

Idaho College and Career Readiness Academy

School Opening – 2014

Attendance Area: Statewide

Physical Location: Meridian, Idaho

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IDCCRA Authorized Representative:

Monti Pittman

6200 N. Meeker Place

Boise, ID 83713

Phone: 208-570-3416

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Tab 1

Vision, Mission, Legal Status

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Mission

IDCCRA is a virtual career-technical education charter school that provides an occupational sequence of instruction that will prepare Idaho students to obtain the necessary technical skills needed to succeed.

Vision

To create a virtual career-technical education charter school which will provide an appropriately sequenced curriculum that will equip the student with the foundational academic and technical skills to enable them to pursue post-secondary education, achieve occupational certifications, or enter directly into the work force.

The school's focus on career-technical education will:

- Provide an alternative to academic virtual schools
- Provide career pathways to students who are:
 - Geographically Dispersed
 - Academically Deficient
 - At Risk and Underserved
- Provide Idaho industries with educated and employment ready individuals.

Goals

- IDCCRA students will be proficient in the core academic subjects of reading, language arts, and math.
- IDCCRA students will achieve career-technical occupational proficiency based on industry standards.
- IDCCRA will provide online instruction in the core and technical subjects.
- IDCCRA students will achieve academic growth necessary to reach proficiency and will be provided with additional academic support services.

The goals were listed here for convenience, but are also listed in Tab 3 where required.

Executive Summary

Essential to any successful society is an educated and trained workforce. Within the U.S. however, there is growing evidence of a "skills gap" in which many young adults lack the skills needed for high demand, high skilled, and high wage jobs. Economic reports estimate that about half of the jobs that will be available in the coming years will require technical education and training. Most of these skills can be obtained with advance technical courses in high school or technical certificates or two year degrees from technical colleges.

In order to meet the labor needs of Idaho business and industries, the Idaho College and Career Readiness Academy (IDCCRA) board intends to create a quality virtual charter school that uses technology to connect academically at risk, underserved, or geographically dispersed students in Idaho in a 21st century learning community focused on academic and technical results. The IDCCRA team of highly qualified staff, in collaborating with parents and business and industry representatives, will strive for student mastery of a rigorous, research-based curriculum aligned to Idaho academic and technical standards. This unique program will put public school

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accountability, teacher competence, and meaningful parent/adult involvement at the center of student learning.

IDCCRA will provide a high-quality, innovative, and effective individualized virtual charter school education to students who, for a variety of reasons, choose to be, or must be, educated in a virtual school setting.

IDCCRA course offerings will allow students to explore and focus on occupations of interest. These programs will have the capacity to enrich a student's educational experience while maximizing their ability to be successful within the community and work force. Successful completion of these courses will:

- Provide students the foundation to be successful in pursuing post-secondary occupational certifications
- Provide the career and technical skills required to be marketable in Idaho business and Industry
- Provide work skills required to be successful on the job.

To guide students towards academic success, IDCCRA will require all students to attend an enrollment meeting that will include the creation of an Individualized Learning Plan (ILP). Through development of the ILP and counseling, students will create a path towards graduation and post-secondary or career options.

Hurst, Dustin. "Idaho businessmen warn of looming worker shortage." *IdahoReporter.com*. 26 Jan. 2010. Web. 5 Sept. 2013. <http://www.idahoreporter.com/2010/idaho-businessmen-warn-of-looming-worker-shortage/>

NewsUSA. "Tradesman Shortage Looms." *NewsUSA@NewsUSA.com*. 7 Aug. 2013. Web. 5 Sept. 2013. http://www.idahostatejournal.com/vac/business_and_careers/article_24d7a690-1a45-54ff-a439-4eefe1230345.html

J.A. and Kathryn Albertson Foundation. "Skills Gap Data and Reports" Jan. 2012. Web. 5 Sept. 2013. <http://www.jkaf.org/pdfs/JKAF-Skills-Gap-Data-Full-Packet.pdf>

Legal Status – Idaho Code 33-5204(1)

Idaho College and Career Readiness Academy has incorporated as a nonprofit corporation.

- See Appendix 1 for Articles of Incorporation.
- See Appendix 2 for Bylaws.

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Tab 2

Proposed Operations

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Location and Specific Attendance Area – Idaho Code 33-5205(3)(j)

The attendance boundaries will be restricted to students residing in the State of Idaho. Students from all areas of Idaho may enroll into IDCCRA.

The projected enrollment for fall 2014 will be 200 students from around Idaho in grades 9 – 12. There is no specific distribution target anticipated between grades 9, 10, 11, and 12. Based on the model we are proposing, students from any high school grade can start at IDCCRA and be successful.

So far, outreach activities articulated in Appendix 13 have been deployed. As a result of face to face and virtual presentations, 20 families have responded with an interest in attending IDCCRA. IDCCRA will continue to expand its list of interested families. Once the Charter is approved, we will activate the strategies outlined in the marketing plan in Tab 8, and fully anticipate enrolling between 200 and 250 students for the fall 2014 semester.

Proposed Operation and Potential Effects of the School – Idaho Code 33-5205(5)

Proposed Operations

IDCCRA is an Idaho non-profit organization governed by a Board of Directors pursuant to its Articles of Incorporation and Bylaws. More detail on the Governance of IDCCRA is found in Tab 5.

IDCCRA will be a statewide virtual charter school with the administrative offices located in Meridian, Idaho. The anticipated student enrollment is 200 students with a demographic representative of the students around the state.

IDCCRA intends to partner with K12 Inc. (K12) as an Education Service Provider (ESP) for the day-to-day operations of the school. K12 will provide curriculum, technology and management services pursuant to a master services agreement. K12 is a national leader in delivering virtual education products and services that benefit students in a variety of educational environments—including over 128,000 students in virtual programs in 33 states and the District of Columbia in the 2013-2014 school year. K12 is accredited through AdvancED, the world's largest education community, including such members as NCA, SACS, and NWAC. K12 is the largest national K-12 online school provider to be recognized by AdvancED. More detail on the relationship with K12 as the ESP is found in the Administrative Services section below and in Tab 10.

Potential Effects

We are aware that opening IDCCRA will have an impact on districts statewide, but this impact will be minimal. According to the Idaho State Department of Education (SDE) 2012-2013 Enrollment Summary, there were 83,611 students in the 9th – 12th grade in Idaho. The proposed enrollment for IDCCRA is 200 students in the first year which would result in a .24% reduction in school districts around Idaho. With the potential for home school student attendance, or students that have dropped out choosing to return to school, the potential impact could even be lower than one quarter percent. See Appendix 18 for a copy of the SDE FY2013 Enrollment Summary.

Facilities

IDCCRA plans to lease and if necessary, renovate an existing office space in the Treasure Valley area for the school's administrative offices. IDCCRA has received authorization to sublease space from Idaho Virtual Academy (IDVA) in the El Dorado Business Campus in

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Meridian Idaho. The address is 1695 S. Eagle Road, Suite 150. The proposed cost for Year 1 operations is \$60,000. The proposed facilities provide the space necessary. The current project coordinator occupies an office at this location and extra offices are available if needed. As a lessee, IDCCRA will ensure that the property owner/management company provides current Building Certificate of Occupancy, ADA accessibility, and Fire Inspection reports. The Building Certificate of Occupancy and the Fire inspection reports are included in Appendix IDCCRA will ensure that all facilities are in compliance with requisite codes, health, accessibility, and safety laws.

Additional facility options include:

- The Grenada Square Building – 2264 S. Bonito Way, Meridian. Up to 12,000 Sq. Ft. available to be built out to specification. Estimate in the Facilities Detail form in the Appendix is for 3000 Sq. Ft.
- The Jewel Building – 7447 W. Emerald Street, Boise. Up to 8,000 Sq. Ft. available to be built out to specification. Estimate in the Facilities Detail form in the Appendix is for 3000 Sq. Ft.

See Appendix 10 for specific facilities options.

Administrative Services

Per the K12 Inc. Services Agreement – ‘Section 3.2. Oversight of K12. The Board shall be responsible for monitoring K12’s performance under, and in compliance with, the terms of this Agreement in accordance with Applicable Law. Accordingly, the Board shall be responsible for overseeing the School’s quality, operational and financial performance and for working with the Charter Authorizer as required. K12 shall reasonably cooperate with such monitoring and oversight.’ (Appendix 6) The IDCCRA Board will evaluate the services provided by K12 annually utilizing the Service Provider Evaluation Tool found in Appendix 6.

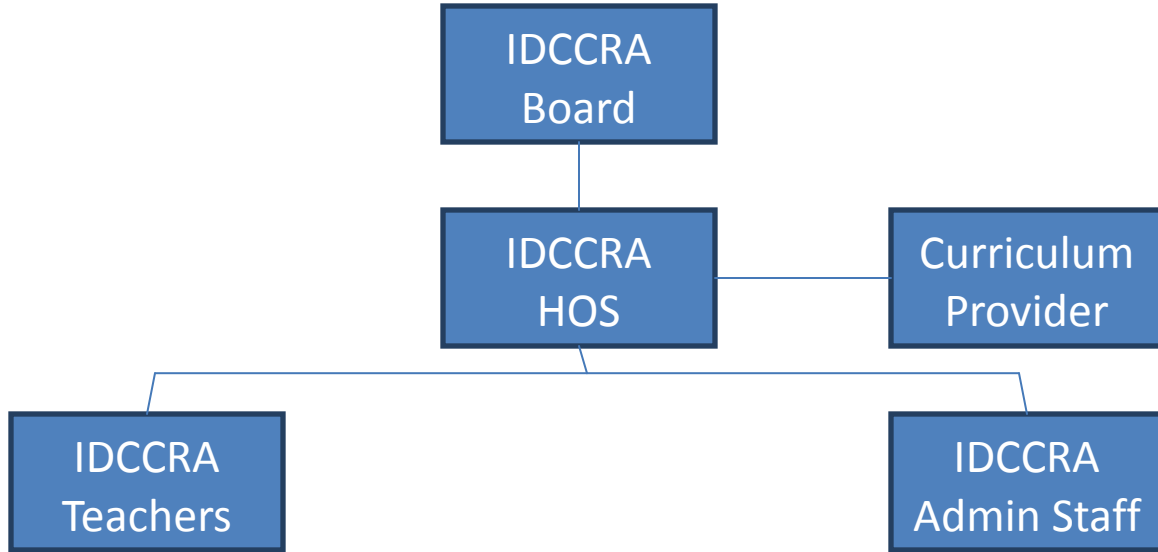
Under the supervision of the IDCCRA Board of Directors, per the K12 Inc. services agreement (Appendix 6), the principal day-to-day management of all academic, operation, and management issues will be assigned to the Head of School (“HOS”) who will be assisted by administrative staff. The Head of School will be responsible for IDCCRA operations, will oversee the staff that will manage the school, and will handle the academic and supervisory issues. The Head of School will be an experienced leader with demonstrated expertise in curriculum, instruction, assessment, finance, facilities, business management, governance and administration. The Head of School will supervise an administrative staff that will be structured based on the school’s education program and projected enrollment.

The HOS will make the hiring decisions with the final approval of the board. The remaining employees; Operations Manager, Teachers, Counselors, Registrar, and Administrative assistant will all be Board employees.

The Business Management, HR, Special Education Supervision, and Technology Services will be provided by K12.

Additional narrative on roles and responsibilities is covered in Tab 5.

An organizational chart indicating the employment and supervisory relationship follows:



Civil Liability Insurance

IDCCRA is organized and managed under the Idaho Non-Profit Corporation Act. We agree to indemnify and hold harmless the state of Idaho, the Idaho Public Charter School Commission, or any other sending districts, and their officers, directors, agents, or employees from and against all claims, damages, losses and expenses for wrongful acts. We will follow all rules and regulations regarding Idaho code 33-5204 (4)

IDCCRA will secure insurance for liability and property loss. Provision for liability and property loss shall be made for general liability, auto liability, professional liability, and directors and officers" liability in the annual budget. Errors and omis sions insurance shall be secured as well.

IDCCRA is working with an insurance broker to secure property and liability insurance and has received preliminary information and pricing. Please see Appendix 6 for a brochure and pricing sheet.

The authorized chartering entity has no liability for the acts or omissions of IDCCRA or the corporation.

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Tab 3

Educational Program and School Goals

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An “Educated Person” in the 21st century – Idaho Code 33-5205(3)(a)

IDCCRA’s intent is to provide students the opportunity to obtain academic and career skills needed to be successful in post-secondary and career endeavors. The skill requirements for today’s workforce have changed. As many as half of the forecasted jobs in Idaho do not require a 4-year college degree; rather, they require technical skills as much as they require academic skills. Students need an opportunity to be immersed in a quality education that is not only effective in teaching academic skills, but that teaches the work skills that a student will need to take advantage of the occupations that are going to be available in the job market. Students will gain the academic knowledge and Career-Technical skills necessary to be eligible for post-secondary success and/or necessary to be a contributing citizen of Idaho. Students attending IDCCRA will be academically proficient in the core subject areas, and will also demonstrate workforce readiness skills as measured by pass rates on the end of program technical skills assessment. Students exposure to an occupational way of thinking will begin preparing them to be ready to enter today’s workforce. Further, IDCCRA utilizes technology to deliver the curriculum to students, providing students with an opportunity to gain necessary technical skills for the 21st century.

When Learning Best Occurs – Idaho Code 33-5205(3)(a)

Learning occurs best in a variety of settings depending on the individual needs of the student. IDCCRA provides flexibility for individual learners to help create a learning environment that suits him/her best. Additionally, the curriculum will reflect our belief that learning best occurs when:

1. Students are actively engaged in integrated and meaningful tasks;
2. Students see the connection between what they learn and the real world;
3. Students work individually and as members of a group;
4. Students, parents, and educators work together to identify academic and personal learning goals;
5. Students accept responsibility for learning as an intrinsic part of the educational program;
6. Students are supported by mentors and advocates;
7. All students have advanced learning opportunities;
8. Students see themselves as part of the community and find ways to serve the community;
9. Students are allowed to make mistakes in order to achieve success;
10. A positive and productive learning environment is provided; and
11. Students are given time to reflect on the value and purpose of what they learn.

The Board is responsible for curriculum adoption and must approve all significant changes, including the adoption of new textbooks and new courses, before such changes are made. The Principal and teachers are responsible for making curriculum recommendations. The curriculum

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will be designed to accomplish the learning objectives consistent with IDCCRA's educational philosophy, mission statement, objectives, and goals.

Educational Program – Idaho Code 33-1612

Introduction

One of the most fundamental obligations of any society is to prepare its students and young adults to lead productive and prosperous lives. Within the U.S. economy, however, there is growing evidence of a “skills gap” in which many young adults lack the skills and work ethic needed for many jobs that pay a middle-class wage.

Type ‘Technical Skill Shortage in Idaho’ and a quick Google search returns several hits on the technical skills gap in Idaho. A recent article published on Newsusa.com and re-distributed in the Idaho State Journal and the Idaho Press Tribune speaks to the issue:

([NewsUSA.com](#)) - Most Americans know the U.S. job market is improving. They may not realize, however, that there is a critical need for skilled tradesmen. America doesn't have a jobs shortage. America has a [skills shortage](#).

For the fourth year in a row, the workforce solutions company ManpowerGroup reports that skilled trades remain the most difficult jobs to fill in the U.S. According to the employers who participated in Manpower's Talent Shortage Survey, the primary reason companies are unable to fill open positions is a lack of technical and trades skills. Yet the demand for skilled trade positions continues to grow.

A recent J. A. and Kathryn Albertson report speaks to The Georgetown Center projection that of an upcoming 14 million job openings, nearly half will go to workers with associate's degrees or occupational certification. While many of these occupations may not be as prestigious as those filled by B.A. holders, they pay a significant premium over many jobs open to those with just a high school diploma, and more surprisingly, they pay more than many of the jobs that will be held by those with bachelor's degrees. It is anticipated that if high school career focused pathways were linked to community college and four-year career majors, more students would finish high school and to on to college for a technical certification.

An article in the Idaho Reporter.com speaks to a presentation made to the House and Senate education committees by Ron Nilson, owner of Ground Force Manufacturing in Post Falls and Doug Sayer, president of Premier Technologies in Pocatello. They teamed up to speak to the need to develop professional-technical education programs in Idaho schools. They asked lawmakers to integrate professional-technical skills at every level of education to develop a more educated and capable workforce. Sayer went so far as to say “Production and manufacturing companies are facing an “Armageddon” situation if the state doesn't work to correct imbalances in the workforce.”

Nilson stated that skill heavy occupational positions are not dead end jobs. He went on to say that in his company, a student with a high school diploma and the requisite technical experience can start out at \$13.75 per hour with benefits. He said that he doesn't need four 4 year degrees as much as he needs a worker with a state-certified skill set and good work habits.

The vision of the IDCCRA board is to help fill this gap by creating a virtual high school that would provide opportunities for all students in Idaho to attend a high school that can provide the technical job skills currently available in Idaho industries. Tab 9 speaks to the rational for a virtual school.

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Hurst, Dustin. "Idaho businessmen warn of looming worker shortage." *IdahoReporter.com*. 26 Jan. 2010. Web. 5 Sept. 2013. <http://www.idahoreporter.com/2010/idaho-businessmen-warn-of-looming-worker-shortage/>

NewsUSA. "Tradesman Shortage Looms." *NewsUSA@NewsUSA.com*. 7 Aug. 2013. Web. 5 Sept. 2013. http://www.idahostatejournal.com/vac/business_and_careers/article_24d7a690-1a45-54ff-a439-4eefe1230345.html

J.A. and Kathryn Albertson Foundation. "Skills Gap Data and Reports" Jan. 2012. Web. 5 Sept. 2013. <http://www.jkaf.org/pdfs/JKAF-Skills-Gap-Data-Full-Packet.pdf>

Essential Elements

IDCCRA intends to offer students a comprehensive high school program that will include academic and occupational classes. It was important to the Board to ensure that its curriculum choice was capable of engaging students of all levels, and is consistent with the vision, mission, and goals of the school. With the complexity of providing courses in a virtual environment, IDCCRA made the decision to go with K12 Inc. as its curriculum provider.

K12 Inc is a leading provider of individualized education solutions for students, and provides a proven depth of understanding that will enhance the student experience. The curriculum can be readily adapted based on student need. This will include special instruction that allows Limited-English Proficient students to participate successfully in all aspects of the school's curriculum and keep up with other students in the standard education program. It will also include special learning opportunities for accelerated, learning disabled students, and students with other disabilities. All curriculum used at IDCCRA will be aligned to the Idaho State Standards (IDSS) and the Common Core State Standards (CCSS) where applicable.

