand the facility if needed and practicable, increasing the capacity to 840. These options accommodate for growth in the surrounding areas already designated for residential development over the next ten years. These students will primarily reside within (but not limited to) the city limits of Hayden, Hayden Lake, Rathdrum, and the surrounding Garwood and Chilco neighborhoods. HCC will be situated on land in the Hayden Canyon Community that has been donated to the nonprofit Hayden Canyon Institute for Community. It will have a primary attendance area that is approximately sixteen square miles surrounding the school. The map is included in **Appendix F**.

The proposed facility for Hayden Canyon Charter will be located within Hayden Canyon Development's 33-acre Community Campus along with a proposed Community Center which will be shared with other community agencies (such as the YMCA), an 18.5-acre Community Park, and a Sheriff Department Sub- Station. The Community Campus site is in addition to more than 250 acres of permanent open space to which HCC students will

have access. Information on the temporary and permanent facility options are included in Appendix A6.

The initial temporary facility option described in **Appendix A** is to utilize modular buildings on this site for three years. This is to ensure doors can open on-time for a September 2020 start date. Upon approved underwriting, during years two and three, construction will begin on the permanent brick and mortar facility, Phases 1 and 2 will be the primary facility for HCC in year four. Included in **Appendices A and F** is a proposal from Design Space Modular Buildings, which has an extensive history of constructing, leasing and selling modular school buildings. The proposal is for used portables as a preferred option.

The HCC brick and mortar facilities will be financed, constructed and managed by a 501(c)(3) organization which has been specifically formed for this purpose and is called The Institute for Community at Hayden Canyon (IFC). It is affiliated with the National Institute for Community which was established about 20 years ago and has extensive experience in owning and managing shared-use community facilities. HCC will be the primary user of the school building based on a long-term lease/shared-use agreement. Secondary users would be able to lease portions of the building when not in use by HCC to help reduce costs for the school. These users may include organizations such as Head Start, Take Flight Early Education Pre-school, and various faith-based organizations.

HCC's responsibility to the IFC will consist of a long term-lease/shared-use agreement for its prorated share of the building mortgage and operating expenses. There is no other compensation paid by HCC to the IFC.

## Fiscal Philosophy and Spending Priorities

Hayden Canyon Charter is committed to financial solvency and responsible spending. As seen in **Appendix A**, the school prioritizes ensuring payroll, lease payments, and debt repayment are met each month with a concrete cash flow plan. Funding the education model and ensuring the funding actualizes the mission and vision of the school begins with highly qualified staff. Of equal priority, safe and appropriate facilities are essential. Third, materials to facilitate the highest levels of learning are the next spending priority within the education model. Debt retirement must be a primary focus as well, to build community credibility and ensure financial strength and health. The school is continually working to secure \$200,000 or more community and philanthropic pre-opening funding, providing liquid assets necessary to cover the placement of portables, and unforeseen costs in year one.

# Financial Management and Monitoring Plan

## Financial Management

Financial management at HCC will include a broad approach encompassing accounting, economics, and marketing, utilizing quantitative methods of measuring each. The objective of financial management is to maximize profit, even for non-profit organizations, with planning and implementation of short and long-term revenue generation and cost containment while obtaining a consistent cash flow with minimum liabilities. The Board and staff of HCC are committed to the educational success of our students, and also recognize that a successful school must also be maintained as a successful business. In this light, HCC will recruit those individuals well experienced in financial management, specifically of non-profit and educational organizations, as well as a Business Manager trained in school finance.

To ensure separation of duties, appropriate chain of command, transparency, and consistent financial management the current Business Manager and future Business Director will collaborate closely with the Board, Education Director, and staff. The Business Manager/Director will present financial statements and related reports to the Board at each meeting, and as frequently as necessary in coordination with the Education Director and staff. Until the Business Director can be staffed at full-time per the state administrative allowance and the HCC budget, the Business Manager and Education Director will coordinate and facilitate these duties.

The Board will determine revenue and expense mechanisms and maintain oversight, with implementation by the Education Director, Business Manager, and staff. Variances from Board approved revenue and expense or other budgetary benchmarks will be reviewed at each Board meeting or in a special meeting if required. Further, an annual audit by an external reporting firm will be conducted. Exceptions and discrepancies will be immediately addressed to ensure long term financial success.

## Income and Expenditures

HCC will obtain income through state apportionment, grant funds, private and public financial support, and school fundraising. Please see more detailed discussion of fundraising below. Additional income may be obtained through investment of excess cash when possible, utilizing risk averse, cash, liquid short and long-term instruments at the discretion of the HCC Board and as directed by a licensed advisor. Financial oversight of revenue source identification, fund management, and reporting will be maintained by the HCC Board with implementation and daily management by the Business Manager/Director in coordination with the Education Director and staff.

Expenditures will be maintained in the same manner with oversight by the Board, and implementation via the Education Director, Business Manager/Director, and staff.

Record keeping of income and expense transactions will be the responsibility of the Business Manager/Director, in compliance with Idaho State Code through SDE and IFARMS, as well as IRS for the Board 501(c)(3) reporting, following all necessary and appropriate guidelines. Reporting will also be made to grant authorizers, local, state, and federal educational authorities, submitted in required format and timely manner. Financial statements will be made public via paper, electronic, and other means affording full disclosure to appropriate parties.

### Assets and Liabilities (Debt)

Management of assets and liabilities is a critical aspect of overall financial success. While often cash is held as the main focus, liquid and fixed assets and the ability to purchase and manage related short and long-term debt is critical for stability and growth. HCC has prepared a Pre-Opening Budget to correspond with the Pre-Opening Timeline assuring that capital and other financial needs are addressed. In particular, cash and liquid assets have been reviewed, as well as fixed assets such as furniture, fixtures, and equipment. Although HCC will apply for all appropriate funding assistance, identification of fixed asset need and cost is critical and will be an ongoing process as enrollment increases, staff and buildings are expanded, and programs are added.

Typically, cash basis accounting would be applied to these transactions unless circumstances at HCC require change to accrual method per GAAP and IRS requirements. Cost basis valuation will be utilized unless market valuation is stipulated by related code. As with income and expense management, the BD will prepare Balance Sheet, Capital Asset Utilization, and other necessary reports for Board review. HCC will maintain a conservative approach with long term maintenance of secure assets and minimal debt.

### Cash Flow

Cash flow has been allocated per month to cover ongoing expenses such as payroll and anticipated operating costs, educational program costs, etc. These expenses are budgeted and accounted for from Pre-opening months July and August, through the month of August in year one. This is due to the fact that many staff opt in for twelve month salary disbursement, and the lease of the protables is on a twelve month cycle.

