

**IDAHO PUBLIC CHARTER SCHOOL COMMISSION  
REGULAR MEETING AGENDA**

**Date:** Thursday, October 10, 2024  
**Start Time:** 9:00 A.M., MDT

**Physical Location:** Joe R. Williams Building, West Conference Room  
700 W. State St, Boise, ID 83702

**Live Stream:** <https://www.youtube.com/@IPCSC>

- I. COMMISSION WORK (Action Item)**
  - A. Agenda Review / Approval
  - B. Minutes Review / Approval
- II. INCREASED CHARTER SUPPORT PRESENTATION – State Department of Education**
- III. CONSIDERATION OF AMENDMENT TO PERFORMANCE CERTIFICATE (Action Item)**
  - A. Heritage Academy
- IV. DIRECTOR UPDATES**
- V. CONSIDERATION OF SUSPENDING FY24 ALTERNATIVE FRAMEWORK (Action Item)**
- VI. ISBA PRESENTATION – Idaho School Boards Association**
- VII. COMMITTEE UPDATES**
  - A. Strategic Planning Committee  
Sherrilynn Bair
  - B. Application and Policy Committee  
Sherrilynn Bair
  - C. Renewal Committee  
Wanda Quinn
  - D. Finance Committee  
Pete Kohler

**VIII. 2025 COMMISSION MEETING DATES (Action Item)**

**IX. ELECTION OF OFFICERS (Action Item)**

**X. PUBLIC COMMENT**

- A. Public comment will be limited to three minutes per person. To submit written comment please email to [pcsc@osbe.idaho.gov](mailto:pcsc@osbe.idaho.gov) before 5:00 pm MDT on Wednesday, October 9, 2024.

**XI. ADJOURN (Action Item)**

**MEETING MINUTES FOR REGULAR MEETING**

**Date:** Thursday, August 15, 2024

**Start Time:** 9:00 A.M., MST

**Physical Location:** Joe R. Williams Building, 700 W. State St, West Conference Room, Boise, ID 83720

This meeting was called to order by Chairman Reed on August 15, 2024 at 9:04 am

Commissioners Present:	Staff Present:
Chairman Reed – Present via Zoom	Director Jacob Smith, IPCSC via Zoom
Vice Chair Bair – Present via Zoom	Jared Dawson, IPCSC
Commissioner Quinn – Present via Zoom	Jen Coffey, IPCSC
Commissioner Amador – Present Via Zoom	Jean Nichols, IPCSC
Commissioner Hedrick - Present	Naysa Shepherd, IPCSC
Commissioner Koehler - Absent	

**I. COMMISSION WORK (Action Item)**

**A. Agenda Review / Approval**

**Motion/Second (Quinn/Hedrick)** Motion to approve the amended agenda as presented. *The motion passed unanimously.*

**B. Minutes Review / Approval**

**Motion/Second (Hedrick/Quinn)** Motion to approve the minutes from the June 27, 2024 Regular Commission meeting as presented. *The motion passed unanimously.*

**II. CONSIDERATION OF NEW CHARTER SCHOOL PETITION (Action Item)**

**A. Alturas Academy North**

IPCSC Director, Jacob Smith, introduced the petition for Alturas Academy North. Executive Director Michele Ball and Director of Development Brian Bingham of Alturas International Academy and Alturas Preparatory Academy gave presentations virtually. Jaime Mayo, board secretary and Candise Gilbert, board chair were available virtually for questions.

No discussion.

**Motion/Second (Bair/Quinn)** Motion to approve the new charter school petition for Alturas Academy North with no conditions. *The motion passed unanimously.*

**III. PUBLIC COMMENT**

No public comment at this time.

**IV. ADJOURN (Action Item)**

**Motion/Second (Quinn/Bair)** Motion to adjourn. *The motion passed unanimously.*

Meeting adjourned 9:43 am

DRAFT

## II. INCREASE CHARTER SUPPORT PRESENTATION

### BACKGROUND

The creation and implementation of the Accelerating Public Charter Schools Act focused on the need to provide additional layers of support for charter schools across the state. After the passage of House Bill 422 in February 2024, funding was appropriated to the State Department of Education to facilitate increased support directed at academically struggling charter schools. The state allocated about \$300,000 of one-time funds to create and deliver the support mechanisms to schools identified in collaboration with the IPCSC Director.

Charter schools to be supported in the 2024-2025 school year: Blackfoot Charter, Rolling Hills Charter, Peace Valley Charter, and Mountain Community Charter.

The State Department of Education has contracted with Dr. Mary Gervase to lead the selected charter school leaders in assessing, mentoring, and strategizing a schoolwide action plan that will encourage systemic improvements focused on increasing academic outcomes. Dr. Gervase's credentials are summarized on the following page.