The delivery system is able to monitor and report student performance allowing for identification of student's progress toward achieving learner goals developed in the ILP (as referenced in the Executive Summary), and program area performance standards. The Essential Elements include the Core Curriculum, Career-Technical Curriculum, Advisory Teacher Contact, and Parental Involvement.

Core Curriculum:

All students will participate in a common core of instruction that will fulfill the goals and curriculum of the Idaho State Standards (IDSS) and CCSS for English, math, science, and social studies:

1. Language Arts and Communication will include instruction in reading, writing, English, literature, technological applications, spelling, speech, and listening;
2. Mathematics will include instruction in addition, subtraction, multiplication, division, percentages, mathematical reasoning, and probability;
3. Science will include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences; and
4. Social Studies will include instruction in history, government, geography, economics, current world affairs, citizenship, and sociology.

Additional information on the thoroughness of the K12 curriculum can be found in Tab 9.

Career Technical Curriculum:

The intent of IDCCRA is to develop a school that offers students the opportunity to learn occupational skills, ultimately providing students a pathway to work or to a technical college program, upon graduation. This unique, one of a kind program in Idaho, will offer students 4 years of occupational training in an industry strand of their choice: manufacturing, information technology, business, or health.

- **Manufacturing**

The manufacturing program mirrors the technologies of today's industries by using advanced concepts and functions in an educational environment. This program will prepare students for college and/or an industry certification, leading to advancement in a manufacturing career.

- **Information Technology**

Information Systems Technology careers involve the design, development, support and management of hardware, software, multimedia and systems integration services. A career in Information Technology is challenging and ever-changing. This program will prepare students for advance study in one of four areas; Information Support & Services, Interactive Media, Network Systems Support and Programming, and Software Development.

- **Business**

Business management and marketing programs prepare high school students for entry into college and advancement in business, management, and marketing careers. Classroom instruction is designed to emphasize the areas of study as they relate to personal and business decision making. Students use accounting procedures and make decisions about planning, organizing, and allocating resources. They apply principles of law in personal and business settings. Students study marketing as it relates to distribution, finance, research, management, pricing, product/service management, communication, promotion, e-marketing, and entrepreneurship.

- **Health**

With the growing need for medical professionals, the Health strand is will prepare high school students for entry into college, as well as the skills needed to perform these health careers. Idaho's six technical colleges and workforce training programs expand these options in areas such as nursing, surgical technology, dental assisting, medical assisting, emergency medicine and physical therapy.

Students will be required to take a 9 week exploratory course in each of the industry strands: manufacturing, web design, business, and health. This will not only provide students with a basic understanding of occupations in each industry strand, but will also provide the foundational skills required in each strand to move to the second year of study in their chosen industry of interest. In the second, third, and fourth year at IDCCRA, the student will take the next level course in their occupational program of choice each semester.

1. The first year introduction course will expose students to major concepts encountered in occupational programs;

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2. The second year foundations course will focus on developing knowledge of research and design, problem solving, and creating solutions to various challenges;
3. The third year focus course will allow students to focus their studies on a specific area of occupational interest;
4. The fourth year capstone course further develops the student's exposure to their chosen area of occupational interest by providing the opportunity to create solutions to problems that they may encounter in industry. It is the intent of IDCCRA to develop internships for the students in their geographic location in the last semester.

CTE Sample Program of Study

Sample First Year Schedule		Sample Second Year Schedule	
Semester 1	Semester 2	Semester 1	Semester 2
English 1A	English 1B	English 2A	English 2B
Algebra A	Algebra B	Geometry A	Geometry B
Speech	Health	Physical Science A	Physical Science B
Earth Science A	Earth Science B	History A	History B
CTE Intro Course	CTE Intro Course	CTE Foundations	CTE Foundations
Elective	Elective	Elective	Elective

Sample Third Year Schedule		Sample Fourth Year Schedule	
Semester 1	Semester 2	Semester 1	Semester 2
English 3A	English 3B	English 4A	English 4B
Economics		Government A	Government B
Humanities	Humanities	Math	Math
Biology A	Biology B	Senior Project	
CTE Focus Course	CTE Focus Course	Capstone Course	Capstone Course
Elective	Elective	Elective	Elective

This will allow the student to develop their skills in that particular occupational program, ultimately providing the students the foundation to be successful in pursuing two year post-secondary or occupational certifications. IDCCRA industry strands will be in compliance with associated Career-Technical Education Career Cluster Models. Samples of potential IDCCRA CTE Career Clusters can be found in Appendix 17.

Advisory Teacher Contact:

High school can be a very difficult time for students and parents. Many families lack spare time or a comfort level and experience in dealing with an educational institution. This can be exacerbated in poorer and less educated families.

In an effort to reach out to parents to provide a sense of community with the families, each student will be assigned an advisory teacher that the student will work with throughout their enrollment at IDCCRA. It will be this teacher's responsibility to reach out to the family and to develop a relationship. The school will attempt to build a bond with the families by responding to parent and student concerns, and encouraging participation in the educational decision making responsibilities. When teachers and administrators acquire a

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better understanding of families' situations, they form a deeper understanding of what is required to make the student successful, and as a result, will be able to sustain connections aimed at student success.

Once these relationships are developed and families begin to feel like they are being treated as partners, they are more likely to participate in the student's education. Parent involvement may boost student motivation and improve self-esteem, according to the Michigan Department of Education. A parent who is positively involved provides the tools and support necessary to encourage his child to perform well. Involvement shows the parent of the child that they take an interest in his performance by taking an active role in their education.

Advisory teachers will be required to reach out to students/families once a week to speak to the student's progress and concerns, and will hold formal Parent/Teacher conferences once per semester to discuss the student's progress in school.

Parental Involvement:

Parent participation is a keystone of student success in education. A significant body of research indicates that when parents participate in their children's education, the result is an increase in student achievement and satisfaction. Increased attendance, fewer discipline problems and higher aspirations have all been correlated with successful parent involvement.

Researchers have evidence for the positive effects of parent involvement on children, families, and school when schools and parents continuously support and encourage the children's learning and development (Eccles & Harold, 1993; Illinois State Board of Education, 1993). According to Henderson and Berla (1994), "the most accurate predictor of a student's achievement in school is not income or social status but the extent to which that student's family is able to:

1. Create a home environment that encourages learning
2. Express high (but not unrealistic) expectations for their children's achievement and future careers
3. Become involved in their children's education at school and in the community (p. 160)

G. Olsen|M.L. Fuller. "The Benefits of Parent Involvement: What Research has to Say." *Pearson Allyn Bacon Prentice Hall*. 20 Jul. 2010.

Parents at IDCCRA will benefit able to actively participate in their student's education by having the ability to login and follow the student's progress on grades, assignments, and upcoming tests, making them a vital part of the student's education. Additional descriptions of parental involvement are covered in Tab 5.

Students and parents can take advantage of the K12Start.com website to learn about all that the K12 educational systems have to offer. The K12 Start website is an interactive tutorial, to include videos dedicated to teaching students and parents how to be successful in an online environment. The home page starts with a series of orientation videos to help the family get started in navigating the system. Videos include setting up your account, high school orientation, and how to utilize the Kmail system. Subsequent lessons include managing your school account, navigating the system, expectations, college and career

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preparation, and parent access to student grades and assignments, etc. The Parent Support Network section includes instructional videos for parents, to include videos on how to connect with other families to provide/receive support. K12Start.com is covered in the Draft Student/Parent Handbook in Appendix 15.

Methods of Instruction

All courses of instruction will comply with state statutes and the rules of the Idaho State Board of Education. All teachers will be certified to teach their assigned courses pursuant to Idaho Code.

The teacher will work with the multiple learning styles of their student by using interactive and multi-media content. The teacher will utilize synchronous and asynchronous tools to interact with the students. Blackboard Connect, a fully-hosted and secure learning platform, will be used in the synchronous classroom environment. The teacher will deliver assignments, projects and assessments that are aligned with Idaho standards. If a student qualifies for special education services, the special education teacher will also be part of the process. Teachers will be able to provide lessons that are digitally recorded for students to refer back to. Teachers will use observational data, such as traditional grading mechanism and tracking data via email and logins. Assignments have the potential to be automatically graded and recorded, or teacher graded.

The use of data to evaluate student progress would illuminate the need for additional help, where necessary, that could include in-class remediation, tutoring, or evaluation for special education services. Data indicators include, but are not limited to:

- Not reaching grade level on state adopted standardized tests
- Meeting criteria for Special Education services as set forth in IDEA and clarified in the most recent Idaho Special Education Manual
- Student's classroom performance.

Teachers will receive training on the learning management system and the curriculum prior to the beginning of school, and will receive in-service opportunities throughout the year. Additionally, teachers will be engaged in the act of direct and indirect teaching throughout the day using a variety of teaching techniques including: tactile, visual, kinesthetic, auditory, group, and independent approaches. By taking into account and addressing the varying developmental rates and learning modalities of the student population, it is possible through this indirect and direct-teaching and monitoring approach to keep curricula challenging and the expectations for learning high. See Tab 9 for additional information on teacher training.

IDCCRA assures that it will adopt current State Graduation Requirements.

State Graduations Requirements (IDAPA 08.02.03 105, 106, 107), Grading Procedures, and Alternative Credit Options are outlined in the draft Student/Parent Handbook in the Appendix 15.

Goals

The goals below represent the mission, vision, and educational program of IDCCRA. Numeric outcomes associated with successful accomplishment of the strategies are covered in Tab 4 in the MSES section.

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- IDCCRA students will be proficient in the core academic subjects of reading, language arts, and math.
- IDCCRA students will achieve career-technical occupational proficiency based on industry standards.
- IDCCRA will provide online instruction in the core and technical subjects.
- IDCCRA students will achieve academic growth necessary to reach proficiency and will be provided with additional academic support services.

The goals in the Thoroughness Standards will also be monitored to ensure that IDCCRA is accomplishing those goals as required.

Thoroughness Standards – Idaho Code 33-1612

The Idaho College and Career Readiness Academy will fulfill the thoroughness standards identified in Idaho Code 33-1612. It has been established that a thorough system of public schools in Idaho is one in which the following standards are met:

Standard A - A safe environment conducive to learning is provided.

Goal: Maintain a positive, safe, and orderly teaching and learning environment that will promote student respect. Each student has the right to an educational experience in a safe and secure learning setting.

Objectives - IDCCRA Will:

1. Provide safe and secure facilities as a result of adhering to adopted safety policies as required by city, county, state and federal health, accessibility, fire and building codes.
2. Develop, publish, and enforce policies that define acceptable and unacceptable behavior in all environments, including zero tolerance for weapons, violence, gangs, and the use or sale of alcohol or drugs.
3. Foster an environment that encourages parents to participate in their student's education, to include school activities.
4. Create guidelines for physical safety. These will include but are not limited to the procedures for fire drills, reporting unsafe equipment, methods for checking students in and out of school locations if applicable, notification of parent's rights, and staff monitoring responsibilities.

Standard B - Educators are empowered to maintain classroom discipline.

Goal: Create a positive teaching and learning environment with an emphasis on expectations of behavior and academic performance.

Objectives - IDCCRA Will:

1. Develop a student handbook that will provide a code of conduct that includes clear expectations, and consequences for unacceptable behavior.
2. Implement a school wide process for teachers to handle minor and major infractions in the classroom setting.
3. Teach appropriate behaviors and foster responsible decision-making skills.
4. Establish and maintain rules to be used consistently throughout the learning environment.

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Standard C - The basic values of honesty, self-discipline, unselfishness, respect for authority, and the central importance of work are emphasized.

Goal: Offer opportunities for students to develop and express exemplary character traits in concert with the overall educational program.

Objectives - IDCCRA Will:

1. Utilize the general philosophy of the character education program throughout all decisions to instill appropriate values.
2. Emphasize the importance of adults modeling important values at school.
3. Help students build personal bonds and carry out responsibilities to one another and to the faculty and staff.
4. Develop a sense of community and service within the school, and between the school and the larger community. Community service instills a sense of individual, social, and civic responsibility and enables the student to use newly found knowledge to solve community problems.

Standard D - The skills necessary to communicate effectively are taught.

Goal: A range of effective verbal and nonverbal communication skills are taught.

Objectives - IDCCRA Will:

1. Emphasize career-specific communication skills through writing, speaking and electronic media in a meaningful language arts experience.
2. Utilize computers and other devices as the primary mode of school-wide communication and emphasize career-specific electronic communication.
3. Provide instruction in a foreign language as budget permits. Knowledge of a second language is essential in many occupations. In addition, knowledge of a second language boosts English proficiency, improves memory and self-discipline, and enhances verbal and problem-solving skills.

Standard E - A basic curriculum necessary to enable students to enter academic or professional technical post secondary educational programs is provided.

Goal: Develop an educated citizenry that is prepared for the 21st century, and beyond, through a dynamic, interactive, academic program where pacing is driven by student capabilities rather than textbooks and or grade levels. Students must be well grounded in the basics such as reading, writing, mathematics, science, and social studies and in the use of technology.

Objectives - IDCCRA Will:

1. Use the Idaho State Department of Education's academic standards (IDSS) as a starting point, enhanced by the Common Core (CCSS) and additional challenging curriculum.
2. Promote personalized learning goals for each student to identify a student's occupational interest and desire, further directing the student in an occupational path of interest.
3. Emphasize occupational professional-technical programs.
4. Offer a comprehensive health curriculum as required by the state.

Standard F - The skills necessary for the student to enter the workforce are taught.

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Goal: Provide students with basic skills that prepare them for future employment. By using learning tools such as computers, technological equipment, and networks linked to local and nationwide resources, students learn how to be life-long learners and will be prepared to enter the workforce with a solid foundation of knowledge and skills. Vocational education opportunities will be available and required by all students.

Objectives - IDCCRA Will:

1. Provide a strong foundation in reading, writing, problem-solving, math, science, history, literature, and computational skills.
2. Provide a technology rich environment, encouraging the effective use of technology as a tool in a 21st century workplace.
3. Enable students to develop intellectual habits important to society: adapting to new situations and responding effectively to new information, solving problems, and locating and evaluating information from a variety of sources.
4. Provide a strong foundation in the social competencies required for a student to enter the job market and retain successful employment.

Standard G - The students are introduced to current technology.

Goal: Provide students with technological skills by using learning tools such as computers and a wide variety of learning networks linked to local and nationwide resources. Students will learn how to access current technology and apply that learning in a variety of situations.

Objectives - IDCCRA Will:

1. Provide a strong foundation in technological skills by using a virtual format to deliver education.
2. Provide a technology rich environment, encouraging the effective use of technology as a tool in the workplace for accomplishing activities such as research, computation, and communication.
3. Students leaving IDCCRA will be proficient in the use of a variety of technologies used in a contemporary workplace.
4. Professional development and support for the staff will be provided on a continual basis.

Standard H - The importance of students acquiring the skills to enable them to be responsible citizens of their homes, schools, and communities is emphasized.

Goal: Provide students with the skills and intellectual foundation to become responsible citizens in our society.

Objectives - IDCCRA Will:

1. Enable students to understand what it means to be a responsible citizen in their home, school, and community by using the Idaho Standards standard embedded in Civics, Government, History and Economics.
2. Enable students to develop the following habits of responsible citizens: accepting responsibility for personal decisions and actions; honesty, courage and integrity; empathy, courtesy and respect for differences among people; assuming a fair share of the workload; and working cooperatively with others to reach group consensus.

IDCCRA will use Data Driven Decision Making to evaluate data and to determine the effectiveness of the school and its programs. Data collected and used may include, but is not limited to ISEE data, electronic grade book data, student passing percentages, graduation rate, teacher feedback, surveys, course evaluations, referrals, discipline records and student

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withdrawals. Components of the data will be monitored daily/weekly/monthly by faculty and staff, and reports will be made to the board at regular board meetings. Evaluation of the data will be used to guide decisions to improve the school.

Special Education Services – Idaho Code 33-5205(3)(r)

IDCCRA welcomes the opportunity to serve students with disabilities. The founders believe strongly that all students have strengths and weaknesses that must be recognized and accommodated in order to reach their full potential as a contributing member of society. IDCCRA will not deny enrollment to a student with a disability solely because of that student's need for special or related services.

Students with disabilities will be served in accordance with federal and state regulations including Section 504 of the Rehabilitation Act of 1973, the Individuals with Disabilities Educational Act and subsequent amendments and the Americans with Disabilities Amendment Act. A free and appropriate public education will be provided to students with disabilities in accordance with their Individualized Education Program (IEPs).

IDCCRA will adopt and comply with the most up-to-date version of the "Idaho Special Education Manual." The "Idaho Special Education Manual" will be used for identifying, evaluating, programming, developing individualized education plans, planning services, informing about the discipline policy, budgeting, and providing transportation for special needs students, as necessary.

IDCCRA will work to accommodate students with all disabilities who are using the K¹² web-based courses in a distance learning setting. IDCCRA will offer appropriate accommodations by procuring the technology and other services required in the student's IEP to aid these students in navigating through their courses. Further, K¹²'s experience making web-based content more accessible to students with disabilities includes incorporating audio and video enhancements into the courses and using equivalent alternatives to accommodate various disabilities, such as using text equivalents and various forms of assistive technology. All materials meet the requirements of the National Instructional Materials Accessibility Standards (NIMAS).

Child Find

As outlined in the most currently adopted "Idaho Special Education Manual, IDCCRA will establish and implement a Child Find system. The IDCCRA enrollment application, a conference call with a K¹² placement counselor, and conference calls with a IDCCRA general education teacher will all provide a query for the parent to indicate a special education or gifted education student. In addition, a careful review of previous school records, after enrollment approval, by IDCCRA's special education director will be undertaken upon receipt of such records to identify any students enrolling who have previously been identified as a student with a disability or exceptionality. IDCCRA's general education teachers will be provided professional development prior to and during the school year about their child find responsibilities, including possible indicators of special education and exceptional needs related to achievement and behaviors. Since IDCCRA will be enrolling students in communities across the state, posting and public notification concerning the process for screening and the availability of special services and programs of instruction for students with disabilities and exceptionalities will be on the school website, in addition to being sent via electronic and/or U.S. postal service mail to all enrolled families.

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IDCCRA will implement a screening process that will include any and all referrals by parents and/or other adults including teachers, counselors, or other school professionals.

IDCCRA will ensure that staff and school's constituents are informed of the availability of special education services.