Materials requisitions and expense reports will be required of all staff members and program chairs, with cash expenditures approved in advance per budgetary stipulations and HCC Board policies. Cash flow shortfalls will be addressed immediately with the BD and ED, with Board involvement as appropriate. Cash excess will be maintained in short-term, insured cash accounts with future use at Board discretion. It is the goal of the HCC Board to maintain a minimum three-month cash reserve for operating expenses, with a six month reserve the preferred goal, and to consistently meet all payroll, vendor, and other overhead obligations in a current manner.

See **Appendix A** for all Financial and Budget Worksheets.

## Fundraising

The HCC Board of Directors, Business Manager/Director, Education Director, staff, and PTO will be proactive in researching financial opportunities including local, state, and federal grant offerings, private solicitations, public support, and events within and on behalf of the school. Board members and staff will be encouraged to forward information about all possible funding opportunities and suggestions in support of ongoing fundraising, and to encourage school-wide support and facilitation.

To date, HCC has held a successful inaugural Gala Auction, generating over \$75,000 in revenue. The Founding Board has scheduled and is planning a second annual Gala Auction for August 21, 2019, and will continue holding Gala Auctions annually. Other annual events such as student culminating project community nights and STEAM carnivals will be used to generate revenue with sponsorship opportunities, dining, and carnival tickets, among other revenue sources.

## Grant Writing Plan

Grant writing, application, and implementation is an on-going, year-round process. The Board and school leadership team will establish a grant committee, including parents, to research and manage the application process. The HCC grant plan will include identification of current and possible local, state, national, and federal grant opportunities. Within this process the Board, Education Director, and Business Manager/Director, and committee will establish a working database documenting grant type, application deadlines, scope of work requirements, implementation requirements, fund draw-down timing and amounts, tracking of in-kind requirements if any, and supplementary reporting requirements and deadlines to reflect use of funds. Grants will be chosen based upon best use for the students and continuing financial stability of HCC. Of particular focus and priority, the Founding Board and Education Director will also prepare a proposal for the BLUUM Foundation during the spring grant cycle in 2020.

National and federal level grants will be researched online and via [www.grantwatch.com](http://www.grantwatch.com), as well as the federal grant repository found at [www.grants.gov](http://www.grants.gov). This site lists thousands of federal level grants, covering many industries, scope of work, application and funding requirements. State grant opportunities will be sought through the Department of Education, Idaho Department of Lands, Idaho Parks and Recreation, and other applicable sources based upon our unique location and specific mission.

Teachers will be encouraged to access funding opportunities for educators such as Donors Choose, to bolster their in-class supplies for expeditions.

## Private and Public Support

Financial support will be solicited via local businesses and private individuals. We respect that many worthy organizations ask for financial support, and that private/public funds are at times limited. However, there is also great support for education in north Idaho, particularly for alternative or charter schools. As a result, we feel that a well-planned, reasonable fundraising campaign would be both appropriate and successful without over-reaching our supporters.

Currently, donations for sponsoring a classroom are being solicited and have been accepted from community members, families, businesses, and organizations. Companies including Costco, Wal-Mart, Best Buy, Kootenai County Literacy Program, Kootenai County Library System, and Microsoft Products Donation Program among others have been contacted to begin the donation process.

## Annual Audit Plan

Each year, HCC will hire an independent certified public accountant, adept in school finance, to conduct an independent audit that complies with state mandated requirements. Upon completion of the audit, the Board will review the audit report and findings. A copy of the audit report will be submitted to the authorizing entity and the State Department of Education. Annual audit and financial compliance will be completed pursuant to all relevant Idaho State code sections.

## Financial Reporting

HCC will comply with the financial reporting requirements of relevant Idaho Code sections including timely, web-based listings of expenditures. Within one-hundred twenty (120) days from the last day of each fiscal year, the Board will prepare and publish an annual statement of financial condition and report of the school as of the end of such fiscal year in a form prescribed by the State Superintendent of Public Instruction pursuant to Idaho Code. Such annual statements shall include, but not be limited to, the amounts of money budgeted and received and from what sources, and the amounts budgeted and expended for salaries and other expenses by category. The annual statement will be submitted to the State Department of Education as required by law.

The school shall place copies of all teacher contracts and vendor contracts on the school website. In addition, the school will develop and maintain an expenditures website as required by Idaho Code.

Annually, HCC will file with the State Department of Education such financial and statistical reports as the SOPI may require pursuant to Idaho Code. HCC will destroy all claims or vouchers paid five years from the date the claim or voucher was canceled and paid pursuant to Idaho Code.

HCC will review the school budget frequently and, if necessary, make appropriate budget adjustments. Amended budgets shall be submitted to the State Department of Education pursuant to Idaho Code.

HCC will invest any idle monies as permitted by Section 67-1210 of the Idaho Code.

## Liability Insurance

### Civil Liability

Hayden Canyon Charter will have the same responsibilities as any other public school in matters of civil liability. The Idaho Public Charter School Commission, Idaho State Department of Education, and Lakeland School District, shall have no liability for the acts, omissions, debts or other obligations of HCC.

HCC will procure and maintain a policy of general liability insurance and errors and omissions insurance adequate to meet the requirements of state law. A copy of proof of insurance will be provided to the authorizer. HCC shall be responsible for maintaining its own insurance for liability and property loss as required by Idaho State Law. HCC shall hold harmless and indemnify the authorizer against any claim, action, loss, damage, injury, liability, cost or expense of any kind or nature, including, but not limited to, attorney's fees and court costs, arising out of the operation of HCC and/or arising out of the acts or omissions of the agents, employees, invitees or contractors of HCC.

Insurance may be provided by Moreton & Company, through their ISBA Insurance Plan. Moreton is an endorsed insurance provider to the member districts and LEAs of the Idaho School Boards Association. HCC may request other competitive insurance proposals. Upon approval, HCC will include mandating the continued maintenance of insurance policies such as Liability, Property Loss, Workers Compensation, Health, Unemployment, Officers and Directors Insurance, and Error and Omissions coverage. This insurance will provide protection from damage to HCC school properties and liability as required by law. Building and grounds insurance will be provided by the lessor. In total for staff, HCC will provide for health insurance, unemployment insurance, workers compensation insurance, and PERSI.