### SPEAKERS

Jacob Smith, IPCSC Director

Ryan Cantrell, Deputy Superintendent, Idaho State Department of Education

Rachel Burk, Parent Engagement and School Choice Coordinator, Idaho State Department of Education

## **Introduction: Increasing Charter Support Mentor**

Dr. Mary Gervase is a mentor to school principals, as part of the Idaho State Department of Education Principal Mentoring Program. Additionally, she leads engagement teams for Cognia both stateside and internationally. Previously, she successfully authored and facilitated the charter application process enabling Syringa Mountain School to become the first public school in Idaho founded on Waldorf methodology and served as the school's first director. She served as the assistant superintendent of the Blaine County School District, in Hailey, Idaho, and has been a K-8 elementary teacher, an elementary school guidance counselor, an assistant principal and principal, an adjunct professor at the university level, and a New Mexico State Department of Education assistant director of curriculum and instruction. She served as the education Director when Idaho hosted the World Special Olympics Winter Games. Dr. Gervase has worked in the United States in Utah, Idaho, and New Mexico, and internationally with the Department of Defense Dependent Schools System (DODDS) in both Scotland and Germany. She holds a master's degree in educational psychology and a Ph.D. in educational administration.

### **Dr. Gervase's relevant work experience:**

2017-Present **Team Leader/Lead Evaluator**, School and System Level Onsite and Remote Engagement Reviews for Cognia Accreditation (Stateside: Florida, Idaho, New Mexico, Oregon, Washington. Globally: Guam, Saudi Arabia, Egypt, UAE, Philippines, Puerto Rico, Mexico, Columbia, Morrocco, Czech Republic including private, public, IB, American, STEM, immersion, online, charter models, K-12)

2016-Present: **Principal Mentor**, Idaho State Principal Mentor Project, Idaho State Department of Education (K-12, public, STEM, online, charter schools)

2012-2015: **Founding Director/Board chair**, Syringa Mountain School, Hailey, Idaho

2007-2013: **Consultant**, Idaho Leads Project, ISEE Navigator, Capacity Builder, Idaho State Department of Education, BSU, ISU

2007 – 2009 –**Director of Education**, 2009 Special Olympics World Winter Games hosted by Idaho

1999 – 2007 - **Assistant Superintendent/Curriculum Director, Chief Academic Officer**, *Blaine County School District*

1994 – 1999 – **Principal**, *Mountain Elementary School*, **Assistant Principal**, *Los Alamos Middle School*, Los Alamos, New Mexico (K-6 Arts magnet school)

1988 – 1994 – **Assistant Director, School Program and Professional Development Unit**, *New Mexico State Department of Education*

1987 – 1988 – **Project Director, Native American Adolescent Injury Prevention Project**, *New Mexico Health and Environment Department*,

Prior- **K-8 teacher, school counselor**, New Mexico, Utah, DODDS-Department of Defense Schools in Germany and Scotland; graduate/ undergraduate adjunct professor- NNU, BSU, CSI, College of Santa Fe

\*\*\*

Japan Memorial Fulbright Scholarship Recipient

Publications, Presentations, Peer Reviewer, Associate Editor: U.S. Department of Education Charter School National Dissemination Grants, International Journals of Learning, Diversity in Education, Pedagogy and Learning, Knowledge Culture and Change Management, First Internatioal Forum on Waldorf Education in China

### III. CONSIDERATION OF AMENDMENT TO PERFORMANCE CERTIFICATE

#### BACKGROUND

Heritage Academy is requesting an amendment to their 2022 – 2027 Performance Certificate to add grades 9-12 and increase the enrollment cap to 250 students in order to serve its community beginning the 2025-2026 school year. This change is considered a “major amendment” and as such, requires IPCSC approval.

#### DISCUSSION

The specific request to amend the current Performance Certificate of Heritage Academy in order to add the proposed grades is found in Section 4(B):

**B. Grades Served.** The School may serve students in grades Kindergarten through ~~8~~ 12.

and to increase the maximum enrollment, found in Section 5(E):

**E. Maximum Enrollment.** The maximum number of students who may be enrolled in the School, across all programs, shall be ~~210~~ 250.

#### SPEAKERS

Jacob Smith, IPCSC Director  
 Paul Stewart, Heritage Academy Board Chair  
 Dr. Christine Ivie, Heritage Academy Superintendent

#### IMPACT

If the IPCSC approves the amendment, the IPCSC will have 30 days in which to execute an amendment to the performance certificate.

#### COMMISSION ACTION

1. A motion to approve the amendment as presented to revise the Grades Served found in Section 4(B) and Maximum Enrollment found in Section 5(E) of the 2022-2027 Performance Certificate for Heritage Academy; OR
2. A motion to deny the amendment proposal for Heritage Academy; OR
3. A commission-developed motion.

Heritage Academy  
 500 S. Lincoln Ave.  
 Jerome, ID 83338  
 (208)595-1617  
[www.heritageacademyid.org](http://www.heritageacademyid.org)

October 2, 2024

**Idaho Public Charter School Commission**

**Attn: Director Jacob Smith**

Borah Building  
 304 N 8th Street Room 242  
 Boise, ID 83702  
 Tel: 208-332-1561  
 Fax: 208-334-2632  
 Email: [pcsc@osbe.idaho.gov](mailto:pcsc@osbe.idaho.gov)

Dear Director Smith,

Thank you for taking the time to speak with us regarding our proposed charter amendment. We are excited to submit the proposal to add grades 9-12 to our charter.

Heritage Academy opened in the fall of 2011 and has become one of the Magic Valley's top education options for families looking for a small, welcoming environment with high expectations for academic growth. Heritage Academy maintains small class sizes and welcomes students with a variety of academic, special programs (Special Education, English Learner, Gifted, and At-Risk), social, and emotional needs. Heritage Academy maintains a student body with diverse demographic characteristics and a staff with a high level of training and experience in serving students with a diverse set of needs. As a result, our school is among the state's top performing schools in reading and is outperforming its PCSC comparison group schools, and local charter and traditional public schools in both ELA and math growth. We work hard to help our students grow, and we look forward to continuing that level of growth in our high school program.