Special Education Services and Support

All identified students with a disability will have an IDCCRA IEP meeting/review upon enrollment with the appropriate team members in attendance. The appropriate notices/invitations will be issued addressing the virtual nature of the school setting. The IEP will include a statement of the student's current level of academic and functional performance and how the student's disability affects his/her ability to progress through the general education curriculum; a statement of measurable goals; and a statement of educational services, program modification and support necessary for the student to be involved in the general education coursework, including assistive technology. The means for learning and demonstrating proficiency will be aligned to the Idaho Performance Standards (Common Core). Assessment accommodations or alternative instruction procedures will be based on the objectives in the student's IEP.

If a student has a behavioral need, IDCCRA staff will implement a Functional Behavioral Assessment (FBA) and a Behavioral Intervention Plan (BIP). The IEP team will consider, when appropriate, strategies including positive behavioral interventions, strategies and support to address that behavior through the IEP process.

Students with special needs will be supported by their regular education teacher in the least restrictive environment, in addition to receiving the supportive services of a properly credentialed highly qualified special education teacher supervised by a special education coordinator/director designate. IDCCRA will provide a full continuum of settings and services as described by the Idaho Special Education Manual (Chapter 6, Section 2). In determining appropriate settings and services for a student with a disability, the IEP team shall consider the student's needs and the continuum of alternate placements and related services available to meet those needs. Related service providers, if required, are located within the geographical vicinity of the student. These related services may be provided through contractual arrangements with the student's district of residence or a private agency/provider.

IDCCRA believes that the IEP is a working document that is to be amended to reflect the student's current academic and functional performance. The IEP will be reviewed at a minimum of once per year and upon evaluation/re-evaluation.

Students with disabilities will participate in the general education program to the greatest extent possible offered by IDCCRA and as determined by the IEP team. The IDCCRA special education teacher will support students with disabilities and provide specially designed instruction through synchronous specially designed instruction using curriculum that is scientifically research based and asynchronous contact which may include phone conferencing, email, and direct, specially designed instruction, via "real-time" interaction through web-conferencing tools. With web conferencing, the special education teacher/general education teacher can provide real time support to the student and assessment of progress towards IEP goals. In addition, parent education can be effectively delivered using web conferencing.

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Students with disabilities will fully participate in all general education classroom activities with their classmates including outings and field trips. If necessary, transportation will be provided to accommodate the special needs of the student as determined by the IEP team.

IDCCRA will ensure that each student with a disability is placed in the least restrictive environment. Due to the ability of the student to access the general education web-based curriculum at anytime, the student receiving special education services or programs within the general education classroom is not missing any general education instruction. The only possible exception to this would be related services at a contractor's office.

Oversight and compliance monitoring in a distance learning setting is assured through many means including detailed monitoring of student progress and achievement both in the general education curriculum and on IEP goals through work sample collection, synchronous instruction and assessment, and assessment data collected through the online school by highly qualified general education and special education teachers; file review and monitoring of timelines by the special education director.

Based on K¹²'s experience serving special needs students in 32 statewide programs across the United States, IDCCRA projects that the school will provide special education services across all disability categories as defined by the Idaho Special Education Manual (Chapter 4 Section 7).

IDCCRA believes that it takes a complete team of individuals to serve the student with a disability to ensure academic success. As such, frequent and relevant synchronous and asynchronous communication between all parties is delivered through phone conferencing, notes, emails and web conferencing tools.

Special education teachers will be included in all aspects of the professional development. In order for teachers to develop effective IEPs with appropriate content, instructional modifications, and measurable goals, teachers of students with special needs must be very knowledgeable about the content the special needs students are studying. In some cases, assessments will also need to be modified to meet the terms of a student's IEP. Cases like these demand that special education, and regular education teachers are familiar with the scope and sequence of the curriculum, the goals for each child, and the ways they can best achieve success through content or instructional modification.

Parent Participation

IDCCRA understands the importance of parent participation in their child's education. IDCCRA will make every effort to facilitate open lines of communication with all parents/guardians/acting custodians. In accordance with Board policy and state and federal law, parents/guardians/acting custodians will receive written notice regarding identification, evaluation, and/or placement of their child for special education or other special programs. Parents/guardians will be involved in all placement decisions regarding their child and have the right to request due process hearings at any time.

Upon request, the parent of the student will be allowed to examine all relevant records related to the student's education and the school's identification, evaluation and/or placement decision.

Confidentiality

IDCCRA will protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages, including all types of records covered under the

definition of “education records” in 34 CFR Part 99 (the regulations implementing the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g (FERPA). IDCCRA will adhere to the guidelines set forth in the currently adopted copy of the “Idaho Special Education Manual.”

Accommodations

In addition to the team approach to serving students with disabilities, there may be necessary accommodations that will ensure that students achieve Idaho Performance Standards. The following table provides examples of those accommodations which are instructional and assessment enhancements.

Instructional Enhancements	Assessment Enhancements
<p>Use interactive groupings of students in structured and purposeful settings.</p> <p>Draw on student background and knowledge.</p> <p>Teach skills explicitly as appropriate and ensure opportunities for students to apply and practice skills in a meaningful context.</p>	<p>Use multiple forms of assessment such as performance-based assessments.</p> <p>Create appropriate test settings; use magnification of print or sound; use color-coding to focus attention where appropriate; allow for frequent breaks; use calculators and dictionaries; and minimize distractions and interruptions.</p>
<p>Use graphic organizers to model organization skills and to engage students in the process.</p> <p>Use manipulatives and connect learning experiences to real life.</p> <p>Use community experts as resources and as models.</p> <p>Minimize interruptions and distractions during time-on-task.</p> <p>Check often for understanding among students.</p> <p>Teach students’ organizational and study skills.</p> <p>Ensure access to resources in the languages, reading levels, and interests of the students.</p>	<p>Integrate technology into a variety of assessment settings.</p> <p>Remind students to use self-monitoring strategies and clarify directions.</p> <p>Ensure that language and academic skills are assessed appropriately.</p> <p>Take dictation for students; allow for tape and/or video recordings.</p> <p>Use multiple measures of assessment to assess language and academic skills of two language learners.</p> <p>Include samples of second language learners’ work as anchors when developing rubrics and other scoring devices.</p>

Related Services

Special services required in a student's IEP (as listed below) will either be provided by the licensed therapist or individual employed by IDCCRA or contracted by IDCCRA, ensuring the appropriate licensure and background checks are completed. Therapy may be delivered virtually in the home, face-to-face, the parent may provide transportation, and/or the IDCCRA may provide transportation to a contracted therapy agency within a reasonable distance of their home. Other related services may be provided, including but not limited to:

- Mobility training
- Adaptive therapy
- Assistive technology
- Counseling services
- Psychological services
- Speech and Language Services
- Occupational Therapy
- Physical Therapy
- Transportation (when required)
- Interpreter services for the deaf or hard of hearing
- Behavioral Intervention/Supports
- Extended School Year

Evaluation

When screening (Child Find) indicates that a student may be eligible for special education services, IDCCRA will seek parental consent to conduct an evaluation. "Evaluation" means procedures used in the determination of whether a child has a disability and the nature and extent of the special education/related services that the child requires. As outlined in the most currently adopted "Idaho Special Education Manual," Chapter 4, the team will follow all guidelines to appropriately and effectively determine student eligibility under IDEA. The evaluation will be completed by a multidisciplinary team which includes an administrator, a special education teacher, a general education teacher, and other qualified professionals who work with the child and the legal guardians/parents. The report generated from the evaluation will make a recommendation about a student's eligibility for special education services that must be agreed upon by the appropriate team members. Parents may request an evaluation if they suspect their child has a disability. Requests for an evaluation should be made in writing to the Special Education Director at IDCCRA. IDCCRA uses a three tiered Response to Intervention (RTI) and all students will be served appropriately based on their placement within these tiers. Parents have the right to request an independent educational evaluation. When requested by parents, IDCCRA must provide them with information about where an independent evaluation may be obtained.

Grading Procedures for Special Education Students

Students on an IEP will receive grades according to criteria set forth in Chapter 7 of the "Idaho Special Education Manual" or in the most currently adopted manual.

Discipline

In every way possible students who qualify for special education at IDCCRA will be included in all procedures and protocols as specified for all other students at IDCCRA when deemed appropriate. IDCCRA will adhere fully to IDEA and the most current copy of the "Idaho Special Education Manual" in regards to discipline, and will implement proactive Positive Behavioral Intervention and Supports (PBIS) when deemed necessary by the IEP team. IDCCRA will conduct a Manifest Determination in those instances where required by IDEA.

Start-up Guidelines

All public schools must provide services as defined by IDEA 2004 and the Americans with Disabilities Act. Both federal statutes provide national requirements regarding services for and rights of the disabled. Each state must meet minimum federal regulation requirements but may choose to exceed them. It is vital that each school becomes familiar with the federal and state regulations to serve the special education population. The guidelines are adapted based on state requirements. This section serves as an outline.

Subtopic	Recommendations
Child find	<ul style="list-style-type: none"> • Query parents using approved online child find questions in Enrollment Placement Register (EPR) • Post child find letter in school handbook • Send child find letter with initial head-of-school mailing, if applicable • Post non discriminatory information on school website • Post child find information on school website • Track positive responses to child find and refer to the appropriate school personnel
Receipt of previous records	<ul style="list-style-type: none"> • Request previous records using parent release of records • Mail certified letter to previous school to obtain records • Visit school if records not received • Contact state agency if records not received • Track and validate all attempts to receive records to state agency
Parent communication during enrollment	<ul style="list-style-type: none"> • Educate parents on school-offered services • Track all communication with parent, PAL, and/or school staff
Special education software	<ul style="list-style-type: none"> • Contact state agency to determine state-required IEP software • Purchase web-based IEP software that allows IEP writers in other states to assist with IEP development if no state-required software • Software used will comply with “Idaho Special Education Manual” requirements for forms.
Initial IEP	<ul style="list-style-type: none"> • Write initial school IEP upon enrollment to indicate change of placement and services
Properly credentialed HQT Special education staffing	<ul style="list-style-type: none"> • Job descriptions • Training • Provide on-site support to assist with records receipts, records requests, and parent communication
Related services	<ul style="list-style-type: none"> • Finalize contractual arrangements with speech therapists, occupational therapists, and school psychologists prior to new school start, using school-approved contract form • Contact Director of Special Programs for support • Track related services needs of new students during enrollment

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	<ul style="list-style-type: none"> • Ensure all students receive needs-related service during first week of school
Special education service delivery	<ul style="list-style-type: none"> • Provide weekly special education teacher contact • Provide special education services as outlined on the IEP • Drive contact by IEP goals • Record all contact in TotalView School • Submit monthly reports tracking progress toward IEP goals • Submit progress reports no less than regular school progress reporting periods using state approved forms
Professional development	<ul style="list-style-type: none"> • See Tab 9 for more on Professional Development
Extended school year	<ul style="list-style-type: none"> • Follow ID state guidelines
Transition services (high school)	<ul style="list-style-type: none"> • Follow ID state guidelines • Use Pathfinder to determine learning styles, career interests, etc.
Compliance checklists (state specific)	<ul style="list-style-type: none"> • Teachers self-audit files twice a year • Special education director randomly audit files once a year using approved checklist
Teacher evaluations	<ul style="list-style-type: none"> • See Tab 6 for more on Teacher evaluations
State department communication	<ul style="list-style-type: none"> • Ensure special education director attends all relevant state agency meetings • Ensure special education director is included on all relevant state agency distribution lists
Initial evaluation for special education services	<ul style="list-style-type: none"> • Determine school eligibility within state-required time frame • Process all initial requests through the school's Responsiveness to Intervention (RTI) process • Ensure necessary testing is completed by school psychologist, related service provider(s), special education teacher, and other providers where applicable. • Obtain written Consent form to parents. • Provide a copy of the Procedural Safeguards to parents.
Re-evaluation for special education services	<ul style="list-style-type: none"> • Review records following state guidelines • Contract with school psychologist, related service provider(s), special education teacher, and other providers where applicable for additional testing as agreed upon by IEP Team • Meet within state-required time frame to determine continued eligibility
Annual IEP meetings	<ul style="list-style-type: none"> • IEP written within required time frame for initial and re-evaluation meetings • IEP amended when deemed necessary based on monthly and/or quarterly data

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Testing accommodations	<ul style="list-style-type: none">• Use tracking tool to indicate each student's location and allowable accommodations• Provide training for all proctors
Child count	<ul style="list-style-type: none">• Use state reporting tool to appropriately reflect the number of students with disabilities served by each school• Ensure 100% report completion and submission at each cycle by the special education director

Section 504

Pursuant to Section 504 regulations, IDCCRA will individually obtain information that would substantiate a student as eligible for a 504 accommodation before classifying the student as having a disability or providing the student with accommodations under Section 504. The determination of substantial limitation will be made on a case-by-case basis with respect to each individual student, in accordance with Section 504 regulations. IDCCRA will adhere to the currently adopted "Idaho Special Education Manual."

Gifted and Talented – Idaho Code 33-2003

The Principal/Designee will establish procedures consistent with state guidelines for screening, nominating, assessing, and selecting students of demonstrated achievement, or potential ability in terms of general intellectual ability and academic aptitude.

For students identified as Gifted and Talented, a variety of methods for meeting their educational needs can be utilized, including acceleration (skipping grades), enrichment activities, curriculum compacting, pull-out programs for the gifted, ability grouping and differentiated instruction. IDCCRA will review all options as needed to ensure that our population of gifted students are acknowledged and are provided opportunities to achieve their full potential.

Limited English Proficiency – Idaho Code 33-1316

IDCCRA will first identify ENL students, students whose dominant language is not English, during the enrollment process. Children and families with limited English proficiency will be provided translation and interpretation services to the extent needed to help the family understand the enrollment process and enroll the student in school in compliance with the Civil Rights Act of 1964, Title VI, 42 U.S.C. § 2000d et seq. and the Equal Education Opportunity Act, 20 U.S.C. § 1703.

In addition to identifying students during enrollment, a home language survey, teacher observation, and student placement assessments will be completed using the Idaho ELD Placement test. A language proficiency assessment (yearly) as well as culminating data on the student's academic performance scores will become part of the components that develop his/her individual education plan.

The Idaho Language Proficiency Assessment (IELA) is a federally mandated assessment for all students served in a Limited English Proficiency (LEP) program. The IELA will be administered annually every spring to calculate growth and proficiency in the English language for each student assessed. All districts that serve LEP students are held accountable to these growth

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and proficiency measures on the IELA for their ENL students. Accountability is determined through Annual Measurable Achievement Objectives (AMAOs), which each district must meet. Data will be gathered and evaluated annually per federal guidelines and policies.

If ENL students are identified and qualify for ENL services, a thorough plan will be developed that will incorporate World-Class Instructional Design & Assessment Standards (WIDA) into the curriculum. The plan will include, the services of an appropriately licensed ENL or bi-lingual teacher for the ENL identified students. The ENL teacher can provide support to the students within the distance learning school by: relating background information and experiences to the students to better grasp a concept, scaffold instruction to aid the students in comprehension, adjusting speech or content, providing project based learning experiences, necessary visuals and providing in classroom modeling of best instructional practices for the general education teachers. If a need is established, IDCCRA will consider acquiring and using third party courses to assist with English language acquisition. Exit criteria for ENL students will be consistent with Idaho and federal requirements.

Dual Enrollment - *Idaho Code Section 33-203 and 33-5205(3)(s)*

Students enrolled in the Idaho College and Career Readiness Academy will be eligible to participate in dual enrollment with other publically funded schools in Idaho as required by Idaho Code 33-203. Dual enrollment opportunities will be subject to IDCCRA and local district policies and procedures.

A "Full Time" Dual Enrollment is defined as a student attending IDCCRA more than 4 (four) hours per school day. This situation is not common, but is used if the cooperating school does not collect funding, or, if a student is taking 1 or 2 courses in a traditional home school setting. "Full Time" Dual Enrolled students will have the opportunity to accept or decline the use of a school computer and printer and will follow the same internet service provider (ISP) subsidy guidelines as fully enrolled IDCCRA students.

"Part Time" Dual Enrollment is defined as a student attending IDCCRA more than 2 ½ (two and a half) hours but less than or equal to 4 (four) hours per school day. The most common "Part Time" Dual Enrollment situation reflects 3 courses with IDCCRA and 3 courses with the cooperating school. "Part Time" Dual Enrolled students will not be provided with a computer, printer, or internet service subsidy.

Dual enrollment information and requirements will be provided to parents during enrollment through the IDCCRA Student Handbook. Students will be eligible to dually enroll half time in IDCCRA and another program if the half time Dual Enrollment is approved by the cooperating school officer. Funding for dually enrolled students will reflect the student's participation in each public school program. Each participating school will receive one half ADA funding for dually enrolled students.

Dual enrollment is covered in greater detail in the IDCCRA draft Student/Parent Handbook in Appendix 15.

Tab 4

Measurable Standards, Accreditation, and Accountability

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Measurable Student Educational Standards – Idaho Code 33-5202(3)(b)

IDCCRA, like all public charter schools in Idaho, is required to meet measurable student education standards approved by the chartering entity annually. The accomplishment of these standards demonstrate that students have attained the skills and knowledge specified as goals in the schools educational program.

The following measures have been identified to ensure that the standards are measured and achieved:

1. 65% to 100% of students who complete the 1st or 2nd level Manufacturing course will achieve proficiency on the relevant IDCCRA Level Manufacturing Assessment.
2. 65% to 100% of students who complete the 1st or 2nd level Technology course will achieve proficiency on the relevant IDCCRA Level Technology Assessment.
3. 65% to 100% of students who complete the 1st or 2nd level Business course will achieve proficiency on the relevant IDCCRA Level Business Assessment.
4. 65% to 100% of students who complete the 1st or 2nd level Health course will achieve proficiency on the relevant IDCCRA Level Health Assessment.
5. Beginning in 2017-2018, 50%-100% of 12th grade students who complete the capstone course in the Manufacturing pathway will demonstrate workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Manufacturing.
6. Beginning in 2017-2018, 50%-100% of 12th grade students who complete the capstone course in the Technology pathway will demonstrate workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Technology.
7. Beginning in 2017-2018, 50%-100% of 12th grade students who complete the capstone course in the Business pathway will demonstrate workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Business.
8. Beginning in 2017-2018, 50%-100% of 12th grade students who complete the capstone course in the Health pathway will demonstrate workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Health.

Measuring Student Progress – Idaho Code 33-5205(3)(c)

The data provided to determine successful implementation of the measures will come from state tests, state measures and benchmarks, and IDCCRA internal records.

The goals in this charter petition will have been met when:

1. 65% to 100% of students who complete the 1st or 2nd level Manufacturing course will achieve proficiency on the relevant IDCCRA Level Manufacturing Assessment.