## Employee and Staff Qualifications and Provisions

HCC's full time and part time staff will meet or exceed qualifications required by state law. All instructional staff shall be appropriately certified teachers as required by Idaho Code. Administrators will be appropriately certified as administrators. Classified Staff will meet all federal screening requirements and meet qualifications as described, with relevant experience and training.

## Transportation and Food Service Plan

HCC plans to make transportation available to as many students as possible when practicable. HCC will adhere to all appropriate laws, rules, regulations, and policies regarding student transportation including ID Codes 33- 5205 & 33-5208. HCC has determined that initial school-funded transportation of students is not economically feasible. Discussions with transportation companies in Spokane, Boise and Montana provide estimates approaching \$10.00 per mile, substantially above the state reimbursement rate. A copy of Harlow's written cost estimate is provided in **Appendix F3**. HCC will continue to explore cost effective transportation options that are practicable, including the grant supported purchase of a school bus and the funding of a classified staff bus driver. To that end, HCC is pursuing grant funding from the BLUUM foundation in the current 2019 fall cycle, as well as other regional and national funding opportunities.

At this time, local school districts have not been willing to cost-share or commit their resources to transport HCC students.

### Student Travel for Extracurricular Activities, Field Trips, Etc.

Unless other travel arrangements are authorized, students will board a contracted bus at the school, which is designated as the point of origin for the trip, and will return to the point of origin in the bus. There will be no stops along the designated route to pick up or discharge students. The only variation allowed in this regulation is the release of students to parents in a face-to-face situation at the close of the activity before buses begin the return trip. Such release will require a signed, dated note from the parent.

### Food Service Plan

HCC will obtain free and reduced lunch (FRL) information during the registration process beginning in March, once students have been offered admission. Appropriate documentation will be gathered annually and will meet the program requirements. As a participant in the National School Lunch Program (NSLP), HCC will adopt all policies required for the operation of the program, such as a wellness policy, and follow all guidelines, Code of Ethics standards, and Procurement Policies (2 CFR 200, Allowable and Unallowable Cost Guidance in Federal Programs) regarding meals and snacks served at the school or school events.

HCC food service options will be limited until the construction of the proposed kitchen in Phase II. For the portable facilities, or Phase I of the brick and mortar, HCC has initiated discussions with Chartwell, Inc., to provide nutrition services. HCC will pursue its food service program with the option of providing nutrition to students in the first year, and will apply for the Free and Reduced Lunch reimbursement based on data collected during registration. HCC may choose one or more of the following lunch options: 1) Provide sack lunches for students who qualify for free and reduced lunch; 2) partner with



a local school district that is willing to provide food to HCC students in exchange for a fee; 3) contract with local restaurants on a rotating basis, that can offer meals according to NSLP regulations; 4) serve food appropriate for preparation in a warming-style kitchen environment.

Based upon data collected from the Free and Reduced Lunch surveys, HCC will also consider/apply to the Cold Milk and the Fresh Fruit and Veggies (FF&V) programs through the State of Idaho. The school will then make milk and FF&V available to encourage healthy eating and to provide continued energy. HCC will seek local, organic options as well as items from the HCC gardens when available.

# Board Capacity & Governance Structure

## Description of Governance Structure

HCC's organizational structure will consist of a governing Board of Directors, one to two key executive employees (Education Director and Business Director) who will serve as school leaders, as well as certified and classified staff. Additionally, influences in decision making will come from the school's Parent-Teacher Organization, Board of Advisors, and several community partnerships from higher education institutions and agencies, as well as the commercial sector. Best practices of EL Education will provide a basis for how this organizational structure will operate. See Hayden Canyon Organizational Chart in **Appendix D**.

A governing Board of Directors will provide fiduciary oversight and educational vision. The governing Board will hire staff in accordance with school needs and growth. Among the hired staff of HCC, the Business Manager/Director will ensure the financial solvency of the school, along with maintaining reporting compliance.

HCC has employed an Education Director and will employ in the future, a Business Director. HCC will initially operate with one administrator (based on state staffing allocations) and a highly qualified Curriculum and Instruction Coordinator from instructional staffing. The Education Director and C&I Coordinator will ensure the educational success of HCC students and the professional development of teachers. HCC's Education Director and C&I Coordinator will successfully develop a program combining project-based learning, teacher collaboration, and social-emotional education, as well as innovative professional learning opportunities that ensure successful leader and teacher implementation of the education program.

The Business Manager/Director is responsible for managing facilities, finances and required reporting for the school. HCC will employ administrative support staff according to needs related to reporting and information management. These responsibilities may be delegated as appropriate. The administrative, instructional and support staff will be expanded as the school's enrollment increases. An independent audit will be performed each year by an independent auditor.

The administrative team of Education Director and future Business Director shall assume broad responsibilities concerning, but not limited to:

- Curriculum, instruction, and assessment
- Instructional materials and supplies
- Resource allocation
- State charter school requirements
- Special services

- Contracted services
- Disciplinary support
- Public and media relations
- School-wide community building
- Business and community partnerships
- Professional development
- Employment and personnel issues
- Enrollment and attendance
- Staff evaluations
- Facility conditions
- School climate
- District/Board liaison
- Fiduciary responsibilities for the school

## Board Governance

HCC will be a legally and operationally independent entity, established by the nonprofit corporation's Board of Directors. The elected and appointed Board Directors will be legally accountable for the operation of the charter school. HCC commits to adhering to all federal and state laws and rules and acknowledges its responsibility for identifying essential laws and regulations and complying with them. This includes Idaho's Open Meeting and Public Records laws. The policies and procedures of the Board will be directed to the administration for implementation. See By-Laws in **Appendix B**.

The governance of HCC is vested exclusively in the BOD and not with the originators of the charter. The BOD has successfully recruited new members and expanded its numbers ensuring that 'founders syndrome' will not occur. To date, only one member of the original BOD remains on the Board. Many of the past BOD remain on the BOA and provide information and insight while allowing the BOD full authority to provide changes needed or desired.

The BOD will serve as the public agents who govern the Charter. There will be not less than 5 nor more than 9 members on the Board of Directors. A list of the Board members is listed in **Appendix C**.

The HCC By-Laws have been adopted to promote and retain long-term commitment to the mission of the Charter by staggering the transition of board members so that no more than two-fifths of the BOD is replaced at any one time. While stabilizing the BOD, the annual election of a portion of its members, as stated in the By-Laws, promotes and encourages fresh perspectives and allows for changes in talents as needs change on the Board.