Our proposed charter amendment focuses on adding grades 9-12 and taking a unique approach to creating individual graduation plans and course sequences designed to allow students who need a small environment to continue their education at Heritage Academy. Our proposal also includes raising the total school enrollment to 250 to accommodate the high school program. We look forward to working with you through the approval process and would be happy to answer any questions you may have.

Sincerely,

Chairman Paul Stewart  
 Chairman of the Board  
 Heritage Academy

Dr. Christine Ivie  
 Superintendent  
 Heritage Academy



## Executive Summary of Heritage Academy Proposed Charter Amendments – October 2024

### Purpose:

*For students needing a smaller school environment or enrolling after struggling at other schools, the Heritage Secondary Program will offer a combination of individualized graduation plans, small class sizes, intensive intervention, and community school wrap-around services designed to meet the unique needs of each student.*

### Need:

*Heritage Academy Leadership Team members have collected and analyzed longitudinal data from the following sources (2013 – 2024):*

- *Parent survey data focused on desire/need for a high school program*
- *Student survey data focused on desire/need for a high school program*
- *Idaho Standards Achievement Tests – (State Assessments, Interim Assessments, Shortened Interim Comprehensive Assessments (SICA))*
- *Idaho Reading Indicator*
- *Istation (Fall, Winter, Spring Benchmark and Monthly Progress Monitoring)*
- *Curriculum-Based Assessments (CKLA, Amplify Science, Bridges K-5 Math, Illustrative Math 6-8)*
- *WIDA Testing*
- *IEP Goal Monitoring*
- *Aimsweb MAZE, MCOMP, MCAP, Fluency – progress monitoring*
- *Direct Writing Assessment (classroom benchmark assessments)*
- *Core Phonics Survey*
- *Baseline Adverse Childhood Experiences (ACES) data*
- *Resiliency Growth Measure*
- *2019-2024 Absenteeism Data*

*After analyzing these data, Heritage Academy team members implemented additional approaches to intervention in grades 4-8 and continued to monitor growth and overall proficiency. These efforts uncovered unique challenges that at-risk students face in becoming proficient in core content areas and in the social-emotional skills necessary to lead productive, successful lives. The criteria for at-risk students, combined with the unique challenges associated with those criteria make it difficult to meet the needs of students in a traditional school program.*

*In addition to examining the needs of at-risk students, the Heritage Academy Leadership Team examined data from parent and student surveys regarding the desire/need for a 9-12 high school program and post-8th grade enrollment. These data show the following:*

- *90% of parents/guardians responded to the survey*
  - *50% report interest in enrolling a student in the Heritage Academy 9-12 program*
  - *50% of graduating 8th grade students enroll in Jerome High School.*
  - *20% of graduating 8th grade students enroll in another local school (examples: Xavier Charter School; Valley School District; Twin Falls School District)*

- 15% of graduating 8th grade students enroll in an online school
- 15% of graduating 8th grade students do not enroll in another school - some report homeschooling and others do not continue their education after 8th grade
- 100% of students responded to the survey
  - 50% report interest in enrolling in a high school program at Heritage Academy
- NOTE: Students graduating from the 8th grade at the end of 2022, 2023, and 2024 all expressed interest in enrolling in the high school program if it opens in the future
- Jerome School District currently offers the following high school options:
  - Jerome High School:
    - Enrollment = 1300 Students
    - Average Class Size >30
    - Four-Year Graduation Rate = 63.4%
  - Falls City Academy
    - Credit Recovery Program
    - Enrollment = 80
    - Four-Year Graduation Rate = 33.3%
  - The population of Jerome, and of the Magic Valley, is quickly growing beyond the capacity of current schools. The addition of an option that offers small class sizes is desperately needed in the Magic Valley community.
- The State of Idaho has adjusted academic proficiency goals and high school graduation goals. The Heritage Academy 9-12 program will help students meet and exceed these goals over the next several years.

**Request:**

*Heritage Academy is requesting approval to add grades 9-12 to our charter school and increase the total enrollment to a cap of 250 students. The school anticipates enrolling students in grades 9, 10 and 11 in the fall of 2025. The high school program design will allow students to meet graduation requirements by following a course plan designed specifically for each student.*

**Background:**

*Heritage Academy currently enrolls approximately 170 students in grades K-8. Over the past five school years, the school has demonstrated K-3 reading growth among the top twenty schools (traditional public and public charter) in the state of Idaho. Heritage Academy offers a very small, individualized environment that is conducive to increased growth for most students. The result is the high level of growth achieved in the traditional primary grade (K-3) program and substantial growth in ELA for grades 4-8. The school is on track to produce the same level of growth for 4-8 math over the next several years. Teachers have worked with students using a variety of approaches to intervention and intensive intervention designed to help students who lack school readiness skills or who have developed significant gaps as a result of the following challenges:*

- *High level of mobility – some students have attended 3 – 4 schools prior to enrolling at Heritage and have not achieved growth or proficiency in more traditional school settings*
- *Disabilities that adversely impact their education*
- *Non-native English speakers*
- *Families that engage in seasonal or migrant work*