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IDCCRA will administer the Level 1 and Level 2 Manufacturing Assessments to students who have completed the appropriate course each spring. Proficiency will reflect acquisition of skills in alignment with industry standards.

2. 65% to 100% of students who complete the 1st or 2nd level Technology course will achieve proficiency on the relevant IDCCRA Level Technology Assessment.

IDCCRA will administer the Level 1 and Level 2 Technology Assessments to students who have completed the appropriate course each spring. Proficiency will reflect acquisition of skills in alignment with industry standards.

3. 65% to 100% of students who complete the 1st or 2nd level Business course will achieve proficiency on the relevant IDCCRA Level Business Assessment.

IDCCRA will administer the Level 1 and Level 2 Business Assessments to students who have completed the appropriate course each spring. Proficiency will reflect acquisition of skills in alignment with industry standards.

4. 65% to 100% of students who complete the 1st or 2nd level Health course will achieve proficiency on the relevant IDCCRA Level Health Assessment.

IDCCRA will administer the Level 1 and Level 2 Health Assessments to students who have completed the appropriate course each spring. Proficiency will reflect acquisition of skills in alignment with industry standards.

5. Beginning in 2017-2018, 50%-100% or more of 12th grade students who complete the capstone course in the Manufacturing pathway will demonstrate workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Manufacturing.

IDCCRA will administer the NOCTI Manufacturing written assessments to students who have completed the Manufacturing Capstone course each spring. Proficiency will reflect acquisition of skills in alignment with industry standards.

6. Beginning in 2017-2018, 50%-100% or more of 12th grade students who complete the capstone course in the Technology pathway will demonstrate workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Technology.

IDCCRA will administer the NOCTI Technology written assessments to students who have completed the Technology Capstone course each spring. Proficiency will reflect acquisition of skills in alignment with industry standards.

7. Beginning in 2017-2018, 50%-100% or more of 12th grade students who complete the capstone course in the Business pathway will demonstrate workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Business.

IDCCRA will administer the NOCTI Business written assessments to students who have completed the Business Capstone course each spring. Proficiency will reflect acquisition of skills in alignment with industry standards.

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8. Beginning in 2017-2018, 50%-100% or more of 12th grade students who complete the capstone course in the Health pathway will demonstrate workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Health.

IDCCRA will administer the NOCTI Health written assessments to students who have completed the Health Capstone course each spring. Proficiency will reflect acquisition of skills in alignment with industry standards.

Data from a variety of sources can be used to determine the results of the outcomes. Most of the results will come from state reports, to include ISEE, SchoolNet, STAR Ratings, ISAT/AYP, and the College Board. IDCCRA will also be able to capture and present a variety of data through the student logging into and attending school utilizing the IDCCRA Learning Management System (LMS.)

Standardized Testing – *Idaho Code 33-5202(3)(d)*

The students at the Idaho College and Career Readiness Academy will be evaluated using the same standardized tests as other Idaho public school students. The IDCCRA will give the state mandated assessments during the testing windows outlined by the Idaho State Department of Education. Students who qualify for special education services will be included in all statewide and district wide assessment.

Test sites will be setup in the major geographical locations throughout Idaho and staffed with IDCCRA teachers and administrative staff. Students will be scheduled to attend and take test at these geographic locations. IDCCRA teachers and administrative staff will travel to the more remote locations in Idaho to make state testing available for students living in those locations.

Additional assessments may be required as determined by the IDCCRA Board.

Student test results reported may include:

- Individual student progress
- Annual growth
- Grade level and school composite scores
- Comparative results between IDCCRA, and state and national averages

Annual reports will be submitted to the Authorizing Charter Entity and the Idaho State Department of Education demonstrating that IDCCRA is meeting all of the performance standards prescribed by the state and other standards still under construction. Progress toward meeting MSES goals will also be included in the reports. The data may include emerging Idaho State Department of Education standards, benchmarks, and/or IDCCRA developed criteria. Student specific reports will be shared with the families. The a link to the State Department of Education report card for IDCCRA will be included on the IDCCRA website.

Accreditation – *Idaho Code 33-5205(3)(e)*

Accreditation is a process of helping institutions improve through a systematic program of evaluation, assuring that an institution not only meets quality standards, but also that it demonstrates a continuous commitment to providing quality education programs that are aimed at improving student performance.

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IDCCRA will adopt the AdvancED philosophy that accreditation is an on-going, never-ending process of improvement, not an event that occurs only once every five years. IDCCRA will be aware of all requirements before beginning the journey toward accreditation.

IDCCRA will utilize the Self Assessment of Readiness for Accreditation tool provided by AdvancED in pursuing accreditation to demonstrate that we meet AdvancED standards and policies, have the capacity to support school and school system improvement, and are committed to growth in student learning and organizational effectiveness. IDCCRA will comply with all accreditation standards established by NWAC/AdvancED and submit required reports to the regulatory bodies in a timely manner.

A school must be in operation for at least to years with demonstrated financial stability before it may be accredited. IDCCRA will then apply for accreditation and submit the application and will host a readiness review within three months of applying for accreditation, and an external review within 2 years of becoming a candidate.

School Improvement Plan – IDAPA 08.02.03.112 and 08.02.03.114

Student learning is the primary focus of IDCCRA. Student achievement policies and procedures will be developed and communicated to all stakeholders. Individual student data will be used to determine instructional effectiveness, and to improve student performance. Student performance and instructional effectiveness will be reviewed regularly to determine where improvements can be made.

If it is determined that student performance is below acceptable standards, steps will be taken to target individual needs. IDCCRA will develop a school Turnaround Plan utilizing the resources of the Idaho State Department of Education.

Idaho requires its low performing schools and districts that are identified under the One-Star and Two-Star categories to provide a plan, within the WISE Tool, for how the district will turn the school around. These plans will be reviewed and must be approved by the ISDE to ensure that what the district and school proposes, meets the minimum qualifications and expectations for school improvement. If it does not, they will be required to revise their plan to meet these expectations.

Appropriate improvement plans will be matched to each school's performance based on the Star Rating that applies to the current year as well as the schools progress over time. The Star Ratings will be used to determine the requisite Wise Tool plan.

Schools identified as 2 Star Focus Schools must implement the Rapid Improvement plan with the assistance of ISDE as outlined in the ESEA waiver. The school and the State are responsible for working to implement the plan. If the plan is not working as expected, the school will work with the State to make the appropriate changes. The plan must incorporate strategies based on scientifically based research that will close the achievement gaps and address the specific academic issues that caused the school to be identified as a 2 Star School.

Schools identified as 1 Star Priority Schools must implement the Turnaround Plan with the assistance of ISDE and a turnaround coach as outlined in the ESEA waiver. The State will work with the school to make sure that the school implements the Turnaround Plan correctly. If it is not producing the desired results, the school will work with the State to make the appropriate changes.

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Before the Turnaround Plan is written, the State will conduct an Instructional Core Focus Visit to collect evidence of the school's practices to be used in creating the Turnaround Plan. Before the school creates its plan, the Board must choose a Turnaround Model to use as a template.

Potential Turnaround Options that the IDCCRA board might choose include:

- Transformation Model
- Turnaround Model
- Governance Partnership Model

Once the model is chosen, the IDCCRA board will oversee the development of the school improvement plan, and the school will work to develop a plan that will serve as a framework for analyzing problems, identifying causes and addressing instructional weaknesses that led to low student achievement. Members of the team selected by the board to participate in the development of the plan may or may not include members of the school's administrative staff, and could include external team members if the board deems necessary. The plan must incorporate strategies based on scientifically based research that will close the achievement gaps and address the specific academic issues that caused the school to be identified as a 1 Star School. The plan could also include the removal of members of the school's administrative leadership team.

Based on the Turnaround Option chosen, IDCCRA will follow the guidelines as outlined in the Idaho State Department of Education ESEA Flexibility Request.

The Board will also be required to oversee the creation and implementation of the District Turnaround Plan based on the Diagnostic Review as a result of the Instructional Core Focus Visit. Members of the team selected by the Board to participate in the development of the plan may or may not include members of the administrative staff, and could include external team members if the Board deems necessary. The plan could also include the removal of members of the administrative leadership team.

The WISE tool will be used to guide the process and illuminate issues and focus resources to improve the school's performance. Indicators reflecting Turnaround Principles are embedded in the WISE Tool and during the state review of the Turnaround Plan in the WISE Tool, the rubric will provide a score for the plans created for each Turnaround Principle for the school. School plans will be reviewed for quality by the administrative leadership and district plan will be reviewed by the Statewide System of Support team.

Tab 5

Governance Structure, Parental Involvement, Audits

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Governance Structure – Idaho Code 33-5205(3)(f)

The Idaho College and Career Readiness Academy, Incorporated is an Idaho non-profit organization. The school's Bylaws (Appendix 2) and Articles of Incorporation (Appendix 1) are included in Appendices of the charter application. The Board of Directors will be the public agents who control and govern the school. The Board shall be responsible and ensure that the school is in compliance with all applicable federal and state educational standards, all applicable federal and state laws, rules, regulations and policies as well as the terms and conditions of the charter, and will also have such duties and powers as are set forth in the Articles of Incorporation and the Bylaws.

The IDCCRA Board will abide by the Public Records act and Open Meetings Law of the State of Idaho.

Unless determined by the board, the Board of Directors shall not be less than three members (3) nor more than nine members (9), but may never be less than the number otherwise required by law. It will be the intent of the IDCCRA Board to maintain a working board of 5 – 7 members whenever possible. Board members responsibilities and terms of service are outlined in the IDCCRA Bylaws in Appendix 2.

Founding to Governing Board Transition

The role of the Founding Board is to provide vision, and oversight of the creation of the school. Their goal is to create a strong foundation for the mission and vision of the school. Per the IDCCRA bylaws, once the IDCCRA Founding Board Member's terms expire, new members are eligible to be nominated into the formal Governing Board of Directors. Founding Board members are eligible to participate as Governing Board members should they choose. This will help transition the knowledge and commitment to the new Governing Board members. As new members are added to the Governing Board, board training will emphasize the role of the board members and the relationship with the school administration.

Board Recruitment

IDCCRA will seek to identify potential board members as needed. An emphasis will be on looking for highly qualified members of the community interested in serving on the IDCCRA Board. The IDCCRA Board will be particularly active in looking for potential board members with skills or demonstrated experience in education, law, and accounting. IDCCRA will also seek to recruit parents of students enrolled in the school. Recruitment notices will be sent out to the students' parents and others contact lists. They will also be posted on the school website, and sent to the IDCCRA Board members' personal and professional associates. The faculty and staff of the school will also be notified of the need for board candidates with specific skill sets and asked to help find highly qualified candidates. Resumes will be submitted to the IDCCRA Board for review. The Board will entertain candidates that:

- Are committed to the philosophy, Vision, and Mission of IDCCRA
- Demonstrate a wanted skill
- Are able to pass a state required background check.

Once new board members are added, they will be provided with the 'Board Member Responsibility' and the 'Relationships of School Boards and Superintendents' materials to review. They will then be asked to summarize the materials at an upcoming board meeting. This will give the new members an opportunity to come up to speed on the foundational responsibilities of an educational board, and to provide current board members the opportunity to provide input and feedback to the new member.

Board Training

It is the intent of the IDCCRA Board to utilize the Idaho School Boards Association's Board (ISBA) Training Mini Modules. The content of these modules will be updated to reflect current topics in education and are designed to be delivered during monthly Board meetings. Twenty minutes will be scheduled to each Board agenda. Each month, a specific Mini Module will be identified for review at the upcoming Board meeting. It will be expected that all board members will review the topic and be prepared to discuss at the upcoming Board meeting. The Board Chair will setup a rotation so that each Board member and the Head of School know when it is their turn to lead the discussion on the specific topic. We believe that conducting training in this manner will allow patrons to be educated on current topics on education in Idaho.

Initial trainings for the Board will be the Board Member Responsibility session then the session on Roles and Relationships of School Boards and Superintendents. The first session, Board Member Responsibility, will be provide the Board the foundational experience required to begin to understand how a board is supposed to work. Topics include:

- The role of the Board Member
- The Board/HOS Relationship
- How Boards Govern.

In the next meeting, Roles and Relationships of School Boards and Superintendents will be covered. This will provide the board with a deeper understanding of board responsibilities in an educational environment. Topics of this session include:

- Policy
- How to Conduct Meetings
- Budget and Finance

The Board will host an annual retreat at the conclusion of the fiscal year. This will give the Board the opportunity to discuss what went well the previous year, strategies that they want to focus on for the coming year, and to participate in a more in-depth Board training.

The Board will conduct a self assessment annually, and use this data to inform future board as to potential professional development needs.

The Outline describing ISBA Mini Modules, content for initial board trainings, and the board self assessment is found in Appendix 21.

Roles and Responsibilities

The IDCCRA Board of Directors, as the governing body of the school, has the responsibility and authority over the charter and the operations and oversight of the school.

The Board:

- is the holder of the charter for the School;
- will participate in the interview and hiring of key school personnel to include the Head of School;
- will have input into the removal of the Head of School, if necessary (see information below);
- will provide the vision, mission and goals for the school;
- will set the budget annually;
- will approve all school policies;

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- will exercise continuing oversight of the school operations;
- will ensure an annual audit is conducted by a certified CPA or auditor;
- will ensure that regular financial reports are provided, reviewed and approved by the board;
- will monitor a financial recovery plan, if needed;
- will participate in required training; and
- will make annual reports to the authorizer.

The Board, as an autonomous governing body, will delegate significant authority for its operational responsibilities and execution of policy and procedure to the administrator. The administrator, a K12 employee, will be responsible to and report directly to the IDCCRA Governing Board of Directors regarding all matters concerning the operations of the school. The IDCCRA Board of Directors will have input in the hiring and evaluation of the administrator.

The administrator's responsibilities will include:

- overseeing and managing all school level staff;
- ensuring that all policies and directives of the IDCCRA Board of Directors are executed;
- attending all Board meetings;
- attending all appropriate Idaho Department of Education meetings and district level meetings;
- providing school level leadership; and
- ensuring all state reporting and compliancy.

The administrative staff will report to the school administrator, and will vary depending on the needs of the school. The composition of the administrative staff will be determined annually. Some positions may be employees while others may provide services as independent contractors. Initial forecasts of employees employed by the board include the Operations Manager, teachers, academic counselors, registrar, and administrative assistant. The number and composition of these positions can change depending on growth, and in adjustments to the annual staffing plans and budgets.

Business management, Special Education, HR, and Technology Support will be provided by K12 per the Services Agreement. These positions will provide support under the guidance of the IDCCRA Academic Administrator.

The requirements for services and performance are clearly laid out in the services agreement with K12 Inc as outlined in Appendix 6. The board will evaluate K12's performance annually. A copy of the Service Provider Evaluation Tool can be found in Appendix 6.

The Board will review monthly finance reports, monthly academic reports, evaluation of the data on student withdrawals and year over year retention rate, and most importantly student academic achievement. The Head of School will be required to provide this information at each board meeting. Even though the Head of School is not employed directly by the Board, the two entities must work hand in hand in order for the school to be successful. Establishing a strong line of communication and partnership between the Board and K12 Inc., the Board and the Head of School, and among all parties and the Public Charter School Commission will be vital to the success IDCCRA is able to provide for students.

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Governing Board Ethical Standards – Idaho Code 33-5204(a)(2)

IDCCRA Board of Directors will adhere to the professional standards as outlined in the Code of Ethics for Idaho Professional Educators, created by the Professional Standards Commission and approved by both the State Board of Education and the Idaho legislature (IDAPA 08.02.02.076) and the statutory provisions identified in Idaho Code §33-5204 & 5204A. Each board member will be required to sign a copy of a Code of Ethics and a Code relating to Nepotism as a requirement to serve on the board.

Parental Involvement – Idaho Code 33-5205(3)(f)

Direct parental involvement is fundamental to the success of IDCCRA. The most fundamental role parents will play as learning coaches is to support their child's learning and to help continuously evaluate IDCCRA's operation, governance, and instructional program. Parents will be asked to support school wide initiatives, participate in learning center activities, and be committed to support the school's goal for every student to reach their full academic potential. The school will offer support through parent training, speakers, and modeling. Face-to-face sessions will be an integral part of the program and will be provided in regional tutoring centers across the state.

At IDCCRA, parents will help guide students through their daily coursework using the K12 network of curriculum offerings and the OLS. Parents will be expected to partner with teachers daily via phone, email, and synchronous sessions using online platforms or in person to ensure students are on track and in line with the expectations set by the school. IDCCRA parents will be expected to be proactive, to contact teachers, specialists, and other parents to solve problems, to give feedback, or pass on ideas and insights to the school community. The school also expects parents to volunteer their time and effort on behalf of the school—and to suggest, help organize, and participate in field trips, other educational outings, and social events.

In addition:

- Parents can hold a direct leadership position and influence the management of the school by serving on the IDCCRA Board. The Board sets policy and provides governance and oversight on IDCCRA academic, extracurricular, finance, personnel, daily operations, and legal matters.
- Parents who are not members of the Board are actively encouraged to attend Board and other IDCCRA meetings and to participate on ad-hoc committees appointed to address specific issues. Parents, like board members, will be allowed to participate remotely per the IDCCRA bylaws.
- Teachers will initiate regular conferences and conversations with parents about their child's progress and also about parents' needs and concerns about the operation of the school. Parents are free to contact teachers, specialists, and other parents to solve problems, give feedback, or pass on ideas and insights to the school community.
- Parents will help us to continuously evaluate the operation and governance of the school both online and offline. IDCCRA will survey parents online annually to determine their satisfaction with their overall experience. Criteria of the survey will include the curriculum, instruction, Online School, administration, support, quality and delivery of materials, working with the lessons, student progress, student attitude towards learning, communication, and interaction with other IDCCRA students and

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parents. Parents may supply critiques and/or endorsements regarding their experience at IDCCRA.

- Throughout the school year, the principal, other administrators, and teachers will account for contributions that parents and community members have made to the operations and governance of the school and communicate this to the Board and the school community through the school website, in print reports and in face-to-face meetings. New opportunities for parents and community members to contribute will always be considered.

Financial Audits – Idaho Code 33-5205(3)(k) 33-5206(7) 33-5210(3)

Financial audits will be conducted annually as required by Idaho Code and the Charter Commission. The IDCCRA will identify and contract with independent auditing organizations to conduct the audits. Appropriate data will be collected and prepared to present for the audits throughout the year. A copy of all audit results and requisite reports will be submitted to the Charter Commission, the State Department of Education, and other regulatory bodies as required in IC 33-5205(3)(k), IC 33-5206(7), and IC 33-5210(3). IDCCRA will also comply with the reporting requirements of IC 33-701(5-10). If additional independent audits are required by a regulatory body above and beyond the annual financial audits described above, the audits will be conducted at the expense of the requesting body. School budgets and expenditures, to include the check register, payroll report, and teacher contracts, will be posted on the IDCCRA website.