The BOD will make every attempt to include a balance of skills and vocations on the Board as new members are determined with the procedures set forth in the By-Laws. Desired skills

and vocations include, but are not limited to: legal expertise; financial/accounting expertise; education expertise, including administration, instruction, and special education; and business operations expertise. From the Board membership and Board of Advisors, the BOD will organize a committee to evaluate current Board needs and recruit individuals with talents in those areas to apply to fill vacancies on the BOD. Communications of Board needs will also be provided to the parent-teacher organization (PTO) who will be encouraged to provide the BOD changes that the PTO believes will be in the best interests of HCC.

Upon the resignation, removal or term expiration of a board member, the BOD will assess the needs of the Board and will recruit new candidates through a nominating committee to balance the Board to the benefit of HCC and will hold elections as per the procedures stated in the By-laws.

The Board of Directors' responsibilities include, but are not limited to:

Securing adequate and appropriate board leadership training available through the Idaho School Boards Association (ISBA) or its equivalent including but not limited to training on school finance, ethics, school governance and strategic planning. Upon approval of the Charter's transfer, the Board will evaluate its need relative to training available through ISBA and will select and enroll in the training programs in which it will participate. A similar assessment and enrollment will take place annually to ensure the Board has continuous training and stays abreast of relevant new developments. The BOD will identify areas of special needs and provide training as necessary to ensure the viability of HCC's compliance in operations and Open Meetings and Record Keeping statutes.

- Securing adequate and appropriate academic program training by utilizing monthly programs for the initial years to provide project based learning and implementation concepts.
- Aiding in the business operations of the school, including the procurement of funding and ensuring operation of the business in accordance with the requirements of the Idaho Nonprofit Corporation Act, Chapter 3, Title 30, Idaho Code.
- Monitoring and assessing the school's compliance with the provisions of its chapter under the Idaho Public Charter Schools Act, Chapter 52, Title 33, Idaho Code.
- Holding meetings which follow open meetings laws, including the posting of agendas at least 24-48 hours in advance, quorums, executive sessions procedures, board meeting frequency, etc.
- Maintaining entity records in accordance with Idaho public records laws, including keeping accurate meeting minutes, complying with public access requirements, and fulfilling any Freedom of Information Act requests for other records in accordance with the requirements of that act.
- Meeting as necessary, with one meeting serving as the annual meeting of the corporation.

## Founding Board Qualifications

Below is a list of original Founders who have made material contributions to the establishment of the HCC by giving their time, effort, energy and resources to the creation and formation of the charter, including the formation of the school and its policies, mission statement, methods and governance structure. The original founders are: Glen Lanker, Jason Ball, Cynthia Reyburn, Bonnie Russel- Hunt, Char Beach, Patrick Jones, Chris Noland, Sarah Halsted, Terry Trainer-Wright, Briana DuRocher, Joshua Dahlstrom, Jennifer Vest, Rachel Wheeler, Ryan Crandall, Vern Newby, Josh Fletcher, Amy Thompson, Conrad Underdahl, Tyson Schroeder, Dr. Amy Spoelstra, and Dave Miller.

The current Founding Board Directors include President, Joshua Dahlstrom, Vice President, Josh Fletcher, Treasurer, Jennifer Vest, Jason Ball, Ryan Crandall, Tyson Schroeder, and Amy Thompson. Additional Founders may be added up to the time of initial enrollment, by majority vote of the Board of Directors. These additional Founders may be persons, employees, or staff who contribute significantly to the development of the school in ways such as: participating as volunteers in the creation and development of the school's physical location, structures, grounds, and general campus, and by other actions, donations, and volunteer activities without which the school would not come into existence.

## Board of Directors Qualifications

Board Director qualities include alignment with the code of ethics in personal, professional and community work. Board Directors should add value to the overall skills needed on the board in one or more categories of business management, marketing, legal expertise, school financial management, education, leadership, entrepreneurship, and community networking. Board Directors should be committed to attending all regular and special meetings and trainings, including but not limited to the ISBA conference and any relevant SDE and EL Education continued professional learning opportunities. All Directors must be adept in compliance with open meeting laws.

The Board of Directors (BOD) encourages open dialog between the individual board members and the staff at HCC, within the open meeting law requirements. It is paramount, however, that the BOD's primary line of communication is with the Education Director and/or Business Director. In this relationship, the BOD and the administration team perform separate, yet complementary tasks to ensure the smooth operation of the school and the effective learning of the students.

## Board Oversight Responsibilities

The Board of Directors' responsibilities include, but are not limited to:

- Securing adequate and appropriate board leadership training available through the Idaho School Boards Association or its equivalent.

- o Training will include, but not limited to, training on school finance, ethics, school governance and strategic planning.
- o Upon approval of the HCC's charter, the Board will evaluate its needs relative to training available through ISBA and will select and enroll in the training program in which it will participate.
- o A similar assessment and enrollment will take place annually to ensure the Board has continuous training and stays abreast of relevant new developments.
- o Should the Board identify areas of deficiency that cannot be addressed through training provided by ISBA or other qualified organizations, the Board of Directors will arrange specialized training relative to those areas, including if necessary, training relative to Idaho's open meeting laws and public records laws so as to ensure compliance with such laws in the Board of Directors' administration of the HCC's business.
- Securing adequate and appropriate Academic Program training by participating in training provided by the leadership team and/or its equivalent.
- Aiding in the business operations of the school, including the procurement of funding and ensuring operation of the business in accordance with the requirements of the Idaho Nonprofit Corporation Act, Chapter 3, Title 30, Idaho Code.
- Monitoring and assessing the school's compliance with the provisions of its charter under the Idaho Public Charter Schools Act, Chapter 52, Title 33, Idaho Code.
- Holding meetings which follow open meetings laws, including the posting of agendas at least 24- 48 hours in advance, quorums, executive session procedures, board meeting frequency, etc.
- Maintaining entity records in accordance with Idaho public record laws, including keeping accurate meeting minutes, complying with public access requirements, and fulfilling any Freedom of Information Act requests for other records in accordance with the requirements of that act.
- Meeting as necessary, with one meeting serving as the annual meeting of the corporation.

In addition to the BOD, HCC's Board of Advisors (BOA) will provide invaluable strategic expertise and support. Its members are available to provide important input in many vital areas including: special education; facility design & construction; public relations & community support; fundraising; performing and fine arts; athletic and other extracurricular activities; helping to facilitate learning expeditions; community service opportunities; technology; business and entrepreneurship; and collaboration with secondary education providers, just to name a few. An example of the latter is the relationship with the University of Idaho as described in their letter in **Appendix F3**. The BOA will also be an important resource for developing community education partnerships and sharing potential career opportunities with HCC students as visiting mentors.