- *Children of Incarcerated Parents*
- *Foster or Homeless children*
- *Children with Significant absenteeism (absenteeism greater than twenty percent each semester)*
- *Children with Significant Emotional or Medical Issues*

*It should be noted that Heritage Academy has implemented an extensive school counseling, social-emotional learning, and career development program from its third year of operation. These programs have helped students develop goal-setting skills, build upon individual strengths, and develop the coping skills necessary for success in life. As part of these programs, students develop individualized plans for coursework in middle school, high school, college and/or career areas. Approximately 50% of Heritage Academy students participate in the State of Idaho Advanced Opportunity program. Many students finish 8th grade with 1-2 high school credits. Several Heritage Academy 8th-grade graduates have completed a full semester of high school prior to finishing 8th grade. Due to the small size of the Heritage Academy middle school, the school counselor and class advisors are able to help students develop individualized plans focused on earning high school diplomas, Associate of Arts or Science degrees, and/or career technical certification prior to finishing high school. The Heritage Academy high school program will allow students to complete these plans at Heritage Academy if they so choose.*

### **Current Academic Performance & Demographic Characteristics:**

School	Economically Disadvantaged	Students with Disabilities (SPED)	English Learners	Homeless	IRI Proficiency	IRI Fall to Spring Growth	ISAT ELA Growth	ISAT Math Growth
Heritage Academy	96%	16%	18%	10%	67%	43%	60.2%	39.8%
PCSC Comparison Group Average	91%	19%	18%	9%	54.1%	30.6%	29%	36%
State of Idaho - All	40%	12%	6%	2%	67.7%	16.9%	64.4%	52.8%
State of Idaho Economically Disadvantaged	40%	12%	6%	2%	57.9%	25.3%	54.9%	42.5%
Jerome School District	61%	12%	24%	3%	40.5%	23.5%	50.9%	36.3%
North Valley Academy	52%	7%	<4%	<4%	56.2%	28.8%	50.8%	33.3%
Pinecrest Charter Academy	15%	9%	<3%	<3%	44.3%	.04%	53.9%	53.1%
Syringa Mountain	41%	15%	<7%	<7%	78.9%	38.2%	85.4%	66%
Xavier Charter School	26%	9%	2%	<1%	73.7%	10%	54.6%	51.6%
Gem Prep Twin Falls	30%	9%	3%	<2%	67.5	40%	45.7%	55.9%
PCSC Region 4 Average	43%	10.8%	6.2%	<5%	64.6%	26.7%	58.4%	49.9%

The following page provides the Commission with information about how Heritage Academy compares to the State of Idaho; State of Idaho Economically Disadvantaged Students; the Jerome School District; the PCSC Comparison Group assigned to Heritage, and all of the PCSC-authorized schools in Region 4. Data is from the spring 2024 reports stored on the Idaho Department of Education Assessment website. Color coding illustrates the areas that Heritage Academy exceeds the performance of other groups (blue); equals the performance of other groups (green) and falls slightly below the performance of other groups (yellow).

School	Economically Disadvantaged	Students with Disabilities (SPED)	English Learners	Homeless	IRI Proficiency	IRI Fall to Spring Growth	ISAT ELA Growth	ISAT Math Growth
<b>OVERALL FINDINGS</b>	Highest Level of Poverty	Equal to Comparison Group Higher than District & State; Significantly Higher than PCSC Schools	Equal to Comparison Group and Local District; Significantly Higher than PCSC Schools	Highest Percentage of Homeless Students; Significantly Higher than PCSC Schools	Equal to State (All Students) Higher than Local District; Higher than PCSC Comparison Group	Higher than State of Idaho, PCSC Comparison Group; Local District and All Region 4 PCSC schools	Higher than the PCSC Comparison group by over 31%; Higher than the local district and slightly higher than Region 4 PCSC schools	Higher than the PCSC comparison schools and about the same as the State's economically disadvantaged students
<b>PCSC Comparison Group</b>	Heritage Academy is slightly higher than the comparison group	Heritage Academy's percentage is consistent with the comparison group	Heritage Academy's percentage is consistent with the comparison group	Heritage Academy's percentage is consistent with the comparison group	Heritage Academy Reading Proficiency is 13% higher than the PCSC comparison group	Heritage Academy's fall to spring reading growth is 12.4% higher than that of the comparison group	Heritage Academy's ISAT ELA growth is 31.2% greater than the average growth among the PCSC comparison group	Heritage Academy's ISAT math growth is slightly higher than the PCSC comparison group average
<b>State of Idaho</b>	Heritage is over 50% higher	Heritage is slightly higher	Heritage Academy's percentage is triple the state average	Heritage Academy's percentage is 5 times the state average	Heritage Academy's proficiency is equal to the State's for all students	Heritage Academy's fall to spring reading growth is 26% higher than the State's growth	Heritage Academy's ISAT ELA growth is approximately the same as the State of Idaho	Heritage Academy's ISAT math growth is 13% lower than the State of Idaho
<b>State of Idaho Economically Disadvantaged</b>					Heritage Academy's proficiency is 10% higher than that of the State's econ disadvantaged	Heritage Academy's fall to spring reading growth is 18% higher than the State's economically disadvantaged students	Heritage Academy's ISAT ELA growth is slightly higher than the State economically disadvantaged	Heritage Academy's ISAT math growth is approximately the same as the State of Idaho Economically Disadvantaged Students
<b>Jerome School District</b>	Heritage Academy is 35% higher than the local district	Heritage Academy is slightly higher than the local school district	Heritage Academy is slightly lower than the local school district	Heritage Academy has triple the percentage of homeless students	Heritage Academy's reading proficiency is 27% higher than the local district	Heritage Academy's fall to spring reading growth is 20% higher than the local district	Heritage Academy's ISAT ELA growth is 10% higher than the local school district	Heritage Academy's ISAT math growth is slightly higher than the local district
<b>PCSC Region 4 Schools</b>	Heritage econ disadvantaged population is 53% higher the average for Region 4 PCSC schools	Heritage Academy's special education percentage is 6% higher than the Region 4 PCSC school average	Heritage Academy's EL population is 3 times that of Region 4 PCSC Schools	Heritage homeless population is more than double that of Region 4 PCSC schools	Heritage Academy's reading proficiency is slightly higher than Region 4 PCSC schools	Heritage Academy's fall to spring reading growth is 16% greater than the Region 4 PCSC school average	Heritage Academy's ISAT ELA growth is slightly higher than the Region 4 PCSC growth	Heritage Academy's ISAT math growth is 10% lower than the average for Region 4 PCSC schools