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Tab 6

Employee Requirements

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Employee Qualifications – *Idaho Code 33-5204(a)(1) and 33-5205(3)(g)*

IDCCRA staff will meet all qualifications required by state law. The teaching staff will be required to meet the definition of 'Highly Qualified' or whatever definition currently required by the State of Idaho. Professional-Technical Education (PTE) teachers will be required to hold the appropriate endorsement in an appropriate occupational discipline. These endorsements may be held on a Secondary Teaching Credential or on an Occupational Specialist Certificate. These PTE instructors will be dedicated to preparing students for transition to college and/or career professions beyond high school. Administrators for IDCCRA must hold an Idaho Professional-Technical Administrator's Certificate. Copies of certificates for all certified teachers/staff members will be kept on file at the school and will be available for review upon request.

The staff will be required to possess personal characteristics, knowledge, and experience consistent with the teaching profession in Idaho and the philosophy, mission, and expectations of the IDCCRA. The school administrator will make recommendation to the IDCCRA board for approval.

The IDCCRA will reserve the right to seek limited or alternative certification staff as authorized by the SDE when deemed in the best interest of the educational program.

IDCCRA will not discriminate in the hiring process.

Transfer Rights – *Idaho Code 33-5205(3)(p) and 33-1217*

The transfer rights of an employee choosing to work for IDCCRA and the rights of such employees to return to any non-charter school after employment at IDCCRA will be dependent on the school district from which the employee might transfer and in compliance with Idaho Code §33-5206(3). IDCCRA claims no transfer rights.

Benefits and Provisions – *Idaho Code 33-5205(3)(n)*

The School will provide all qualified employees with the Benefits and Provisions in accordance with IC 33-5205(3)(n). This includes the PERSI retirement system, Federal Social Security, Worker's Compensation, Unemployment, and Health Insurance to the extent required by Idaho law.

Collective Bargaining – *Idaho Code 33-5205(3)(q)*

IDCCRA staff will be considered a separate unit for purposes of collective bargaining.

Written Contracts – *Idaho Code 33-5206(4)*

All teachers and administrators who are employees of the board will be on a written contract in a format approved by the Superintendent of Public Instruction.

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Teacher Evaluations – IDAPA 08.02.02.120

IDCCRA will follow the personnel practices required by Idaho Code 33-513 and IDAPA 08.02.02.120, to include supervision, evaluation, and dismissal. The IDCCRA Board will develop and adopt policies for teacher performance evaluation in which criteria and procedures for the evaluation of certified personnel are aligned to the Charlotte Danielson's Framework for Teaching Second Edition, or the model currently used by the SDE.

Domains include:

1. Planning and Preparation
2. Learning Environment
3. Instruction and Use of Assessment
4. Professional Responsibilities

The administrator will conduct an evaluation of each staff member by February 13 and a second evaluation prior to the end of each school year using evaluative tools created using the Charlotte Danielson Method. Both evaluations will include content currently required by the Idaho State Department of Education.

Once the school is approved and the administration hired, a detailed evaluation model utilizing all the necessary requirements will be developed that could also include the use of school data, observations, surveys, student feedback, etc., for use in professional development to cultivate teacher growth. See Tab 9 for additional information on teacher professional development and evaluations. New teacher training will be conducted in accordance with the K12 Virtual New Teacher Training located in Appendix 12 to help new teachers be successful when entering a virtual classroom and continuous Professional Development opportunities will be offered annually.

If a teacher is determined to be underperforming, a decision will be made as to whether the teacher will be put on a plan of improvement, or a dismissal process will be initiated. The administrator will assist the teacher who is performing below a satisfactory level with developing their personal improvement plan. The plan will be monitored by the Principal and may include additional training, mentoring, or classes as needed.

Administrator Evaluations – IDAPA 08.02.02.120

A sub-committee of the IDCCRA Board will evaluate the Head of School and the performance of the IDCCRA contracted curriculum provider annually utilizing the Education Service Provider and Vendor Evaluation Instrument as identified in Appendix 6. The tool covers the following areas; general contract compliance, educational program, human relations, financial and operations, and student records and data. The sub-committee will make a recommendation to the Board of whether or not to continue the contract. The evaluation period will be from July 1 through June 30th annually. Please see Appendix 6 for the sample contractor services provider evaluation tool.

Background Checks – *Idaho Code 33-5210(4)(d)*

All IDCCRA employees, board members, and volunteers, will be required to undergo and pass a State of Idaho criminal background check. A record of the employee background check will be maintained in the Certification Office at the SDE, and in the school employee's personnel file.

Health and Safety – *Idaho Code 33-5205(3)(h)*

The IDCCRA Board will comply with the provisions of Idaho Code to ensure health and safety of staff and students by implementing safety policies and procedures. This will be accomplished by utilizing the Idaho School Boards Association Policies and Procedures Manual as a template for selecting, modifying, and adopting policies based on the requirements of IDCCRA. Policies will be evaluated on an ongoing basis, and will be incorporated into the school's Student Parent handbook as appropriate. Policies will be incorporated as appropriate into school handbooks and will be reviewed as needed in school staff development efforts. The IDCCRA administrative leadership will ensure that the school's employees understand and are able to implement the school's vision upon hiring and through in-service training.

Applicable Health and Safety policies and procedures would include:

- A criminal history background check for all employees in compliance with Idaho Code 33-130. This requirement will be a condition of employment.
- A requirement that all students have proof of immunization in compliance with IC 39-4801 or have a written parental waiver. Students will also be required to have a birth certificate in compliance with IC 18-4511 or other type of government issued identification prior to being enrolled.
- The adoption of policies to meet required building codes and allow the inspection of facilities by appropriate agencies in compliance with IC 33-1613.
- Providing training on appropriate reporting to the Idaho 211 Care Line and the Idaho Suicide Prevention Hotline.
- Anti-Discrimination (See Appendix 15)
- Sexual Harassment (See Appendix 15)
- Disciplinary Code included in the Student/Parent Handbook (See Appendix 15), which includes acknowledgement and compliance with the Code of Conduct and Acceptable Use Guidelines which includes guidance on:
 - Accountability
 - Inappropriate Behavior
 - Weapons
 - Threats
 - Tobacco, Drugs, and Alcohol
 - Cyberbullying
 - Student Internet Safety.

Disciplinary Procedures – *Idaho Code 33-5205(3)(l) and 33-205*

A Safe Place Where Students Have a Voice

As part of IDCCRA's holistic approach to each student's success, it will offer a Social and Emotional Learning (SEL) program for grades 9–12. The SEL program is an important part of student learning. It will provide a safe place where the spotlight is on students.

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During the school year, students attend advisory sessions in an online forum facilitated by a specially trained teacher. For their first two weeks in school, students participate each day to become familiar with the online experience and to get to know their classmates.

Through the program, students grow in five key social and emotional areas necessary for thriving in school and life:

- self-awareness
- self-management
- social awareness
- relationship building
- responsible decision-making

In the sessions, students discuss topics relevant to their lives, creating a strong sense of belonging and community among peers, as well as allowing the teacher to learn more about each student on a deeper, more personal level.

As a result of sharing in a respectful environment where people listen to and value those who contribute, the students discover a vital part of their personal identity—their own voice. And as their confidence and self-esteem grow, students begin to flourish in class and beyond.

Teachers Focus on Their Students' Well-Being

Through the program, teachers will focus on their students' academic, social, and emotional well-being. For example, because of a deeper understanding of students' lives through group discussions, a teacher may learn that a participant is homeless. After addressing this issue with the student, the teacher will notify the counselors who will help the student connect to the services he or she needs most. The student's teachers will also be notified so that they can understand the student's issues and be prepared to help the student succeed academically.

Our teachers will be versed in facilitating discussions that connect students' real-life world to their academic studies. A teacher may open the day's discussion about an instance of social injustice reported in the news, and then draw the group into a conversation about a book they're studying, such as *Lord of the Flies*.

Through the SEL program, students who once felt like outsiders can discover the worth of their individuality within the community. They're developing life-changing skills that will help them be successful students, productive adults, and generous citizens.

Discipline

At the beginning of each semester, a copy of the Student/Parent Handbook will be provided to enrolled students and parents. Material in the handbook will be reviewed and pertinent material covered. The review will constitute the basis for having informed students of the IDCCRA policies and procedures, and the requisite disciplinary actions should students fail to adhere to them.

Consequences of not adhering to IDCCRA policies and procedures include but are not limited to:

- Loss of privileges
- Letter sent to the parent
- Telephone call to the parent
- Student Parent conference with principal

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- Suspension
- Expulsion

The principal will determine the appropriate consequences for infractions and reserves the right to choose any of the listed consequences, without regard to whether any other consequences have been previously used.

Suspensions:

The Head of School, Principal, or designee may temporarily suspend any pupil for disciplinary reasons or for other conduct disruptive of good order or of the instructional effectiveness of the school within compliance of Idaho Code §33-205.

A Principal, Head of School or Assistant Head of School may temporarily suspend a student for up to five (5) school days.

The Head of School may extend this suspension for an additional ten (10) school days.

The Board may extend this suspension an additional five (5) days upon a finding by the Board that an immediate return to school by the pupil would be detrimental to other pupils' health, welfare or safety.

Any pupil who has been suspended may be readmitted to the school by the Head of School or Principal who suspended him/her upon such reasonable conditions as said Head of School or Principal may prescribe.

The period of suspension may be "suspended" or "deferred" to allow the student to continue with education, and the student may be required to participate in work and attendance as determined by the Head of School or the Assistant Head of School. If a student is suspended for inadequate attendance, they will be provided with information regarding options to transfer to other public school programs.

- A. Written Referral: Violations shall be presented in written form (such as an e-mail) and should be specific as to the misbehavior or breach of the Code of Student Conduct.
- B. Student Notification: The student will be placed on notice of the alleged violation by the Head of School or designee.
- C. Initial Conference: An initial conference (in person or by tele- or video-conference) shall be conducted by the Head of School or designee.
 - A. Charges and Evidence: The Head of School or designee shall confer with the student, explain the charges and evidence against the student, and allow the student an opportunity to present his or her side of the story prior to taking disciplinary action.
 - B. Parental Assistance: The Head of School shall make a good faith effort to employ parental assistance or other alternative measures prior to suspension. The Head of School may suspend the student immediately. The Head of School will take into consideration the seriousness of the breach of conduct;

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whether the conduct is disruptive enough to require immediate suspension and/or if an emergency situation exists.

D. Parental Notification:

A. By Telephone or E-mail: The Head of School or designee shall make a good faith effort to notify the parent by telephone or e-mail of the student's misconduct and the proposed disciplinary action.

B. By Written Notice: Regardless of whether there has been communication with the student's parent by telephone, the Head of School or designee shall, within twenty-four (24) hours of taking disciplinary action, send written notice to the parent describing the disciplinary action imposed and the reason for the action taken.

E. Board Notification: The Board of Directors shall be notified of any temporary suspensions, the reasons therefore, and the response, if any, thereto.

F. Appeal or Challenge: If the student and/or parent(s)/guardian(s) wish to appeal or challenge the suspension, the Head of School or designee will schedule an informal meeting to discuss the charges, any evidence substantiating the charge, the sanctions imposed and the reason for such sanctions. After this informal meeting, the student and or parent(s)/guardian(s) may request a formal hearing before the board if they are still unsatisfied with the decision of the Head of School or designee. This formal hearing will follow the same pattern as those required for expulsions. This hearing should take place within thirty (30) days unless the student and/or parent(s)/guardian (s) request more time.

Expulsions:

Pursuant to Idaho Code § 33-205, the Board of Directors may deny enrollment or expel a student who is:

- 1) an habitual truant;
- 2) who is incorrigible;
- 3) for any violation of the Code of Student Conduct, or for any conduct which in the judgment of the board, is considered to be continuously disruptive of school discipline, or of the instructional effectiveness of the school; or
- 4) whose presence in a public school is detrimental to the health and safety of other pupils, or who has been expelled from another school district in this state or any other state.

A. Notice: The written notice by certified mail shall state the grounds for the proposed expulsion or denial of enrollment and the time and place where such parent(s)/guardian(s) may appear to contest the action of the Board to deny school attendance. The notice will state the rights of the pupil to be represented by counsel, submit any evidence and/or produce any witnesses on his/her own behalf, and cross-examine any adult witnesses who may appear against him/her. If the notice to the parent by certified mail is returned as unclaimed, the parent will be deemed to have been provided notice pursuant to Idaho Code § 33-205 and have waived the right to a due process hearing.

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- B. Hearing: The Board of Directors shall have a full and fair formal hearing on the allegations set forth in the written notice.

This hearing shall occur within a reasonable period of time. The student and/or parent(s)/guardian(s) may request a delay in order to be prepared for the hearing. The hearing shall be held within 30 days of the notice of intent to expel, unless there are extenuating circumstances or a request for an extension of time has been granted to the student/family.

During this hearing the Student shall have the right to be represented by counsel, submit any evidence and/or produce any witnesses on his/her own behalf, and cross-examine any adult witnesses who may appear against him/her.

- C. Procedure: After proper notice as set forth above, the following procedure shall be used.
1. Opening Statements: Both sides shall have the opportunity for opening remarks or statements.
 2. Burden of Proof: The IDCCRA has the burden of establishing grounds for the expulsion of the student based on the allegations set forth in the written notice.
 3. Cross examination: The student or their counsel may cross-examine adult witnesses.
 4. Student's Case: The student or their counsel has an opportunity to present evidence and/or witnesses.
 5. Closing Remarks: Both sides have the opportunity to provide closing remarks.
 6. Decision: At the close of the hearing, the Board of Directors will retire to deliberate the case and upon reaching a decision will issue findings of fact and conclusion supporting their decision. Upon a motion made in open meeting, the Board will issue the approved Findings, Conclusions and Decision. A copy of which shall be delivered to the student/parent(s)/guardian(s).
- D. Truancy: Any student who is suspended on more than one occasion in a six (6) month period for inadequate attendance; or whose "attendance" at school violates the attendance regulations of the Board as detailed in this policy; or whose attendance is of a sporadic and inadequate nature without justification or extraordinary circumstances may be determined by the Board of Directors to be an habitual truant and may be expelled after notice and a hearing as set forth above.
- E. Special Education Students: Students enrolled in special education or on a 504 Plan will not be suspended or expelled without consideration by a manifestation determination to assure the provisions of FAPE are consistent with the requirements of the IDEA and Section 504.
- F. Reenrollment: Any student who has been expelled may appeal to be reenrolled in the school, after the terms/time limit of the expulsion has been completed by the student, pursuant to the procedures outlined in Idaho Code §33-502. Approval must be granted by the Head of School and the Board of Directors. The Board will notify the parent(s)/guardian(s) of the student in question, in writing by certified mail of the date and time of the reinstatement hearing. The hearing will be a face-to-face meeting before the Board of Directors (if a quorum can be

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obtained) or a telephone conference with a quorum of the Board of Directors in attendance.

- G. Withdrawal: The parent and student may determine based upon the availability of the identified caring adult and the student's commitment to schooling at home, that IDCCRA is not the better alternative for the education of the student. This decision should be discussed with the School. If the decision is made that the student should withdraw and transfer to another school within the student's residential district, information regarding said transfer will be provided to parents by the School consistent with the policies of the residential and chartering entity.

Contacting Law Enforcement – *Idaho Code 33-210(3)*

IDCCRA recognizes that substance abuse, the harmful use of drugs, tobacco and alcohol, and the problems associated with it are becoming increasingly commonplace in our society. IDCCRA will do what it can to help students overcome the desire to utilize illegal substances and be successful in school. If it is suspected that a student is using illegal substances or participating in potentially harmful practices, the parents will be notified. If a student is caught violating state law, law enforcement authorities will be called and the student reported. The parents will be able to utilize school counselors to help identify organizations that provide interventions for individual dependencies. Student behavior could also lead to suspension or expulsion from school. The Student Code of Conduct and Acceptable Use Guidelines are included in the Student/Parent Handbook which will be provided to families during enrollment prior to the beginning of school.

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Tab 7

Admissions, Discipline, Student Policies

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Admissions Procedures – *Idaho Code 33-5205(3)(j)*

IDCCRA will be open to all students. The school will not discriminate based on race, creed, color, gender, national origin, or ancestry. Special needs will not be a factor in admission decisions. The school will not charge tuition for students residing in the state of Idaho. The Board may choose to charge fees as allowed by state law.

The enrollment deadline from year to year could change based the start date of the annual school calendar adopted by the Board each year. Enrollment deadlines will be posted on the website and advertised during each enrollment period. Families calling to enroll a student after the enrollment deadline for the current year or semester will be informed of the enrollment deadline and of the start date for the coming semester. If a family's desire is to leave the student enrolled for the coming semester or year, the student will remain enrolled and orientation information will be sent to the family. The material includes information for the student and family that demonstrates how students and parents login and utilize the system, summer activities, and opportunities for families to begin making connections with other families if they desire.

The request for admission and enrollment will be conducted online. A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a student in Idaho may complete an application for enrollment. Requests for admission must be completed before the posted enrollment deadline. Otherwise, enrollment will be allowed for the following semester.

The enrollment area for the IDCCRA will be the statewide. Once a student is enrolled, the student will not be required to reapply each year thereafter.

IDCCRA has the right to amend these admission procedures as needed with the approval of the Authorized Chartering Entity. Any changes will conform to the laws of the State of Idaho and applicable State Board Rule.

Waiting Lists – *Idaho Code 33-5205(3)(j)*

There will not be an enrollment cap utilized at the IDCCRA. The educational delivery model is scalable. If a student completes enrollment prior to the posted enrollment deadline, the student will be allowed to attend school. As a result, an admissions preference will not be required.

The goal of the IDCCRA marketing effort will be to meet enrollment goals in alignment with the 3-Year Operating Budget in Appendix 8. The initial goal is to open with 200 students, then grow 50 students per year. As described in Tab 8, The IDCCRA Board of Directors will work with K12 on target marketing to increase awareness. K12 will be responsible for meeting enrollment goals.

Public Notice of Enrollment Opportunities – *Idaho Code 33-5205(3)(s)*

Enrollment activities will take place year-around. The number of and the different promotional activities will fluctuate depending on the time of year. A higher level of promotional activity, for example, will take place in the summer than throughout the year. Fewer promotional activities will take place after the beginning of a semester.