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## Transition Plan

The Founding Board will transition to the Operating Board of between five and nine (5-9) Directors.. The number of directors may be changed according to the by-laws and following representation shall be adjusted to comport with the number of directors. This transition shall occur at the first annual meeting following the opening of the school.

The By-Laws have been adopted to promote and retain long-term commitment to the mission of HCC. This includes staggering the terms of election so that less than a majority of directors is elected in any one year. This process still provides for the promotion of fresh ideas and energies to the BOD.

By a vote of the Board, the four (4) directors with the highest number of votes will be designated as Board Appointed Directors A, B, C, and D with the directors receiving the highest two vote counts filling Positions A and D, the director with the third highest vote count filling Position B, and the directors with the fourth highest vote count filling Position C. The remaining directors shall be designated as Parent Representative Directors E, F, G, H, and I and will be determined by lot.

Initial terms will be as follows:

Position A - three years

Position B - two years

Position C - one year

Position D - three years

Position E - two years

Position F - one year

Position G - three years

Position H - two years

Position I - one year

Subsequent terms will be for three (3) years each. As terms of the Board Appointed Directors expire (A -D) the full BOD will renew, fill, or replace directors with persons having strengths that will be most beneficial to the needs of the Board. Two-thirds (2/3) majority of the Board is required for selection. As terms of the Parent Representative Directors expire (E - I), ballots by parents of the students shall select the persons which will provide the best representation of HCC. The BOD shall fill vacancies of the board with a two-thirds (2/3) affirmative vote. Those directors shall complete the remainder of the term and shall stand for election or approval as above. A Board Appointed Director vacancy may be filled with a Parent Representative Director.

In such instances, the new vacancy may be filled by the BOD, however, the new BOD member will be validated by ballot at the next election to fill the remainder of the term.

## Board Training and Recruitment

The Board of Directors will annually assess the strengths of the Directors and train to the needs of the Board for expertise in education, finance, operations, and public relations. The Board of Directors will require and assist each member to complete certification training regarding proper Board functions and operations. The Business Manager/Director will allocate appropriate funds to provide adequate Board training including necessary travel expenses.

Assessment and training will be provided by ISBA or comparable programs. These programs will be directed, facilitated, or self-assessed programs. The programs will provide training for board leadership, open meetings laws, business operations and school finance, funding and fundraising, records keeping, and instructional program pedagogy.

In anticipation of the need for new Directors of the Board, Hayden Canyon Charter will solicit a list of interested individuals from the community, volunteers, and collaborators in HCC education. In a collaborative effort with the HCC Parent Teacher Organization, the Hayden Chamber of Commerce, and other non-profit organizations in Kootenai County, HCC BOD will identify individuals who will help balance the skill sets needed for a strong Board of Directors. Once interested individuals have been identified, an election/selection process shall be followed as defined above.

## Ethical Standards

The authority of the Board of Directors (BOD) lies within the policies and directions provided in open public dialog and the individual members of the Board shall support the policies and directions affirmed by the Board.

The Board of Directors for HCC shall maintain a high level of integrity, perseverance and openness regarding individual actions concerning the business and operations of HCC as well as privileged information. The BOD is also expected to maintain a high level of trust and collaboration with the HCC staff, parents of HCC students, and the community at large. Upon affirmative vote of two-thirds of the BOD, an individual director may be removed from the board for failing to meet reasonable standards.

A signed copy of HCC's ethical standards for board members is included in **Appendix B**. All new directors shall agree to and sign the oath of HCC's Ethical Standards.



# Student Demand & Primary Attendance Area

## Primary Attendance Area

The Hayden Canyon Charter building site will be near 13782 N. Government Way, Hayden, ID. The primary attendance area for HCC as shown on the map in **Appendix F** will include portions of Lakeland Joint SD 272 and CDA SD 271. It encompasses existing and proposed neighborhoods in the area. A copy of the draft lease agreement is attached in **Appendix F**.

Specifically:

Starting at Boekel Road and Government Way, including Rookery Road, go east along the section line to Dodd Road and continue east including both sides of Dodd Road to Rimrock Road. Continue south to Lancaster Road, then west to Strahorn Rd, then south again to Lacey, then west to Highway 95, then north to Lancaster Road and then west to the center of section 1 (between Highway 41 and Greensferry) and then north to the BNSF right-of-way. Continue northeast to Highway 53, then east to Meyer Road, then south to the center of section 31 (between Highway 53 and Boekel Road), then east to Atlas road, then south to Boekel Road and then east to the point of beginning.

A strong tenant of HCC is the emphasis for non-motorized transportation to and from school, where possible. This objective supports lowered cost education, less overall traffic volume and increased student mobility enhancing positive health and life-style for the students, parents and community. Many parents in the region, however, already personally transport their students each day to local magnet schools, charter schools, and across the two neighboring school districts, so motorized transportation is common.

The proposed site is the best option for the type of educational plan Hayden Canyon Charter has developed. The existing donated site is also particularly cost-effective in a severely limited land market. The HCC site is located in an area of rapid growth where the closest elementary schools (Northwest Expeditionary Academy, Atlas, and Hayden Meadows) are over 2.5 miles away and have reached or surpassed capacity enrollments.

The primary attendance area includes multiple mobile home parks, established developments as well as original rural agricultural housing, resulting in a full range of socio-economic student populations. Including the new developments on record, HCC's student demographics are predicted to mirror the general student demographics of the area.

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## Student Population

Current demographics available from the Coeur d'Alene School District 271 indicate their student population consists of 88% white, 1% Hispanic/Latino, 1% American Indian/Alaska Native, 1% Black/African American and 1% Asian. An average of 44% of these students qualify for free/reduced lunch and 8% of the students receive Special Education support. Lakeland Joint School District 272 reflects much the same demographic, with 92.8% white, 3.3% Hispanic or Latino, 0.4% Asian, 0.3% Black/African American, 0.3% Native American, and 0.1% Pacific Islander. As of May 2017, over 41% of students in Lakeland qualified for free/reduced lunch with at least two elementary schools exceeding 65%. Approximately 10% of students in Kootenai County receive special education services.

## Community Need, Demand, and Market Interest

### Overall Need

Hayden Canyon Charter conducted the official lottery for the 2019-2020 school year and enrolled 276 students in grades K-8, with a wait list of 114 students. Parents and students have responded to the education model HCC offers, confident that the school will fill needs in school choice, pedagogy, school environment, regional initiatives, and capacity.