### **Proposed High School Program:**

*The Falcon Community School (Heritage Academy High School Program) will be housed in our Falcon Community Center. The program will allow students in grades 9 – 12 to benefit from small high school classes, individualized electives aligned to each student’s college and career development plan, academic intervention, social-emotional learning support, career development, counseling, parent education, and health education and screening services. Parents of students enrolled will also have access to the community center food pantry, clothing pantry, adult education, English Learner, and Citizenship classes (Adult Education Classes are offered through a partnership with the College of Southern Idaho). Although the high school program will enroll students in grades 9-12, our leadership team believes that it is essential to continue providing a similar approach to at-risk students in grades 1-5 as an effort to address risk factors through early intervention.*

- *Students in grades 9-12 will participate in the annual lottery process. Students will be selected using the lottery procedures outlined in Idaho Statute and Administrative Rule.*

*Each class will focus on proficiency in meeting grade-level standards in the following areas:*

- *Reading (Phonemic Awareness, Phonics, Fluency, and Comprehension)*
- *English Language Proficiency (Speaking, Listening, Reading, Writing)*
- *Mathematical Thinking and Computation*
- *Science and Scientific Methods*
- *Social Studies (including academic language and reasoning)*
- *Social Emotional Learning*
- *Technology*
- *Career Development*

*Students will complete benchmark assessments in August (or the first week of September), January, and May as well as participate in monthly progress monitoring in core content areas. Students will have individualized learning plans that identify specific gaps necessary to achieve proficiency. These gaps will be the focus as the student participates in class.*

*Due to the small class sizes, each student will receive regular instruction in core content areas (through the use of standards-aligned curriculum) and intensive intervention support using the following intervention programs/materials:*

- *Reading – SRA Phonemic Awareness, Phonics, Anita Archer Rewards, Heggerty Reading*
- *Mathematics – Numeracy Project; Bridges Spanish Intervention and Intervention; Illustrative Math 6-12*
- *Science – Mystery Science (to provide hands-on approach for engagement)*
- *Individual and Small Group Counseling – for social-emotional learning and career development*
- *Technology - Learning.com*

### **Staffing, Graduation Requirements, and Proposed Sequence of Courses:**

*The Heritage Academy Board of Directors has established the following graduation requirements for students attending the Heritage Academy High School program:*

- *English / Language Arts / Communication = 9 Credits*
  - *8 Credits of English / Language Arts*

- 1 Credit of Speech or Debate
- Mathematics = 6 Credits
  - 2 Credits Algebra 1 or Higher
  - 2 Credits Geometry
  - 2 Credits Student Choice
- Science = 6 Credits
- Social Studies = 7 Credits
  - 2 Credits US History
  - 2 Credits Western Civilization
  - 2 Credits American Government
  - 1 Credit Economics or Personal Finance
- Humanities = 2 Credits
- Health / Wellness = 1 Credit
- Electives = 15 Credits
- TOTAL = 46 Credits

*Course Sequence - Due to the small school size, Heritage Academy will follow a 3-year class cycle designed to allow students to take non-sequential courses as a larger group. This will allow teachers to provide the full four-year sequence of language arts classes; math at different levels and a rotating schedule of social studies, science, humanities, and elective courses. Here is a sample of the rotating schedule. This schedule shows the classes that will be offered during each year of the rotation (A, B, C):*

YEAR A	YEAR B	YEAR C
Algebra 1A & 1B	Algebra 1A & 1B	Algebra 1A & 1B
Algebra 2A & 2B	Algebra 2A & 2B	Algebra 2A & 2B
Geometry A & B	Geometry A & B	Geometry A & B
English 9A & 9B	English 9A & 9B	English 9A & 9B
English 10A & 10B	English 10A & 10B	English 10A & 10B
English 11A & 11B	English 11A & 11B	English 11A & 11B
Dual Credit English A & B	Dual Credit English A & B	Dual Credit English A & B
PE (Fall) Health (Spring)	Speech (Fall) Economics (Spring)	Speech (Fall) Economics (Spring)
Western Civilization A & B	U.S. History A & B	American Government A & B
Earth Science A & B	Biology A & B	Chemistry A & B
Humanities Elective A & B	Humanities Elective A & B	Humanities Elective A & B
Career Development Elective A & B	Career Development Elective A & B	Career Development Elective A & B
Additional Electives	Additional Electives	Additional Electives

**Logistics (Facilities, Transportation, and Child Nutrition):**

Location: Falcon Community Center – Across the street from the main school building. The building has already received permanent use approval, for a K-12 school, from the Jerome City Planning and Zoning Commission. The school received a Securing Our Futures grant that will cover the cost of fire sprinkler installation in the building. Installation will occur prior to the start of the 2025-26 school year.