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Families reaching out to enroll after enrollment deadlines will be made aware that the enrollment deadline for the current year has passed, and informed that their student will be eligible to begin school in the coming year.

The IDCCRA Board of Directors will work with K12 on target marketing to increase awareness as described below:

- IDCCRA representatives will meet with community leaders, including those in minority and low income areas, both urban and rural, to inform students.
- Information sessions open to interested families and the general public will be held in communities throughout Idaho and online. Information sessions will be advertised in various print and electronic media. During these sessions, prospective patrons have the opportunity to interact with the IDCCRA curriculum, including lessons and materials, and have questions answered. Enrollment forms and applications will be accepted at the information sessions. The same format is followed during the online sessions.
- The school will establish a website and will use this as the primary mechanism to communicate with interested families.
- The school will establish a call center to provide information to prospective applicants.
- IDCCRA staff may participate in television, radio and newspaper interviews as necessary.
- Enrollment applications for IDCCRA will be available online as well as at IDCCRA's administrative office.
- After initial enrollment is finalized, parents of students enrolled in IDCCRA will be invited to one of several parent orientation sessions that will be conducted throughout the state. At the orientation session, parents will meet the administrative staff, teachers, and K12 representatives. Sessions will be designed to inform parents about navigating the program, technical support, lesson delivery, effective communication, school policies
- IDCCRA will distribute recruiting materials about the school's mission, curriculum, leadership, and the application process to public places such as libraries.

Denial of Attendance – *Idaho Code 33-5205(3)(i) 33-205 33-206*

The following is a description of the school's denial of attendance plan for students who are or has been:

- Habitually truant,
- Incurable,
- Deemed by the board of trustees to be disruptive of school discipline or instructional effectiveness,
- Detrimental to the health and safety of the other students, or
- Expelled from any other school district or state.

Pursuant to Idaho Code § 33-205, IDCCRA Board of Directors may deny enrollment and attendance to any student who has been expelled from another public school district (LEA) within the state of Idaho or any other state.

IDCCRA recognizes that due to the unique educational structure of the educational program, a student who has been expelled from another public school district (LEA) may be able to attend IDCCRA and continue their educational advancement, without any risk of harm to other students, faculty or school facilities.

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When a student who has been expelled from another school district (LEA) seeks to become enrolled at IDCCRA, the Administrative team of IDCCRA shall communicate with the prospective student (parents) and the student's former school district (LEA) to determine the basis for the student's expulsion as well as the student's general disciplinary record. Thereafter, the administrative team shall evaluate whether or not the prospective enrollee poses any danger or risk of harm to other IDCCRA students, IDCCRA faculty or IDCCRA property. If it is determined that there is no risk of harm to other students, faculty or property and IDCCRA can provide an education to the child, the Board of Directors has authorized the Administration to enroll the student, based upon a behavioral plan individually created to address the specific disciplinary issues for the child. Should the Administration determine that enrollment of the child would pose a danger to other students, faculty or property which cannot, in the judgment of the administrative team, be addressed through a behavioral plan, the Board of Directors has authorized the Administration to provisionally deny enrollment into IDCCRA. Should a student be provisionally denied enrollment due to prior school expulsion, the student will be advised of a right to a hearing before the Board to contest this decision.

Internet Use – Idaho Code 33-132

The Student/Parent Handbook addresses IDCCRA Student Code of Conduct and Acceptable Use Guidelines designed to ensure that all students are aware of and understand their responsibilities when accessing and using IDCCRA resources. Failure to follow this policy could result in the removal of access to IDCCRA instructional computing resources, which could result in the inability to complete learning activities. The Student/Parent Handbook will be provided to families during enrollment prior to the beginning of school. Parents will be required to acknowledge that they have reviewed the Student/Parent Handbook.

Student/Parent Handbook – Idaho Code 33-5205(3)(m)

Once the IDCCRA charter is approved and an administrator and staff hired, IDCCRA will produce a complete Student/Parent Handbook that will describe rules and procedures to enrolling families. The handbook will be distributed as part of the enrollment process to enrolled families at the beginning of each semester, and will be posted online. It will also be distributed electronically each semester to all returning families. Parents will be strongly encouraged to assure, as part of the enrollment process, that they have reviewed the Student/Parent Handbook.

The handbook will be evaluated and updated annually, and then approved by the Board.

A current draft of the Student/Parent Handbook is included in Appendix 15. A final copy will be completed and approved by the Board prior to the beginning of school.

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Tab 8

**Business Plan, Transportation, School
Lunch**

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Business Plan - IDAPA 08.02.04.202 and 08.03.01.401.10

Business description

IDCCRA, Incorporated, is organized exclusively for educational purposes within the meaning of IRC Section 501(c) (3) of the Internal Revenue Code. Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal Income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 (or corresponding provision of any future United States Internal Revenue Law), or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law).

Marketing plan

The goal of the IDCCRA marketing effort will be:

- Educate residents of Idaho that they have a choice when it comes to their child's education options
- Provide in person opportunities for prospective families and community members to socialize and learn more about our school(s)
- Sponsor/participate in family and education oriented events throughout the state to engage/support local communities
- Share positive school performance, student, parent and teacher success stories through earned media in partnership with our Public Relations agency. Deliver these stories across multiple channels including TV, Radio, Print and online resources.
- Utilize social media to engage with industry experts and enrolled families to show support of our school options

The initial enrollment target is to open with 200 students, then grow 50 students per year. The IDCCRA Board of Directors will work with K12 on target marketing to increase awareness as described below. K12 will be responsible for meeting enrollment goals.

- IDCCRA representatives will meet with community leaders, including those in minority and low income areas, both urban and rural, to recruit students.
- Information sessions open to interested families and the general public will be held in communities throughout Idaho and online. Information sessions will be advertised in various print and electronic media. During these sessions, prospective patrons have the opportunity to interact with the IDCCRA curriculum, including lessons and materials, and have questions answered. Enrollment forms and applications will be accepted at the information sessions. The same format is followed during the online sessions.
- The school will establish a website and will use this as the primary mechanism to communicate with interested families.
- The school will establish a call center to provide information to prospective applicants.
- IDCCRA staff may participate in television, radio and newspaper interviews as necessary.
- Enrollment applications for IDCCRA will be available online as well as at IDCCRA's administrative office.
- After initial enrollment is finalized, parents of students enrolled in IDCCRA will be invited to one of several parent orientation sessions that will be conducted throughout the state. At the orientation session, parents will meet the administrative

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staff, teachers, and K12 representatives. Sessions will be designed to inform parents about navigating the program, technical support, lesson delivery, effective communication, school policies.

Marketing tactics designed to meet the IDCCRA goals include:

- Online Marketing: Banner & SEM
- Television
- Print Ads
- Radio
- Electronic Communications (emails)
- Direct Mail
- Grassroots Initiatives
- In-person & Online Events
- Sponsorships/Partnerships

Examples of strategies used to accomplish the above marketing tactics might include:

- Television
 - Direct Response:
 - Formulaic, informative feel
 - :60 & :120 formats
 - Phone number, web address, school specific call-to-action (CTA)
 - Emotive/visceral:
 - Focuses on the power of our core message (individualized learning)
 - Dependent on strong :30 and :60 spot to capitalize on available inventory
 - Tends to lift other measurable channels (SEM, inbound calls) and includes school branding
 - Spot example: <http://bit.ly/nanthem>
 - Hispanic TV:
 - Overall, generates a strong call response but low web traffic
- Radio
 - Utilizing traditional spots in top stations in key markets
 - Also airing in rural/non-measured markets on recommendation of paid agencies
 - Utah Spot example “Scholar”: <http://bit.ly/q4utrdo>
- New Media
 - YouTube
 - Pre-roll vide ads, users opt-in
 - Reaching out to behavioral (family/parenting interests) and demographic segments (age/gender)
 - Spot examples:
 - “You Have a Choice: : <http://youtu.be/qh1jSmUPX-g>
 - “Anthem”: <http://youtu.be/q938QqKlpgA>
 - Facebook
 - Standard Ads
 - For lead generation, reaching out to HS students and parents, within specific interest categories
 - Custom Audience

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- Reaching out to an audience who has submitted a lead to K12 but has not yet enrolled
- Facebook Exchange
 - Reaching out to people who have visited K12 from Facebook ad
- Lookalike Campaign
 - Reaching out to people who have “similar” demographics to the list of individuals who submitted a lead to K12
- MSA-specific outreach campaigns
 - Identifying and reaching out to key segments: at-risk, underserved, low income, etc.
 - Develop relationships with local media buying agencies to assist in identifying value-add opportunities in key segments.
 - Engaging partnerships/sponsorships to focus on reaching key segments with meaningful experiential events
- Identify opportunities to demonstrate the success of online learning through firsthand accounts/stories from families and staff
 - PR agency assists in pitching student and school success stories
- Local Development Managers drive local marketing initiatives and tactics that include:
 - Strategic partnerships with local organizations who serve/support key segments
 - Participation in fairs, festivals and other local community events
 - Outreach to local community influencers
 - In-person and online information/conversion events

Management plan

A copy of the Idaho College and Career Readiness Academy /K12 Virtual Schools L.L.C. Educational Products and Services Agreement is found in Appendix 6 of this petition. Before entering into this agreement, the board determined that K12 Inc. provides for a well-developed and viable management structure. Roles and responsibilities are also covered in Tab 2 in Administrative Services and Tab 5 in Governance.

The requirements for services and performance are clearly laid out in the services agreement with K12 Inc. The board will evaluate K12’s performance annually utilizing the Evaluation Tool in Appendix 6. The Board will review monthly finance reports, monthly academic reports, evaluation of the data on student withdrawals and year over year retention rate, and most importantly student academic achievement. The Head of School will be required to provide this information at each board meeting. Even though the Head of School is not employed directly by the Board, the two entities must work hand in hand in order for the school to be successful. Establishing a strong line of communication and partnership between the Board and K12 Inc., the Board and the Head of School, and among all parties and the authorizing authority will be vital to the success IDCCRA is able to provide for students. The board has the authority to ask for additional information to review relative to the operation of the school if they desire. If the HOS is not responding to requests to the Board’s satisfaction, the Board does possess the authority to consult with K12 Inc. about potential ineffectual performance provided by the HOS.

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Resumes of the IDCCRA directors and the petitioning group list are included in Appendix 5.

School's financial plan

Budget

The budget for IDCCRA will be prepared in compliance with section 33-801, Idaho Statutes and policy of the State Board of Education. Budgets will be presented annually at a public hearing in June of each year. Board approved budgets will be delivered to the State Department of Education as required prior to the start of the school year. Copies of the budget will be provided to the authorizing body. The budget will be prepared, approved and filed as prescribed by the State Department of Education guidelines.

Fiscal oversight will remain the responsibility of the IDCCRA Board. Revenues estimates will be based on Support Unit Calculations, Salary Based Apportionment, and Transportation and Technology calculations. Revenues will transfer from the Idaho SDE to the school. In order for the transfer to take place, the school will acquire a DUNS number and a SAMS account.

Expenses will be coded by the business manager. Checks will be cut by the Central Office and returned to the business manager to be mailed.

The business manager will monitor the cash flows daily.

Fiscal reports summarizing revenues, expenses, and cashflows will be prepared and submitted to the Board monthly. The monthly reporting will ensure that IDCCRA stays on track throughout the year. The Board can request special meetings or request additional financial information at their discretion. The Board treasurer will approve all detailed revenues, expenses, and cashflows before they are sent to Shared Services for processing.

IDCCRA will have a fiscal audit conducted annually to ensure financial integrity. Balancing entries will take place at the conclusion of the audit.

Start-Up and Long Term Budget: The three-year operating budget, the first year month-by-month cash flow form, and the budget assumptions are included in Appendix 7, 8, and 9.

Income Sources: Funding sources will include state allocation per pupil and an Albertson Foundation Charter Start Grant.

1. State and Federal revenues will be received via direct deposit.
2. Miscellaneous cash/check receipts will be received and deposited within 7 days of receipt
3. The business manager will make deposits and check for accuracy
4. Business manager distributes to accounting office for processing

IDCCRA will not participate in fundraising activities.

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Purchasing Process: IDCCRA Business Manager will confirm procedures for procuring goods and services, with approval of the Board of Directors. Initial sample of a possible purchasing process could look as follows:

1. A budget is approved by the board
2. Purchase requests are approved by the HOS
3. Business manager reviews invoices, codes them, and sends to the Board Treasurer for approval
4. Invoices go to accounting office, who cuts the check
5. Checks come to business manager for signature and mailing.

Payroll Processing: Payroll will be fulfilled by the IDCCRA Business Manager, with approval of the Board of Directors.

Financial Management: The accounting records will be kept in accordance with generally accepted accounting principles.

Pre-opening plan and timeline

Please see Appendix 11 for the Pre-Opening Timeline

Transportation Services – *Idaho Code 33-5205(3)(t) and 33-5208(4)*

As a virtual charter school, transportation services will not be required for academic attendance. Transportation to and from social events will be the responsibility of the students/families. Students under the age of 18 must not be the driver of any non-related students.

For students attending Special Education services, reimbursements for travel will be made. If a parent cannot transport the student, arrangements will be made for the student to be transported to and from the Special Education services meeting.

School Lunch Program – *IDAPA 08.02.04.202 and 08.03.01.401.10*

As the IDCCRA will be a virtual school, it will not participate in the federal student lunch program and will not provide school lunches. Free and reduced lunch data will be collected during enrollment.

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Tab 9

Virtual Schools and Online Programs

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The Virtual School– Idaho Code 33-5202(a)(8)

Public Virtual School is defined in Section 33-5202A(8), Idaho Code, and means a school that delivers a full-time, sequential program of synchronous and/or asynchronous instruction primarily through the use of technology via the internet in a distributed environment. Schools classified as virtual must have an online component to their school with online lessons and tools for student and data management. IDCCRA meets this definition by delivering a full-time, sequential program of synchronous and asynchronous instruction primarily through the use of technology via the internet for students in grades 9-12.

As stated in Tab 3, the vision of the IDCCRA board is to create a virtual high school that would provide opportunities for all students in Idaho to attend a high school that can provide the technical job skills currently required by Idaho industries. Many of the educational districts in the major population centers of Idaho have already created Brick and Mortar Professional-Technical Schools. These schools provide young people in those geographic locations with unparalleled access to occupational skills. The gap, however, is being able to provide these opportunities to the academically at risk, underserved, or geographically dispersed students in Idaho that do not have access to those opportunities. IDCCRA will be unique from all other virtual schools in Idaho in that we will offer an occupational sequence of instruction as demonstrated in the Career-Technical Education (CTE) cluster outlines in Appendix 23. Our students will graduate with the foundational skills required to be successful in pursuing post-secondary or occupational certifications.

The ability to offer CTE courses virtually is a result of the evolution of occupational requirements in industry, and the evolution of education delivery methods. Historically, occupational education has been about providing the required training based on the industry needs of the time. During the Industrial Revolution, the required occupational training was predominantly hands-on. Using machines in a manufacturing facility required being in the facility and actually working the machines. Fast forward to the Information Age, we discover that the needs of industry have evolved with the introduction of computers and computerized applications.

Educational delivery models have also evolved. With the advent of more sophisticated computer programs, increasingly sophisticated content is able to be delivered online. Automated Manufacturing, for example, now requires operators to write computer programs to manipulate manufacturing machines. In many instances, the operator is not even required to be in the same vicinity of the machine being operated. Emulation programs allow computerized manufacturing machines to be manipulated and tested from just about any computer with the appropriate configuration. Reprogramming the Mars Rover could be an example of manipulating machines remotely. As a result of these shifts in industry, it is now appropriate for CTE courses to be offered virtually. This will allow students to acquire both the technical and technological skills needed to succeed in industry jobs of the future.

The evolution of educational delivery models is also leading to an increased use in simulation training which is gaining favor in some educational settings over didactic training. Didactic training includes the use of books, lecture, and demonstration to change knowledge. Simulation training utilizes modeling to increase competency and skill. Virtual simulation allows for detailed observation in a cost effective environment.

An increasing number of medical institutions are moving away from pure didactic training, and toward more medical simulation-based training for health care workers. Medical simulation training allows for development of such experience before medical staff performs procedures on

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real-life patients. Simulated encounters with patients in a virtual environment, for example, can be repeated over and over in an effort to develop competence on a specific standard. Virtual simulation can also be used as a competency based assessment tool.

Simulation also allows students to complete repetitive tasks without the expense associated with using expensive equipment. 3D simulation with machine control software for dynamic simulation and graphic tracking of CNC mills and lathes, for example, simulates the entire machining process, accurately reflecting the movement of machine components and tools, and the changing of raw materials into finished parts. The virtual CNC machines respond to errors and environmental conditions in the same way as safeguards on real machines to prevent injury and damage. Safety measures might include halting program execution upon impact or axis limit, and warnings of unsafe hardware conditions.

Virtual courses consist of 100% on-line, on-demand e-learning with interactive simulations that deliver relevant skills for students. With virtual courses, you can reach more students, cover more subjects and accommodate any budget by eliminating or deferring the hardware costs.

TheraSim Virtual Patient Simulation "Simulation Training vs. Didactic Training" May 2013. Web. 22 Nov. 2013

<http://www.therasim.com/medsim/simulation-training-vs-didactic-training/>

Learning Management System – Idaho Code 33-5205(4)(a)

The IDCCRA Board will retain oversight and control over the school's educational program, finances, and employees. The Board has selected K12 as its education partner. The roles of the relationship with K12 are clearly defined in Tab 2, Tab 5, and Tab 8. A copy of the services agreement is included in Appendix 6 and the evaluation tool that the IDCCRA Board will use to evaluate K12s performance as outlined in the Services Agreement is included in Appendix 6. Costs and services are clearly delineated in the Services Agreement.

Students, parents, teachers, administrators and the Board may continuously measure and receive reports on student achievement gains during the school year using the school's learning management and student information systems. Using these systems, the school will deliver the curriculum to its students and permit teachers and parents to see, at every moment, how the student is progressing. These systems provide each student with an individualized learning experience. The school will be using the following management tools which are components of the education program that K12 will provide to the school.

Learning Management System (LMS)

The LMS is an intuitive, web-based software platform. It provides access to more than 22,000 online lessons and courses; lesson/unit/term assessments; hands-on activities; alternative learning approaches; classroom collaboration tools; and optional and supplemental lessons and activities, as well as lesson planning and scheduling tools and progress tracking tools. Students, parents and teachers can access the LMS with an Internet connection at any time.