### Meeting the Needs of Families Seeking School Choice, Progressive Pedagogy, and Improved School Environment

Over 80% of parents surveyed in the HCC Family interest survey would choose Hayden Canyon Charter because of the project based, hands-on, investigative approach to learning versus traditional classroom models currently used in most North Idaho classrooms. Over 70% of parents would choose HCC based on the holistic learning approach focusing on real-world problem solving using applied math, communication, literacy skills, and science. In addition, parents frequently ask to ensure that history and social studies will be learned, and upon hearing it will be part of all grade level expeditions and curriculum, respond enthusiastically and consistently with affirmation.

Based upon parent demand, seen throughout the region, the Coeur d'Alene School District has moved toward more innovative approaches in some of the magnet elementary schools. However, schools in the district are at or over capacity and parents are seeking alternatives. Parents in the North Idaho region are seeking choices for a more tailored and whole-child approach to learning, which HCC will offer through the expeditionary model.

Through the Family Interest Survey, HCC has documented parent comments such as:

“THANK YOU for opening this school! It sounds like everything I want for my kids!!! Please let me know if there is anything we can do to help you get started!!!”

“We came to your planning meeting at the church by Hayden canyon two years ago or so. I was blown away and have been waiting anxiously to see this become a reality!!!!”

“I am excited about an opportunity for my daughter to grow in areas that aren't often viewed as valuable in the traditional school system.”

“Very interested in this school. Nice to have school choice.”

“My son's learning environment is stagnant and does not consistently engage and challenge him. We are very excited that this type of learning environment may become available to him!”

## Meeting the Need of Regional Initiatives

The community of Kootenai County has voiced a need for an alternative educational approach as evidenced by participation in the 2030 regional planning initiative, HCC expeditionary education workshops, public statements, and written feedback. The regional planning effort, entitled **CDA 2030 Implementation Plan**, articulates a community desire for alternative educational choices, as described in the foci below. Hayden Canyon Charter is fully committed to supporting the CDA 2030 vision for fulfilling these needs and increasing:

- **Diversified Schools**—The continuing development and choice of diverse educational opportunities.
- **Experiential Learning Programs**—Explore opportunities to develop an experiential learning curriculum for PreK -12 students.
- **Service Learning Programs**—Develop and promote service learning programs to link school curriculum and classes to real-world life experiences.
- **School Citizenship and Service Opportunities**—Encourage youth citizenship and service opportunities starting in the elementary schools.
- **Career Education**—Promote career education, including goal setting, entrepreneur skills, and career pathways starting from the elementary level.
- **K-16 Career Technical Education**—Create programs, projects, and curriculum that supports career technical education in K-16 education.
- **Career Professional Skills**—Teach and foster professional skills such as problem solving, public speaking, collaboration, timeliness, etiquette, professionalism, etc., for K-12 students and for those in the workforce.

Hayden Canyon Charter is designed to holistically educate students in the arts and sciences, focusing on innovative and creative thinking in design and solution making. Thereby, HCC is also committed to partnering with community stakeholders in supporting the CDA 2030 vision for education in innovation and technologies:

- **High Tech Industry Awareness, Education and Training**—Support community-wide programs in schools to increase awareness, education, and training opportunities for the development of high tech industries in Coeur d’Alene.
- **Promote Robotics & Engineering**—Promote Coeur d’Alene as a center for robotics excellence, encourage efforts to include robotics in curricula, develop expertise in this area, support robotics technology in local businesses, and promote community awareness of robotics and software engineering (CDA 2030, 2015).

## Meeting the Need to Reduce Overcrowding and Increase Capacity

The primary zone boundary of HCC extends into both Lakeland and Coeur d’Alene School districts where development is skyrocketing and schools are exceeding capacities. Hayden Canyon Charter provides a public school of choice within one to two miles of these neighborhoods and existing schools, and a capacity for over 800 students within a 10-15 year growth plan. Even though the site is within the Lakeland School District, most of the closest schools are in the Coeur d’Alene District and their enrollment is currently at or beyond capacity.

The Coeur d’Alene district has chosen to develop a magnet school model in many of its schools, requiring families who cross elementary attendance areas to provide transportation for their students to the desired magnet school. Despite this, interest is so high that most of the magnet schools have wait lists for each grade. Currently the district is seeking other possible solutions to overcrowding, because population growth is outpacing the district’s capacity to build new schools.

At the time of this application, the over-capacity of the four northern elementary schools in District 271 is greater than HCC’s expected enrollment for the first five years of operation of HCC. District 271 predicts that the capacity of all elementary portable classrooms will be filled this year. At this time, District 271 is exploring ways to offset enrollment in the northern portion of the district. According to District 271 facilities assessments, a new 600 student elementary school will cost taxpayers almost \$12,500,000. This school only serves to alleviate current overcrowding. It is projected that the K-8 student population will increase by approximately 400 students in the next six years in keeping with a student growth of 340 students during the past six years. **Table 1** is a recent enrollment summary taken from District 271’s website:

**Table 1:** 2016 Coeur d'Alene School District Example Elementary Enrollment

Elementary School	Building Capacity	With Portables	Enrollment
Atlas	494	558	609
Dalton	300	N/A	408
Hayden Meadows	543	607	644
Skyway	543	735	694
Total north schools	1,880	2,220	2,355

According to an article run in the Coeur d'Alene Press March 26, 2016: "Trustee Dave Eubanks told The Press that although it would have been 'nice' if the subdivision builders contributing to the jump in the student population were required to build a school during construction, he is open to suggestions from the community on how to address the district's growth. 'As you know, some of our schools are stuffed to the rafters with kids, and we have to do something,' Eubanks said."

Bill Rutherford, a principal in the Coeur d'Alene School District, expanded on this challenge for the district in an article run April 21st, 2016, by the Coeur d'Alene Press, stating, "We're so crowded up North. The schools are just packed and we've got portable classrooms at every school. And those schools were built for 550 kids, and some of them have over 700." Additionally, on June 8th, 2016, the CDA Press documented the difficulty for the district purchasing 5 to 10-acre parcels within its boundaries, making it challenging to locate a new site for an elementary school to ease overcrowding.

The Lakeland Joint SD 272 has approximately one-half the K-12 student population as the CDA SD 271, for total combined student population of approximately 15,000 children. HCC plans to open with approximately 241 students, or 1.6% of the combined Districts' population.

The Lakeland Joint SD 272 has recently re-zoned its elementary schools to accommodate the growth that has both occurred and is expected along the south side of Rathdrum.