Student Enrollment: Maximum of 40 students total in grades 9-12.

Staffing: Certificated teachers, school counselor, and administrator. These may be shared with the K-8 program to maximize course offerings for all grade levels.

Transportation: Shared with the Heritage Academy K-8 program. This will minimize the cost of transportation because the K-8 routes are already established and included in the Heritage Academy budget.

Child Nutrition Program: Shared with the Heritage Academy. No additional staff members are required. Additional food and supplies will be covered by the reimbursement received through the USDA breakfast and lunch programs. Heritage Academy will continue to participate in the Community Eligibility Provision (CEP) of the USDA Child Nutrition Programs. All Heritage Academy K-12 students will be eligible for free breakfast and lunch.

Office, Operations, and Finance Personnel: Shared with the Heritage Academy K-8 program. No additional staff members required.

**Budget:**

The budget for the Heritage Academy High School will be included in the FY26 Annual Budget. Many resources will be shared across grades K-12. The following district-level personnel have been included in the Heritage Academy budget for FY12 - FY25. Cost for these positions will not increase with the addition of grades 9-12:

- Superintendent
- Director of Finance, Federal Grants and Human Resources
- School Counselor
- Director of Student Services (Special Education, Federal Programs)
- Office Manager
- Child Nutrition Program Staff (Director, Coordinator, Kitchen Manager)
- Director of Operations (Facilities, Technology, Transportation)
- ISEE Coordinator / Power School Coordinator / Board Clerk
- Part-Time Marketing, Web and Social Media Coordinator

Cost for the following budget items is also included in the Heritage Academy annual budget and will not increase as a result of adding grades 9-12:

- Student transportation
- Facilities (FCC Mortgage and Maintenance is part of current annual budget)
- Strategic Planning
- Staff Professional Development
- General School Operations (Utilities, Grounds, etc.)

## Estimated FY26 Budget Overview:

- Note: Revenue and expenses are based upon FY25 public school funding, special distributions and federal fund allocations

<b>Revenue:</b>		<b>Notes:</b>
State Apportionment	\$1,800,000	
Other State M&O	\$250,000	
State Revenue (Special Distributions)	\$200,000	
Additional 9-12 Special Distributions	\$65,000	\$60,000 Math & Science (may be incorporated into new discretionary funding formulas in FY26; proposed weighted formulas for SPED, EL, Econ Disadvantaged)
Federal Revenue	\$160,000	
Child Nutrition Program	\$75,000	
<b>TOTAL REVENUE</b>	<b>\$2,550,000</b>	
<b>Expenses:</b>		
Salaries	\$1,300,000	Includes 3 additional secondary teachers
Benefits	\$450,000	
General Fund Expenses	\$100,000	
Transportation	\$100,000	
State Expenses	\$265,000	
Federal Expenses	\$160,000	
Child Nutrition Program	\$100,000	General Fund Contributes \$25,000
<b>TOTAL EXPENSES</b>	<b>\$2,475,000</b>	
Surplus	\$75,000	Add \$25,000 to reserve fund balance; \$50,000 may be used to purchase high school curriculum



## **IV. DIRECTOR UPDATES**

### **Charter School Annual Reports**

- Utilizing new performance measures and framework adopted in June 2024, staff have begun the collective efforts to produce each school's annual report. The first drafts of the reports are available to schools on November 15, 2024. Schools have a 30-day window to seek clarification and produce evidence in support of changes to their annual report. Finalized annual reports are delivered to schools and posted on IPCSC site and schools' sites by January 30, 2025.

### **Authorizer Support and Networking**

- There continues to be many collaboration opportunities for IPCSC staff, district charter authorizers, and charter school leaders to network and share best practices in charter authorizing. In addition to onsite charter school visits, opportunities partnering with the Idaho Charter Collaborative (SDE), Idaho Association of School Business Officials, Idaho School Boards Association, and many others allow the IPCSC team to connect, learn, and support charter schools across the state.

### **IPCSC Policies and Resources**

- Since the passage of the Accelerating Public Charter Schools Act, the IPCSC staff has coordinated efforts with state and national partners and charter school leaders across the state, to research and inform decisions to revise and implement policies and provide school resources in accordance to the spirit of the new laws. Continuing to evaluate and implement supportive policies while maintaining high standards, is a core value for the IPCSC. The IPCSC Committees will play an integral role in the development of policies and documentation that support our mission.

### **Director Presentations and Collaborations**

- The annual ISBA Convention on November 6-7, 2024 will bring numerous charter school board members to Boise. Commissioner Hedrick and Director Smith will present two sessions on re-authorization of charters and a review of the new charter school laws.
- Bluum is hosting a number of school site visits for charter leaders throughout the state in September and October. These site visits are an opportunity for schools to showcase their students and programs.
- Idaho Charter Collaborative is an SDE-lead initiative to create more networking opportunities for charter school leaders. The initial kick-off of this tour began in Boise in June and will travel the state with regional meetings in October and November.