K12 will utilize a customized platform provided by Pearson eCollege as its LMS for IDCCRA. This platform is currently used by all the K12 secondary school programs around the country and fully integrates with K12 courses. As a result, K12 has extensive experience on how to utilize the LMS for effective learning through state-of-the-art distance learning techniques.

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IDCCRA will use the suite of curricula provided by K12, including the award-winning K¹², Aventa and A+ curriculum, per student need as determined by the academic administrators and teachers.

The K12 designed curriculum is based on more than fifty years of cognitive science research in the following areas:

- how students learn;
- the structure of expert knowledge in school subject areas;
- general instructional design principles, including research-based e-learning methods; and
- methods for teaching specific topics and addressing possible misconceptions on those topics.

To insure that they draw on methods shown by scientific research to be effective in improving learning, K12 has dedicated an Evaluation and Research team to reviewing and synthesizing cognitive science research and working with course development teams to implement it. The Evaluation and Research team, which is guided by Ph. D.-level cognitive science researchers and statisticians, also conducts original research on new teaching methods and tools in addition to studies of the effectiveness of their curricula. In addition to the cognitive science research that goes into K12 curricula, they also conduct evaluations of the assessment materials that are used to measure student performance as they move through the courses. The alignment between the cognitive research, measurement, and instructional strategies are targeted to insure best practice and student accessibility to K12 curricula.

The K12 curriculum is also aligned to the mission and philosophy of IDCCRA to equip every student with the academic and nonacademic foundations needed for any postsecondary opportunity they wish to pursue by utilizing research-based technology applications, meaningful teacher/student/parent involvement, and engaging, individualized learning based on:

- Careful work built on educational research to identify the "Big Ideas" of a subject area as well as the concepts that are stumbling blocks for many students
- Clear layout of the objectives to be mastered in each lesson, unit, and semester, crafted from educational research, the best state and national standards, and deep content expertise
- Easy-to-navigate online content, including summaries and reviews, with more time and effort spent on the hardest, most important topics and skills
- Engaging, interactive, media-rich content to illustrate and explain the toughest concepts in ways no static page (print or Web) could ever match
- Beautiful, printed and other hands-on materials complementing the online courses (in most cases actually built for the online course) so that the images, phrases, and organization of these references clearly reinforce the key concepts, explanations, and work done throughout the course
- Terrific offline experiences with labs, books, and writing designed to give sufficient practice in key skills that students must master, as well as challenging problems and assignments to develop each student's ability to apply what they've learned in new circumstances
- Clear assessment tools to measure mastery of lesson objectives, using both online and off-line tasks to carefully probe mastery

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For any given lesson, the curriculum development team at K12 creates and assembles different learning components to satisfy the diverse needs of students in multiple learning environments. The team strategically chooses the appropriate interactive activities, printed material, assessment, video, laboratory, essay assignment, or hands-on exercise to provide a well-coordinated and purposeful learning experience. The mosaic of these individual components forms a lesson; related lessons are collected into units, and units into courses. Ultimately, all of the lesson components work together to create a rich K12 experience that is unlike any other.

K12 utilizes every medium and opportunity to advance students' learning by using a comprehensive, diverse, and innovative selection of materials, including books, protractors, seeds, clay—virtually any object that can aid the teaching process. K12 materials are intrinsically tied to the curricula because they are selected by the same experts and developers who design, write, and build the courses.

Aventa Learning by K¹² has received national recognition for its thoroughly researched, carefully crafted, multi-media online curriculum. Aventa offers more than 140 online courses for middle school and high school students in grades 6-12. The breadth of its curriculum is extensive and includes Advanced Placement® (AP) courses, core courses, foreign languages, and credit recovery courses with ELL support. Its curriculum is offered in a rich, multi-media format, which includes avatars, Flash simulators, and videos.

As part of our commitment to staying current with leading-edge learning techniques, Aventa online courses are crafted based on recent research and educational developments, including Howard Gardner's Multiple Intelligences Theory, research by Alan Cohen and other important findings.

A+ provides research-based core curriculum instructional software for kindergarten through adult learners. A+ courseware is currently in use in over 15,000 public and private K–12 schools, charter schools, colleges, correctional institutions, centers of adult literacy, military education programs, and after-school learning centers.

K12 has won numerous awards in recognition of its web-based curriculum, innovative program, and leadership in the field of online and blended learning including:

- Winner, 2012 Association of Educational Publishers (AEP) Distinguished Achievement Award in the Whole Curriculum Program category for Mathematics. *Fundamentals of Geometry and Algebra* program (online and offline)
- Finalist, 2012 EdTech Digest Digital Textbook Award for *World History: Our Human Story*
- Finalist, 2012 Association of Educational Publishers (AEP) Distinguished Achievement Award in the Reading and Language Arts category for Kindergarten Language Arts program (online and offline)
- Winner, 2011 Readers' Choice Award by *District Administration* magazine: Online Education Curriculum
- Finalist, 2011 Association of Education Publishers (AEP) Golden Lamp Award: Math+ Program
- Finalist, 2011 AEP Distinguished Achievement Awards
 - Science: Environmental Science course
 - Science: Virtual Labs/Biology
 - Technology: Timed Reading Practice
 - Math: Math+ Program
- Finalist, 2011 The Software Information Industry Association, CODiE™ Awards
 - Best Mathematics Instructional Solution: Math+

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- Best Public Virtual School Solution for Students to K12 Inc.
- Winner, 2010 United States Distance Learning Association (USDLA) 21st Century Best Practices Award to K12 Inc.
- Bronze Award Winner, 2010 USDLA Best Practices in Distance Learning Programming: *K12 Inc. Honors Earth Science Program*
- Winner, 2009 AEP Distinguished Achievement Award, High School *Algebra* textbook
- Ohio Virtual Academy and Pennsylvania Virtual Charter School, Parent's Choice Winners in *GreatSchools.net/Business Week* January, 2009 School Rankings (*Both statewide online public schools use the K¹² curriculum.*)
- Co-Recipient with Florida Virtual Academy, 2007 ITFlorida Government Technology Leadership Award
- ComputED's Education Software Review Award for Innovation, 2007 Winner: *K¹² Online School (Learning Management System)*
- Finalist, 2006 AEP Distinguished Achievement Award for K¹² Grade 4 Art

Lesson Planning and Scheduling Tools

The K12 lesson planning and scheduling tools enable teachers and parents to establish a schedule for completing lessons. These tools are designed to update the plan as a student progresses through each lesson and course, allowing flexibility to increase or decrease the pace at which the student moves through the curriculum while ensuring that the student progresses towards completion in the desired time frame. Changes can be made to the schedule at any point and the remainder of the student's schedule will automatically adjust. Students and teachers will use these tools to establish assignment dates, and are designed to provide students and parents the visibility into upcoming assignments and course progress.

Progress Tracking Tools

Once a master course schedule has been established by a high school teacher in the LMS, content units and assignments are delivered to students based upon the schedule. Each day, a student is initially directed to a screen listing the upcoming assignments for the course, as well as specific teacher-created announcements that assist in guiding the student's activities for the day and/or week. As each lesson is completed, the student returns to the day's assignment list to proceed to the next activity. The progress tracking tools allow students, parents and teachers to monitor student progress in each course.

Student Administration Management System (SAMS)

SAMS, the master digital database, captures raw student data, stores it, organizes it, and integrates with other systems. SAMS collects and provides all of the information required to manage student enrollment and monitor student performance. TotalView School and MyInfo are two sides of SAMS. They are applications for administrators, teachers, parents, and students to use that display the information stored in the SAMS database. TotalView School serves the school—teachers, administrators, and other staff—by providing a secure, internal communications tool, an overview of their students' current progress and history, and the status of the shipment of curriculum materials. It allows teachers to interact one-on-one with students. Parents and students use MyInfo as a secure communications tool to track students' course progress, grades, and attendance history, and to check the status of course material shipments.

The Online Teacher – *Idaho Code 33-5205(4)(b)*

Students are served – in every course – by Highly Qualified Idaho certified teachers who are experts in their field of study and in the most effective online instructional techniques. This means that students taking 5 or 6 courses will most likely have 5-6 different teachers – one for

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each subject. It is the teacher's personal responsibility to ensure the academic success of each individual student in their class. Teachers are able to track progress of every student daily utilizing the LMS. Teachers will be able to tell at any time when the last time a student logged in, how much time was spent in the lesson, how much time was spent working, and which specific assignments were turned in. They engage students in the coursework and continually motivate them, monitor student progress in the course, as well as grading and providing instructional feedback on assignments. Students learn from this feedback and then revise their efforts for future assignments. They set the pace of the course through defining daily assignments and setting due dates, and support students through the use of synchronous (real time) and asynchronous (recorded sessions to review and refresh/remind/reteach) methods.

Learning coaches are usually parents or guardians, but can be any caring adult that the parent or guardian assigns to serve as the 'eyes and ears' and who work in conjunction with the teacher to ensure student success. The learning coach assumes the role that any parent would assume in their student's education; to help ensure that the student is logging in daily and participating in school. They are responsible for confirming:

- Materials and equipment are received
- Computer equipment is working and reliable
- There is constant connectivity to the Internet
- Students are completing their daily assignments
- Students are submitting all required assignments to teachers on or before the due date
- Encourage and motivate students daily
- Check for student understanding of their coursework

Learning Coaches also work directly with teachers and Homeroom Advisors when support is needed to ensure student success.

Instructional strategies provided through synchronous and asynchronous methodologies must be rooted in scientifically proven methods, supported by data, in order for student achievement to be effectively improved. Live online instructional sessions are provided daily. Online sessions provide direct instruction on course specific objectives and assignments, small group and one-on-one targeted intervention support based on students' identified areas of need, and open office hours and tutoring support in a "drop in" format for math, English, history, and science.

Teacher to Student Interaction – Idaho Code 33-5205(4)(d)

Teachers will provide both synchronous and asynchronous instruction, and support to students and their learning coaches by phone, email, web conferencing and Instant Messaging. The teacher will provide direct instruction through Blackboard Collaborate, a web-based conferencing platform. Students will attend classroom sessions by logging in on Blackboard Collaborate, using chat, an interactive whiteboard, and other features to further explore and discuss lesson topics synchronously with teachers and fellow students. In addition to the direct instruction sessions, teachers will conduct academic conferences with the learning coach and student, but will also be available to answer questions the student and/or learning coach have as they progress through the lessons.

Teachers will be expected to contact students/Learning Coaches once a week to speak to the student's progress and concerns. If a student is having problems in class, the teacher, student, and LC can develop a strategy for helping the student get back on track. Teachers will make calls to the student to encourage them to attend extra classroom hours and tutoring sessions,

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but it will be critical for the LC to ensure that the student attends. If the task of being the LC becomes overwhelming for a certain parent, we can ask the family if there are other responsible adults that can participate in the role of LC. Multiple LCs are allowed and it would be expected that if more adults are interested in the student's well being, the more likely it will be that the student will participate and be successful. If a student is excelling in the class, the student will be able to work ahead.

Teachers will have regular classroom hours where they will be available to students at specific times in the day. Classroom hour availability will be two hours per week for each class. That will provide a varying amount of times that an instructor will be available to a student to help answer questions. It will be the expectation that teachers will respond to student questions within 24 hours (school days only) and return graded work within 3 school days. Large projects and research papers will be returned as quickly as possible.

Teachers will regularly review data from state and school based assessments to determine a student's need for additional instruction. Based on data, teachers may direct students to attend one on one tutoring sessions, complete additional assignments in the online school or through Study Island or assignments created directly from Scantron assessments. Teachers have the ability to access data immediately and at any time. This allows teachers to provide point in time assistance to students. Data is a tremendous tool that allows true differentiated instruction to occur at the point that will have the most impact for students.

Methods of Instruction:

- Online units and lessons along with traditional materials, including textbooks, CDs, videos, and hands-on manipulatives that complement interactive online learning
- Synchronous Instruction: Live online instructional sessions are provided daily.
- Online sessions provide direct instruction on course specific objectives and assignments, small group and one-on-one targeted intervention support based on students' identified areas of need, and open office hours and tutoring support in a "drop in" format for math, English, history and science.
- Asynchronous Instruction: All synchronous sessions are recorded and made available to students within their online course and course recorded library.
- Mini-lessons are pre-recorded to provide an introduction to new concepts, direct instruction and modeling of current course objectives, and a review of previously taught standards and objectives.
- Learning centers that provide in-person, tutoring in core subject areas.
- Advisors, Counselors, and Social Workers to support students, at differentiated student ratios based on at-risk characteristics of students served.

All students are assigned to a Homeroom, in which a designated certified teacher advisor provides additional guidance and academic/attendance support. This program allows students to quickly get acclimated to the school, policies, and procedures, learn valuable time management and study skills.

Homeroom Advisors monitor students' overall academic 'health' and attendance. They effectively "tie together" the students' educational experience at the school. They may follow students from grade to grade, and are responsible for building the school's student community which is connected to a larger National Student Body of students at other K12 network schools nationwide. They may serve as the instructors in orientation courses, to ensure that students

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are ready to learn and to succeed in IDCCRA. In addition, they serve as an important administrative resource – helping to pull together teachers and learning coaches for conferences when students need help. Homeroom Advisor Teachers will hold a formal Parent/Teacher conference once per semester to discuss students' progress in school.

Academic Counselors will be available to assist students in selecting the correct pathway through high school, and to draft their post-graduation plans. Counselors are also crucial in that they assist students with non-academic issues related to social, emotional, or cognitive development and personal health and safety.

For students who qualify for special education services, a special education team, which at a minimum includes the parent(s), a general education teacher, a special education teacher, an administrator, and optimally, the student, to determine initial and tri-annual renewal of the student's eligibility, and develop and annually review the student's IEP which includes a transition plan for secondary students. The Special Education Teacher is responsible for monitoring progress towards IEP goals. The special education teachers partner with the student's assigned teachers in co-teaching activities that support special needs students learning providing accommodations and modifications as necessary and relevant to the student's performance. They provide suggestions/guidance to the student's assigned teacher on accommodations/modifications to be made to lessons or provide them directly to the students. They also support parents of the student to help them better support the child in the home learning environment in so far as the parent is willing and capable of providing special education services and being the learning coach. IDCCRA, however, is ultimately responsible for providing special education services to the student on an IEP. Our school also ensures – where appropriate and applicable – the delivery of other services to support students.

Student to Student Interaction Opportunities – *Idaho Code 33-5205(4)(g)*

Establishing a sense of school community is a high priority of IDCCRA and is an important part of a successful virtual school in just the same way as in a traditional school. Because we are not a physical school, we do not offer the same array of extracurricular offerings. We will, however, use newsletters, message boards, and an IDCCRA website to post recommended activities, identify interesting places for field trips, and facilitate events and gatherings, and list suggestions from other parents about what is enriching their children's lives.

In addition to student interaction during online class time, our extracurricular activities will focus on developing a strong sense of “community” among our students. Throughout the year, students will be invited to participate in school outings, field trips (e.g., to historical sites, museums, zoos), picnics, and other social events. We expect local clusters of students and parents to get together on a regular basis in their areas. We will also explore new ways to interact socially using the powerful reach of the Internet. With online discussions and forums, new types of communities can be formed that are based not on geography and place but on shared interests.

Examples of Parent Support and Student Enrichment includes:

- Learning Coach Support
 - Learning Coach Institute – sessions to help onboard new families
 - Mentor Circles – informal sessions to connect parents
 - Ongoing Parent Education – in-year speaker series sessions

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- Co-ops – documents and guidance on where to go to connect and how to start a co-op
- Roundtable Sessions – topic-specific sessions
- Booster Program – local parent volunteer program
- Learning Coach Live – a widget that provides live assistance to families
- Brown Bag Sessions – listening sessions for school staff to hear from parents.
-
- Student Enrichment
 - K12 International Clubs – Over 100 online clubs available worldwide
 - Examples include: Stock Market, Creative Writing, Chess, Quiz Bowl, Foreign Languages
 - Student Competitions including Art Competition and National Spelling Bee
 - Charitable Opportunities including Alex's Lemonade Stand Foundation, American Red Cross, Seeds of Change
 - K12 Summer camps - 24 online camps over the summer

IDCCRA plans to offer a school council, a community service club, and additional clubs depending on student interest (e.g. Arts, Debating, Chess, Computer and Network Repair, Robotics, Model United Nations, etc.) IDCCRA teachers will be in charge of monitoring student clubs. IDCCRA will determine initial student interests and ideas for additional clubs by a survey distributed as part of orientation activities or during summer and fall welcome meetings and calls. Students in the school council club will have the opportunity to provide input into how better to engage students and make them successful in an online environment.

Additionally, IDCCRA's students will be able to connect with K12 students around the world in robust online extracurricular programs via K12 International Clubs. These clubs for students in Grades 9 to 12 include, for example, Book Buddies, Brain Teasers, Culinary, Creative Writing, Debate, Forensic Science, Geography, Health and Fitness, Music, Math, MS International, Photography, Sports, Story Seekers, Virtual Field Trips, Volunteer, and Yoga.

In order to develop interest and to recruit students to clubs, IDCCRA will list clubs and activities, and host a web-based "Meet the Clubs and Activities" night that leads to greater student awareness and participation of the school's offerings. Each interest or activity group develops a presentation for *Blackboard Collaborate*. All of these clubs will have a space on thebigthink12 (an online community designed to bring together our parents, high school students and schools to share information and resources specifically focused on their school) and students are encouraged to share their ideas and thoughts on each club space.

The IDCCRA administration will survey the families and teachers at least once a year on the success of the clubs and events and gather feedback for future planning.

Professional Development – Idaho Code 33-5205(4)(c)

Teachers and Staff benefit from K12's Academic Services Group's ongoing professional development which provides a variety of resources to support teachers in their roles, particularly in the areas of curriculum and instruction. Professional development opportunities are a combination of K12's best practices and training along with required annual professional development for all teachers. Professional development will be a year-long pursuit focused on providing teachers with the skills and competencies to meet the needs of students and their families. Each teacher will have a combination of required professional development as

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deemed appropriate by their tenure or as identified by an administrator as an area where development is needed, and other optional offerings particular to their areas of interest.

Professional development will begin as soon as the new teacher is hired with Virtual New Teacher Training (VNTT) for new teachers and staff, and continues with ongoing training monthly for new and experienced teachers. VNTT is designed to help new teachers get a fast start with the K12 model, K12 curriculum, K12 systems, communication, instruction, accountability and community through customizable paths. VNTT content is designed to be flexible and customizable to teacher needs. Please see Appendix 12 for the VNTT Syllabus. Returning teachers will be required to complete online refresher training highlighting updates of curriculum and/or systems.