As shown on the map of Surrounding Public School Locations in **Appendix F**, the proposed location for HCC is at the center of a five mile diameter circle in an area where significant growth is occurring. Due to the anticipated growth in the area, the opening of HCC will not likely result in significant loss of total student enrollment in either school district.

In contrast, in an effort to offset the impact of growth from within the community and to ease the pressure of growth from other communities, the Hayden Canyon development donated over 20 acres of land, through the Hayden Canyon Institute for Community, for a school and community center. In addition, over 200 acres of green space are available for student use during school hours.

## Demand and Market Interest

The unfulfilled demand for alternative educational options is significant in the region. The North Idaho STEM Charter Academy in Rathdrum is only a few years old and already has a wait list of over 300 students. The middle school at Coeur d'Alene Charter Academy also has a significant wait list. Additionally, The Summit School in the Spokane Valley is an EL Education school which historically has a yearly waiting list of more than 300 students. This clearly indicates community and regional support for a variety of education models. HCC is positioned to provide a desired alternative educational program.

Prior to the 2019 lottery and enrollment process, Hayden Canyon Charter's student interest survey, identified over 350 families with 565 interested students, and directly indicates that parents are seeking models of proven excellence and innovative practice to prepare their students for success in an ever-changing world. The March 2019 enrollment of 276 students, with a wait list of over 114 students confirms both the need and demand for alternative education models. This is well over the anticipated application of 50% of the interested students. These parents and students primarily learned of the school through community events and word of mouth. A fully implemented marketing plan would increase those numbers significantly.

HCC is the second proposed charter with a project-based model in the area; this indicates the demand is still high in the region for such an educative approach. Parents of wait-listed students for the other regional charters may see the value of enrolling their student(s) at Hayden Canyon Charter. With over 400 students waiting for regional charter admission, even a fraction of those already vested in an alternative education model, applying for enrollment at HCC, would place an increased demand on the seats available.

In addition, over 30 qualified teachers submitted applications for K-8 positions for the fall of 2019. These teachers either specifically sought out the expeditionary model, have filled in the teacher interest survey online, or have indicated their interest as a part of the family interest survey, without any formal marketing or advertising on the part of HCC. The Education Director interviewed and selected 15 highly qualified candidates for anticipated 2020 positions. Teachers informed they were on the final list of candidates were enthusiastic about participating in professional development during the 2019-20 school year, in preparation for the fall 2020 opening.

## Enrollment Capacity

### 2019 Enrollment

Based upon the 2019 Lottery, HCC is projected to enroll between 276 and 439 students in years one through three. The initial facility plan, using modular classrooms accommodates this growth, and the future brick and mortar building, Phases 1 and 2 continues with the pattern of growth.

**Table 2** shows the ideal and maximum number of students per class. Grades 1-2, 3-4, and 7-8 are planned to be mixed grade classes.

**Table 2:** Classroom Capacity

Grade	K and/or K-1	1 or 1-2	2	3 or 3-4	4	5 or 5-6	6	7 or 7-8	8
Max. No. of Students per Classroom	26	27	27	28	28	29	29	29	29
Target number of students per classroom	21	23	24	25	25	26	26	26	26

HCC's facility, budgeting, and staffing have been planned to expand incrementally as needed to accommodate growth as it occurs, while remaining fiscally and operationally sustainable at each stage (see the table with Projected Enrollment & Building Phasing in **Appendix F** for details).

The U.S. Census Bureau estimated Kootenai County's population at 147,300 in 2014 and about 157,000 by 2020 (source: the Fall 2015 edition of *The Real Estate Report* by the

Spokane-Kootenai Real Estate Research Committee). As shown in the Population Map in Appendix I, the estimated population within a five-mile radius of the proposed HCC site was 46,000 as of 2015 and 126,000 within a 10-mile radius, which represents about 85% of the total population in the county (JP Stravens & Associates).

In addition, the City of Hayden's population has grown at an average annual rate of 3.6% over the last 15 years, and its future growth rate is estimated to be at least 2.5% per year over the next 20 years. This is higher than Kootenai County's average of 1.6% per year since 2010 and equates to an estimated need for approximately 2,000 new housing units in Hayden alone over the next 20 years (Valbridge Property Advisors, Oct., 2014).

The surrounding Hayden Canyon neighborhood will add an average of 90-120 housing units per year over its 15 to 20 year buildout, for a total of 1,820 units. At an estimated ratio of 0.4 elementary and middle school students per household, that equates to a total of over 700 students. Due to the significant growth rate in the area apart from Hayden Canyon, as stated in the Need section,, there is sufficient demand to fill the school upon opening, and for several years after, independent of enrollment from the Hayden Canyon community. However, the facilities plan meets the anticipated growth in enrollment from within the primary attendance zone so that students within the community have access to the school.

## Strategies for Enrolling Underserved Families

To increase the likelihood that a diverse demographic of students can be served at HCC, every effort is being made to reach out to areas of lower-income and underserved populations. Many of the cities within the two districts have significant percentages of students who qualify for Free and Reduced Lunch, with John Brown Elementary of Lakeland Joint SD 272 school at over 80%. Therefore, it is in HCC's strategic plan to help reduce strain on families desiring such an education for their student, but who may be challenged by transportation, providing meals, or having a safe place for their student before and after school. HCC has drafted several options for busing as soon as it is practicable. HCC has several options outlined for providing sack lunches for students who qualify for free and reduced lunch prior to the completion of the warming kitchen in Phase II of the building plan.

In preparation for a four-day school week, parents were asked through an online survey to select options that would serve their families best "before and after school," as well as Friday childcare opportunities on-site. The program, known as Before and After School Enrichment (BASE), was piloted successfully by the Lakeland School District. BASE is both self-funded and federally funded. Trained professionals provide care and academic enrichment opportunities at school from 6 am to the start of school, after school until 6 pm, and all day from 6 am-6 pm on non-school days, such as Fridays at HCC, and some holidays.



Sack meals and snacks are provided by a government funded program facilitated through Chartwells. Cost for BASE is minimal compared to comparable childcare at private facilities. According to HCC's online survey, at least 75 families have shown interest in using a BASE program on Fridays, with 30 families in need of before and/or after school care during the school week. HCC will strive to institute these support systems in order to increase equitable access.