## V. CONSIDERATION OF SUSPENDING FY24 ALTERNATIVE FRAMEWORK

### BACKGROUND

In June 2024, the Commission approved a new performance certificate and framework for all existing charter schools which brought those legal requirements into alignment with the Accelerating Public Charter Schools Act. Due to the timing of implementing the new certificates, any revisions to the performance measures specific to alternative education programs was not addressed and instead relied on the existing alternative framework in place at the time.

### DISCUSSION

All charter schools, regardless of their program or student demographics, receive performance measures in Academics, Operations/Governance, and Finance. Charter schools that provide education to students in an alternative setting, are evaluated on **additional** academic measures that take into consider the students' at-risk profile, mobility, and progress toward graduation.

Beginning in April 2024, the IPCSC Director has engaged many stakeholders to identify challenges with the existing alternative framework. Stakeholders include charter leaders from Idaho schools with alternative programs and national charter school research and policy experts. A collective determination was made that the existing alternative program measures were not highly transparent and effective at relaying meaningful data points around academic outcomes. Due to the complexity of developing a systematic approach to data collection and interpretation for alternative programs, extensive research, outreach, and collaboration will be needed.

The suggested way forward to creating a layer of transparency and effective and meaningful measures that more accurately show the growth and success of alternative programs in our charter schools, is to suspend the *Additional Academic Measures for Alternative Programs Grades 6-12* (as illustrated on the following pages) that utilizes 2023-2024 data found in annual reports.

### SPEAKERS

Jacob Smith, IPCSC Director

Dr. Jody Ernst, VP of Research and Policy Analytics, Momentum Strategy & Research

*Dr. Jody Ernst is the founding Vice President of Research and Policy Analytics for Momentum Strategy & Research (Momentum). For over 15 years, Dr. Ernst's work has centered on using the best available data to research and inform school accountability policy and practice. Dr. Ernst has been the primary investigator for four federally funded projects, including Building Charter School Quality, the Charter School*

*Facilities Initiative, Advancing Great Authorizing and Modeling Excellence (A-GAME), and A-GAME: Measure What Matters. Together with her team at Momentum, Dr. Ernst has worked to build a one-of-a-kind database housing performance and accountability data and policy on over 5000 alternative school options from across the country, as well as databases of rural charter schools, and charter school policy. Currently, Dr. Ernst and her team are working on innovative accountability solutions that are responsive to the students' and schools' needs.*

## **IMPACT**

If the IPCSC approves the one-year suspension of the alternative framework for the 2023-2024 IPCSC Annual Reports, all charter schools with alternative programs will still receive performance measures in Academics, Operations/Governance, and Finance as found in the IPCSC Performance Framework.

## **COMMISSION ACTION**

1. A motion to approve the suspension of the *Additional Academic Measures for Alternative Programs Grades 6-12* for the 2023-2024 school year as presented and direct the IPCSC Director to work with the IPCSC Renewal and Performance Committee to develop performance measures for alternative programs to be implemented for the 2024-2025 school year; OR
2. A motion to deny the suspension of the *Additional Academic Measures for Alternative Programs Grades 6-12* for the 2023-2024 school year as presented; OR
3. A commission-developed motion.

## ADDITIONAL ACADEMIC MEASURES FOR ALTERNATIVE PROGRAMS GRADES 6-12

Alternative Program Measures:

1. Math Content Mastery
2. ELA Content Mastery
3. Progress Toward Graduation - Alternative
4. College and Career Readiness- Alternative

In order to be considered an alternative program, 100% of the students enrolled in the program must meet the statutory definition of “at-risk”.

**Comparison Group:** the comparison group for alternative programs includes all schools and IPCSC programs serving 100% at-risk student populations.

## 1. MATH CONTENT MASTERY ALTERNATIVE

Note: This measure will be considered in addition to the standard proficiency measure for schools classified as alternative. Non-alternative schools may include this measure as a mission specific goal, in addition to the standard measures, if they feel this data would help the IPCSC understand their school's academic outcomes.

Idaho graduation requirements only require math to be taken in three of the four years of high school. Alternative schools structure this requirement differently. For the purposes of this measure, the total number of continuously enrolled students will exclude students enrolled in a grade for which the school does not require math to be taken.

Alt Proficiency Rubric	
Exceeds Standard	The percentage of continuously enrolled students who have either already completed all ELA/Math graduation requirements or successfully earned credit for the equivalent of 1 year of instruction in the discipline (ELA or Math) is more than 10% above the school's percentage in the previous year, <b>OR</b> The percentage in the current year is greater than 80%.
Meets Standard	<b>The percentage of continuously enrolled students who have either already completed all ELA/Math graduation requirements OR Successfully earned credit for the equivalent of 1 year of instruction in the discipline (ELA or Math) is equal to or up to 10% greater than the school's percentage in the previous year.</b>
Approaches Standard	The percentage of continuously enrolled students who have either already completed all ELA/Math graduation requirements <b>OR</b> Successfully earned credit for the equivalent of 1 year of instruction in the discipline (ELA or Math) is below, but no more than 10% below, the school's percentage in the previous year.
Does Not Meet Standard	The percentage of continuously enrolled students who have either already completed all ELA/Math graduation requirements <b>OR</b> Successfully earned credit for the equivalent of 1 year of instruction in the discipline (ELA or Math) is more than 10% below the school's percentage in the previous year.