In the week prior to the beginning of school, IDCCRA will conduct pre-opening Face-to-Face training for teachers to collaborate and share best practices based on what they have learned in getting ready to setup classrooms and begin the new school year. Pre-opening Face-to-Face in-service events will take place annually at the beginning of the school year. Pre-opening in-service days are identified in the draft school calendar included in Appendix 16. Training events or book reviews, at the discretion of the HOS or teacher leads, may take place weekly during team staff meetings. Examples might be understanding CCSS or working with underserved and lower socio-economic students.

Ongoing Professional Development will consist of monthly online workshops which provide the opportunity for sharing best practices and team building as well as hearing presentations from curriculum experts. Topics covered include assessment, technology, instructional strategies, and content, for example. An online real-time presentation tool is used to facilitate professional development.

Teachers are provided with necessary technology equipment, e-mail accounts, a dedicated teacher help desk for technology support, online classrooms, and operations support. Additionally, teachers are provided access to a comprehensive set of teacher and administrative tools, including customized reporting, to enhance effectiveness. FAQ's are also available to help teachers troubleshoot issues as they arise.

Many of the student supports and services, such as online videos on logging in, navigating the LMS and classrooms, finding, completing, and turning in assignments, calendars designed to help organize time efficiently, are also support services to the teacher as they aid the teacher in providing a successful student experience.

Teacher Evaluations – IDAPA 08.02.02.120

The teacher evaluation is designed to help all highly qualified teachers become highly effective virtual educators. The following beliefs should guide the teacher's development in this process:

- Effective teachers believe that all students can learn.
- Effective teachers are caring, fair, and respectful.
- Effective teachers hold high expectations for themselves and their students.
- Effective teachers dedicate time for preparation and reflection.
- Effective teachers are continuous learners.
- Effective teachers provide critical feedback for their peers.
- Effective teachers receive critical feedback from their peers, students, and learning coaches.

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Teacher evaluations are designed to serve two purposes: to measure teacher competence and to foster professional development and growth. The IDCCRA teacher evaluation system will provide teachers useful feedback on classroom needs, the opportunity to learn new teaching techniques, and counsel from administrators and other teachers on how to make changes in their instructional strategies. To achieve these goals, evaluators will first set specific procedures and standards. The standards will follow Charlotte Danielson's Framework for Teaching:

- Planning and preparation,
- Classroom Environment,
- Instruction, and
- Professional responsibilities.

Teacher evaluations will consider a variety of teaching skills in a variety of ways including:

- Observing classroom activities. The goal of class observations is to obtain a representative sample of a teacher's performance in the classroom. Observations can be formal and planned or informal and unannounced. Both forms of evaluation can provide valuable information.
- Reviewing lesson plans and classroom records. Lesson plans can reflect how well a teacher has thought through instructional goals. Looking at classroom records, such as tests and assignments, can indicate how well a teacher has linked lesson plans, instruction, and testing.
- Expanding the number of people involved in the evaluations to include principals or teacher supervisors, peers and students.

Refer to Tab 6 for additional content on Teacher Evaluations.

Administrator Evaluations – *IDAPA 08.02.02.120*

This section is covered in Tab 6.

Student Attendance Verification – *Idaho Code 33-5205(4)(e)*

Idaho Code 33-5208 (8) (a) states that each student in attendance at a public virtual school shall be funded based upon either the actual hours of attendance in the public virtual school on a flexible schedule, or the percentage of coursework completed, whichever is more advantageous to the school, up to the maximum of one (1) full-time equivalent student.

IDCCRA will utilize the academic progress method to measure attendance and award credit.

BlackBoard Connect and the K12 LMS are capable of monitoring a student's online time. Reports can be generated that can show what day and what time a student logs in, what class they entered, and how much work per class has been done on any given day. Academic progress can also be measured through the K12 LMS. It is recommended that students complete a defined amount of progress in their school work each day in order to complete a 100% of the course work by the conclusion of the semester. The percentage of work required daily will be utilized in a calculation to measure and report a student's academic progress.

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Idaho Code 33-512 requires that each school district adopt a calendar that provides students at each grade level with the following minimum number of hours of instruction:

- Grades 9-12 990 Hours

A calendar will be developed that will allow for students to meet the time requirements. Credit for a course will be provided once a course is completed. If a student completes the assigned coursework and passes all tests and quizzes with appropriate scores within the semester, they will be awarded credit for the class. A student must pass a class with a 60% or above to be awarded credit. A description of grading policies and how the student earns credits is covered on page 10 in the Student/Parent Handbook in Appendix 15.

Data Collection measures and strategies for administering standardized tests are thoroughly covered in Tab 3 and/or Tab 4.

Technical Support – Idaho Code 33-5205(4)(f)

As part of the agreement between IDCCRA and K12, K12's Technical Support will include web-based, email and phone support. All support personnel are knowledgeable in OLS use and have received training on resolving technical support problems. K12 Technical Support includes the following web-based support areas:

- 1) Using the Online School (OLS)
- 2) K12 Supplied Computer Equipment
- 3) Personal Computers
- 4) Connectivity—ISP, Firewall, Troubleshooting
- 5) Materials
- 6) Account Information
- 7) Learning Coach Resources
- 8) Online Tutorials
- 9) Contact Phone Numbers
- 10) Request for Support

K12's phone center includes support in three (3) general areas:

- 1) Customer Care (using the LMS, shipment of materials);
- 2) Technical Support (available only for K12 issued equipment or K12 systems);
- 3) Enrollment Consultants (assistance for enrolling students).

K12 Technical Support is managed by a mature Customer Care organization. Customers can choose to access support through three separate channels; information about all three channels is available via the "Customer Support" portal on the K12 website:

- Phone Support: The K12 Call Center is staffed to handle technical support issues 24 hours per day, 7 days per week. The telephone number and hours of operation are provided on the K12 Customer Support portal.
- E-mail: E-mail support is available 24 hours per day, 7 days per week. The form-driven front end is accessed via the K12 Customer Support portal, and guides the customer to provide all necessary information to allow a fast and accurate response. K12 responds within 24 business hours of receiving a customer e-mail inquiry.

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- **Self Help:** Self help is available 24 hours per day, 7 days per week. This web-based channel is accessed via the K12 Customer Support portal; it provides answers to frequently asked questions (FAQs), video tutorials, teaching resources, software downloads, and other information on common issues.

Internal escalation processes are in place to provide quick access to second-line technical support as necessary, as well as access to resources in other groups such as Systems & Technology, Product Development, Customer Fulfillment, etc., if required.

Equal Access – *Idaho Code 33-5205(4)(h)*

Each student will be loaned a laptop and printer with printer cartridges for the duration of their enrollment in the school. Families will have the option to use the Internet connection of their choice. The school will provide an internet stipend to reduce the cost of their Internet service. The computers and printers are the property of the school and must be returned when the student is no longer enrolled in IDCCRA. The laptops provided to students are all equipped with the minimum hardware and software requirements listed below:

Minimum Hardware Specs:

OS Windows XP or OS X 10.4

Processor Pentium 3 500 MHz

RAM 256 MB

Hard Drive 40 GB

Audio Speakers and a microphone, or headset with a microphone

Video 1024x768 resolution at 256-bit color

CD-Rom 12x

Browser IE 6.0 or greater (highly recommended), Netscape 7.1, Safari 2.0, or Firefox 1.5

Internet Broadband (recommended, as the content was designed for high-speed.

(The user experience may be diminished on dial-up.)

Minimum Software Required (Free):

Java 2 www.sun.com

Flash 9 <http://www.adobe.com/>

Acrobat Reader <http://www.adobe.com/products/acrobat/readstep2.html>

Shockwave 10 <http://www.adobe.com/shockwave/download/>

Windows Media Player 10 <http://windows.microsoft.com/en-US/windows/products/windows-media-player>

QuickTime 4 www.apple.com/quicktime/download

Math Player (IE; necessary for Virtual Sage courses only)

www.dessci.com/en/products/mathplayer/versionhistory.htm)

Multi-page TIF image viewer

E-mail client with working e-mail address

Minimum Other Software Required:

Microsoft Office Suite: Word and Excel

Antivirus Required

Browser Settings:

Pop-ups Enabled

JavaScript Enabled
Cookies Enabled

Additionally, all laptops include McAfee Web Protection software. Web-filtering software detects and prevents users from accessing websites which may contain offensive content or hidden threats. This protection is linked to any browser that is used to access the internet on this computer. Enabling and disabling McAfee Web Protection will not interfere with McAfee Anti-Virus Protection.

Students and parents can take advantage of the K12Start.com website to learn about all that the K12 educational systems have to offer. The K12 Start website is an interactive tutorial, to include videos dedicated to teaching students and parents how to be successful in an online environment. The home page starts with a series of orientation videos to help the family get started in navigating the system. Videos include setting up your account, high school orientation, and how to utilize the Kmail system. Subsequent lessons include managing your school account, navigating the system, expectations, college and career preparation, and parent access to student grades and assignments, etc. The Parent Support Network section includes instructional videos for parents, to include videos on how to connect with other families to provide/receive support. K12Start.com is covered in the Draft Student/Parent Handbook in Appendix 15.

Special Education Services – *Idaho Code 33-5205(3)(r)*

Students with disabilities will be served in accordance with federal and state regulations including Section 504 of the Rehabilitation Act of 1973, the Individuals with Disabilities Educational Act and subsequent amendments and the Americans with Disabilities Amendment Act. A free and appropriate public education will be provided to students with disabilities in accordance with their Individualized Education Plans (IEPs).

IDCCRA will adopt and comply with the most up-to-date version of the “Idaho Special Education Manual” for the programming and development of individualized education plans, planning services, informing about the discipline policy, and providing transportation for special needs students, as necessary.

IDCCRA will provide needed accommodations and assistive technology for students with all disabilities outlined in the IEP and/or Section 504 Accommodation Plan.

If a student has a behavioral need, IDCCRA staff will implement a Functional Behavioral Assessment (FBA) and a Behavioral Intervention Plan (BIP). The IEP team will consider, when appropriate, strategies including positive behavioral interventions, strategies and support to address that behavior through the IEP process.

Students with special needs will be supported by their regular education teacher in the least restrictive environment, and will participate in the general education program to the greatest extent possible offered by IDCCRA and as determined by the IEP team.

The IDCCRA special education teacher will support students with disabilities and provide specially designed instruction through synchronous specially designed instruction and asynchronous contact which may include phone conferencing, email, and direct, specially designed instruction, via “real-time” interaction through web-conferencing tools. With web

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conferencing, the special education teacher/general education teacher can provide real time support to the student and assessment of progress towards IEP goals. In addition, parent education can be effectively delivered using web conferencing.

IDCCRA highly qualified special education teacher will provide special education academic support direct services as listed on a student's IEP synchronously via web conferencing or face to face, depending on the students unique needs. The Least Restrictive Environment in the virtual model is for the student to receive their academic support services virtually through web conferencing where the student logs onto a link and works live, synchronously, with their special education teacher. The student may otherwise meet with their special education teacher face to face in a community setting to receive their Special Education academic services, based on their individual learning needs. IDCCRA special education teachers provide specially designed instruction to students with special needs, as well as work with the parent and student's general education teacher(s) on the provision of accommodations and additional supports, to help the student be successful with their general education curriculum.

Students with related services on their IEPs will receive those services by licensed, approved, contracted providers located within the geographical vicinity of the student. Related services may also be delivered synchronously virtually in the home via web conferencing.

The IDCCRA special education teacher will maintain records of progress monitoring to ensure students are making progress toward meeting their IEP goals.

The provision of Special Education services is covered in detail in Tab 3.

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Tab 10

**Business Arrangements, Community
Involvement, School Closure**

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Business Arrangements and Partnerships – IDAPA 08.03.01.401.10

The IDCCRA Board will retain oversight and control over the school's educational program, finances, and employees. However, the Board understood that it needed to hire an education service provider (ESP) to help operate an innovative school such as IDCCRA. As a result, it has selected K12 as its ESP because K12 brings years of experience to the successful operation of an online school and is the best suited ESP for this particular type of school. There were three primary considerations in selecting an ESP. The ESP needed to have general experience in providing a virtual education program, it needed to be able to provide a nationally recognized comprehensive curriculum, and it needed to have experience with alternative education models.

K12 provides curricula, academic services, and learning solutions to public schools and districts, traditional classrooms, blended school programs, and families. It has worked with more than 2,000 school districts and has delivered more than four million courses over the past decade. K12's curriculum is rooted in decades of research combined with 21st-century technology by cognitive scientists, interactive designers, and teachers. K12's portfolio of more than 550 unique courses and titles -- the most extensive in the technology-based education industry -- covers every core subject and four academic levels for high school including Honors and AP. K12 offers credit recovery courses, career-building electives, remediation support, six world languages, and a deep STEM offering. The K12 program is offered through K12 partner public schools in more than two-thirds of the states and the District of Columbia, and through private schools serving students in all 50 states and 85 countries.

In addition, K12 is the foremost ESP in addressing alternative education in a virtual learning environment, including those programs focused on at-risk students, career readiness and technical education. It recently hired a Senior Director to oversee career pathways/readiness in the product management and curriculum development area. The company has multiple pilot programs around the country focused on career and technical education and is in preliminary discussions with several other states, community colleges and authorizers about such programs.

Based on its experience, resources and innovative vision toward alternative virtual programs, K12 was the one viable option as an ESP for a statewide virtual program focused on career and technical education. As a result, the Board selected it as the ESP for its school program.

The roles of the relationship with K12 are clearly defined in Tab 2, Tab 5, and Tab 8. A copy of the services agreement is included in Appendix 6 and the evaluation tool that the IDCCRA Board will use to evaluate K12's performance as outlined in the Services Agreement is included in Appendix 6. Costs and services are clearly delineated in the Services Agreement.

In addition to the services agreement between IDCCRA and K12 Inc. (Appendix 6), IDCCRA intends to partner with local business and colleges to support student success in professional technical certificates. We will, for example, look to setup up an advisory committee of business leaders to provide input on trends in industry and to ensure that we are deploying the latest occupational practices. We will also reach out to technical colleges around Idaho to talk about concurrent credit and post-secondary educational opportunities. In Special Education, we will contract with Psychologists and Speech Pathologists around the state depending on need. We will reach out to and establish relationships as needed to ensure the success of the school. Emails in Appendix 6 demonstrate initial contacts with the Idaho Division of Professional-Technical Education. IDCCRA is working with an insurance broker to secure property and

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liability insurance and has received preliminary information and pricing, and has already negotiated an agreement for legal services with Yorgason Law Offices. Please see Appendix 6 for an insurance brochure and pricing sheet, and for the agreement with Yorganson Law Offices.

Plan for Termination – Idaho Code 33-5205(3)(v) and 33-5206(9)

- **Identification of who is responsible for dissolution of the charter school;**
The board chair will be responsible for the termination of the school and will cooperate with the Charter Commission. When the Board determines that the school will be terminated, the board will identify a designee who will be familiar with state laws and codes associated with the closure of a school, who will work closely with the Board and the Authorizer to be responsible for the distribution of the charter school. The designee will not be a school administrator or staff. The designee will work under the direction of the board chair to coordinate the dissolution of the school. The Board will utilize the closure protocol adopted and in use by the Charter Commission at the time of the closure.

- **A description of how payment to creditors will be handled;**
As stated in the Articles of Incorporation in Appendix 1, upon dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all liabilities of the Corporation, distribute all the assets of the Corporation consistent with the purposes of the Corporation to such organization or organizations as shall at that time qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended from time to time, in such manner as the Board of Directors shall determine. Any such assets not so distributed shall be distributed by the district court of the county in which the principal office of the Corporation is then located, exclusively for the purposes or to such organizations, as such court shall determine to be consistent with the purposes of the Corporation.

The Corporation will pay or adequately provide for the debts and obligations of the Corporation, pursuant to Sections 30-3-114 and 30-3-115 of Idaho Code. The school Business Manager will pay all creditors. Per agreement with K12, funds are guaranteed to cover all school expenses. In the event K12 is not the ESP at the time of dissolution, the debts and obligations of the Corporation will be paid in the following priority:

1. Secured creditors
2. Unsecured creditors in the following order:
 - a. Staff employed by the Board or Corporation (salary and benefits)
 - b. Rent
 - c. Utilities
 - d. All other accounts
 - e. Board expenses

In the event there are not enough assets to pay the debts and obligations of a particular category or sub-category, the debts and liabilities of such category or sub category will be paid on a pro rata basis.

The IDCCRA will identify and contract with an independent auditing organization to conduct the final audit. A copy of all audit results and requisite reports will be submitted

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to the Charter Commission, the State Department of Education, and other regulatory bodies as required by the Charter Commission.

- **A procedure for transferring all records of students with notice to parents of how to request a transfer of student records to a specific school; and**

Under the direction of the Board, the designee will provide advance notice to all students and parents regarding the closure of the school. The notice will include specific instructions on how to request student records be transferred to a school of their choice, and how to return school materials, equipment, or other property. The designee will attempt to contact previous families for whom the school still possesses student records. The designee will attempt contact by mail, email, and telephone using the last known contact information. The notification will explain how to request a transfer of student records to current schools, and how to receive student records after the school closes if necessary. All record transfers will take place within 10 days.

Any remaining student records will be stored in a secure location for the legal limit required by an organization to be maintained. IDCCRA will maintain a Facebook page or similar social media mechanism that will contain information on how families may request records be sent to the school of choice. Records will be sent within 10 days.

- **A plan for the disposal of the public charter school's assets, including those purchased with Federal funds.**

As stated in the Articles of Incorporation, the Board of Directors shall, after paying or making provision for the payment of all liabilities of the Corporation, distribute all the assets of the Corporation consistent with the purposes of the Corporation to such organization or organizations as shall at that time qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended from time to time, in such manner as the Board of Directors shall determine. Any such assets not so distributed shall be distributed by the district court of the county in which the principal office of the Corporation is then located, exclusively for the purposes or to such organizations, as such court shall determine to be consistent with the purposes of the Corporation. Items purchased with Federal funds will not be sold by IDCCRA to satisfy creditors. Those items will be returned to the authorizer to be used in similar programs/schools.

- **A procedure for transferring personnel records to the employees.**

Under the direction of the Board, the designee will provide advance notice to all employees regarding the closure of the school. Designee will ensure that employee personnel records are sent to employees within 30 days of the school closure. Every attempt will be made to contact previous employees for which the school still has personnel records to obtain an address to send the files. If the previous employees cannot be reached, the records will be stored in the same manner as the student records above.