## Community Partnerships and Local Support

Hayden Canyon Charter recognizes that collaboration with other organizations will make an invaluable contribution to its ongoing success and will actively seek business arrangements and strategic partnerships with other schools, educational programs, businesses, and non-profit organizations. Refer to Appendix E for letters of interest, and other information. HCC will seek to establish relationships with multiple supportive organizations, including but not limited to:

- **The Institute for Community at Hayden Canyon**—The 501(c)(3) that will construct, own and manage the school and community center buildings.
- **EL Education, Inc.**—Although HCC will not be a contracted member of their network per their letter, they have offered to make resources available and provide as much support as possible otherwise.
- **Idaho School Board Association**—HCC has joined as a member.
- **Idaho Charter School Network**—HCC will join as a member.
- **University of Idaho**—Per UI's letter, UI is committed to working closely with and supporting HCC and making available many resources, including learning expedition opportunities and professional development.
- **The Smithsonian Environmental Research Center**—The education office at SERC has graciously offered to promote classroom connectivity with senior scientists via web-conferencing and blogging.
- **Department of Environmental Quality, IdaH2O, Bureau of Reclamation and other agencies**—Board members have established relationships with faculty and staff tasked for outreach, who are committed to engaging with students and teachers in field work.
- These charter schools have generously offered advice and support: **Anser, Palouse Prairie, Coeur d'Alene Charter, Sandpoint Charter, Sage International**, and also **Summit EL School** in the Spokane Valley.
- **The YMCA**—will work closely with HCC on many programs which will be beneficial for the students, especially in fitness and recreation. The YMCA will also be a great option for families at times when school is not in session.
- **Head Start**—will work with HCC in leasing available classroom space in the facility and be a potential source of new HCC students.

- **Take Flight Early Learning Preschool**—Their program is similar to expeditionary learning and they will also look into leasing classrooms in the brick and mortar building. .
- **Enable, Inc.**—An equestrian therapeutic riding center, serving at risk and special needs children which will utilize the existing equestrian center in Hayden Canyon.
- **Champions College**—A private performing arts college that is interested in locating a branch campus in Hayden Canyon’s Village Center. They also operate an after school performing arts program for elementary students called Championeers, which teaches valuable lessons regarding leadership, character development, bullying, and suicide prevention, etc.
- **Gem Community Citizens Project Group/Hayden Senior Center/Jumping Beans Mobile Food Bank**—The center’s food bank can benefit from produce contributed from the school’s community garden. For several years, a fun run to raise funds for the food bank has been held at Hayden Canyon. Seniors have volunteered to mentor students in academics.
- **Shared Roots Community Garden**—A successful non-profit community garden in downtown Coeur d’Alene will advise and assist HCC with its garden program.
- **Second Harvest**—A local food bank that will provide free seeds for the HCC community garden.
- **Running Shoes for Kids**—This is a local non-profit that also has staged family fun runs at Hayden Canyon for fundraising and increasing awareness.
- **Northwest Academy of Music**—A highly respected local music school that is supportive of HCC and interested in collaborating to provide music enrichment programs for the students.
- **Various local businesses**—There is growing support for HCC from various local business owners and community stakeholders, with examples being HCC’s Board of Advisors. HCC will continue to seek out these relationships; it has been encouraging to see the strong support for children’s and educational initiatives in this community.
- **Coeur d’Alene and Lakeland School Districts**—HCC will seek ways to collaborate with the existing local school districts where possible. An example is that the CDA District has held its high school and junior high cross-country meets at Hayden Canyon at no charge for the past few years and will continue to do so.
- **Hayden Historic Commission**—Discussions are underway with the Hayden Historic Commission to consider the feasibility of relocating the historically significant Steel Log Cabin from nearby to the Hayden Canyon open space where the Commission would then operate a history interpretive center. This would give HCC students the opportunity to learn about history in the region first-hand, especially in the 4th grade when Idaho State history is emphasized.

# Educational Leadership & Management

## General Standards of Quality

HCC has hired an Education Director with experience in strong leadership, proven success with students of all backgrounds in high growth and academic achievement, positive character development, cultivating scholarly habits of mind, and developing and implementing an ethic of excellence in high quality work. The Education Director for Hayden Canyon Charter will fill the role of principal for the entire K-8 school, with the ability to lead as the school expands to high school. The Education Director is expected to model and promote a school culture of respect, understanding, and encouragement among all ages, from all backgrounds. HCC is situated in an area of vast socio-economic differences, and a primary focus of the school is increasing equity among all learners.

The Education Director will model the Core Practices and values HCC is built upon, and facilitate them within the school, based upon the work plan designed cooperatively by the leadership team and approved by the HCC Board. Relationship building is paramount in any school, and is a primary focus for leadership at HCC with students, staff, parents, the Board, and the community. It is vital the Education Director establishes trust, and a relationship that is welcoming of feedback from staff and parents. Given that project based learning lends itself to community based culminating events, where student work is showcased, the Education Director should be adept and comfortable organizing and running such events, reaching out to community stakeholders, and promoting collaboration with school staff, students, and community experts. Additionally, the Education Director will work directly with the HCC Board of Directors to drive fiscal decision-making, spearhead fundraising, build cooperative community stakeholder relationships, hire and develop staff, and ensure the safety and well-being of staff and students.

## Leadership Team

HCC's leadership team is overseen by the Board of Directors ensuring the overall alignment of decisions with the school's core values and mission, as well as fiscal responsibility are upheld. Hayden Canyon Charter has hired an Education Director with over 12 years of experience as a school principal and superintendent of a small school district. She also has 20 years experience teaching in a low socio-economic school providing HCC with a leader whom will ensure equity among all learners, model the Core Practices and values HCC is built upon, and facilitate them within the school.

As part of the leadership team, HCC plans to hire a Business Manager/Director to ensure fiscal solvency, maintain accurate record keeping, prepare all required budget reports, and communicate with the Board of Directors. Other members of the leadership team will be a Curriculum & Instruction Coordinator, whom will mentor and support teaching staff and

provide professional development to the staff on Fridays, as well as a Special Education Coordinator to oversee our Special Education department. This leadership team will work closely with the Board of Directors and the school's Certified staff, which will include mentor leaders, adept in expeditionary learning methodologies. (**Appendix D**).

### Evaluation of Education Director

The Board will delineate the duties of the Instructional Director and shall use them as the basis for evaluating the Instructional Director's performance. IDAPA 08.02.02.120, or current state code.

The Board will annually evaluate the performance of the Education Director, using standards and objectives developed by the HCC Board supported by EL philosophy and principles. The evaluation criteria will be consistent with HCCS's mission and goal statements and guided by leadership rubrics such as Marzano Research Laboratory: Marzano Principal Evaluation System. The Marzano School Leader Evaluation Model provides principals and administrators with strategies and tools to empower their teachers, so leaders and teachers can focus together on the ultimate objective: improving student learning.