## 2. ELA CONTENT MASTERY ALTERNATIVE

Note: This measure will be considered in addition to the standard proficiency measure for schools classified as alternative. Non-alternative schools may include this measure as a mission specific goal, in addition to the standard measures, if they feel this data would help the IPCSC understand their school's academic outcomes.

Alt Proficiency Rubric	
Exceeds Standard	The percentage of continuously enrolled students who have either already completed all ELA/Math graduation requirements or successfully earned credit for the equivalent of 1 year of instruction in the discipline (ELA or Math) is more than 10% above the school's percentage in the previous year, <b>OR</b> The percentage in the current year is greater than 80%.
Meets Standard	<b>The percentage of continuously enrolled students who have either already completed all ELA/Math graduation requirements OR Successfully earned credit for the equivalent of 1 year of instruction in the discipline (ELA or Math) is equal to or up to 10% greater than the school's percentage in the previous year.</b>
Approaches Standard	The percentage of continuously enrolled students who have either already completed all ELA/Math graduation requirements <b>OR</b> successfully earned credit for the equivalent of 1 year of instruction in the discipline (ELA or Math) is below, but no more than 10% below, the school's percentage in the previous year.
Does Not Meet Standard	The percentage of continuously enrolled students who have either already completed all ELA/Math graduation requirements <b>OR</b> Successfully earned credit for the equivalent of 1 year of instruction in the discipline (ELA or Math) is more than 10% below the school's percentage in the previous year.

### 3 . PROGRESS TOWARD GRADUATION - ALTERNATIVE

Note: This measure will be considered in addition to the standard growth measure for schools classified as alternative. Non-alternative schools may include this measure as a mission specific goal, in addition to the standard measures, if they feel this data would help the IPCSC understand their school's academic outcomes.

For the purpose of this measure, a quarter of instructional enrollment will be calculated based on the number of instructional days reported and may be further modified by mutual agreement of the school and the IPCSC based on the alternative school's course completion structure.

Alt Growth Rubric	
Exceeds Standard	More than 75% of students enrolled in the alternative program earned 2.9 credits for every instructional quarter for which the student was enrolled for 90% of the days in that instructional quarter.
<b>Meets Standard</b>	Between 65% and 75% of students enrolled in the alternative program earned 2.9 credits for every instructional quarter for which the student was enrolled for 90% of the days in that instructional quarter falls, <b>OR</b> his percentage is less than 65% BUT at least 5% greater than in the previous year.
Approaches Standard	Less than 65% of students enrolled in the alternative program earned 2.9 credits for every instructional quarter for which the student was enrolled for 90% of the days in that instructional quarter AND this percentage is between 3% and 5% greater than the previous year.
Does Not Meet Standard	Less than 65% of students enrolled in the alternative program earned 2.9 credits for every instructional quarter for which the student was enrolled for 90% of the days in that instructional quarter AND this percentage is less than 3% greater than in the previous year.

#### 4. COLLEGE AND CAREER READINESS – ALTERNATIVE

Note: This measure will be considered in addition to the standard college and career readiness measure for schools classified as alternative. Non-alternative schools may include this measure as a mission specific goal, in addition to the standard measures, if they feel this data would help the IPCSC understand their school's academic outcomes.

C&C Readiness Rubric	
Exceeds Standard	The percentage of the not continuously enrolled students who were enrolled for at least 45 days and were eligible to graduate in the same academic year (plus summer) who graduated is more than 10% above the school's percentage in the previous year, <b>OR</b> The percentage in the current year is greater than 75%.
Meets Standard	<b>The percentage of the not continuously enrolled students who were enrolled for at least 45 days and were eligible to graduate in the same academic year (plus summer) who graduated is equal to OR Up to 10% greater than the school's percentage in the previous year.</b>
Approaches Standard	The percentage of the not continuously enrolled students who were enrolled for at least 45 days and were eligible to graduate in the same academic year (plus summer) who graduated is below, but no more than 10% below the school's percentage in the previous year.
Does Not Meet Standard	The percentage of the not continuously enrolled students who were enrolled for at least 45 days and were eligible to graduate in the same academic year (plus summer) who graduated is more than 10% below the school's percentage in the previous year.



## **VI. IDAHO SCHOOL BOARDS ASSOCIATION PRESENTATION**

### **BACKGROUND**

The Idaho School Boards Association (ISBA) represents and supports approximately 800 school board members throughout Idaho. Founded in 1942, ISBA is a non-profit association whose purpose is to support board members in their complex leadership roles. ISBA currently has nine full-time employees who are here to serve school districts and charter schools around the State of Idaho.

As a service for school districts and charter schools, ISBA Legislative Services staff works with legislators, the State Board of Education, the State Department of Education, and the Governor's office, as well as other education stakeholders in developing education legislation, as directed by the membership.

The Idaho School Boards Association strives to provide school board members with the information, professional development, and support needed to serve their district or charter school. Developing highly trained and effective board/superintendent-charter administrator teams will help to positively impact student achievement and success. Board members are encouraged to participate in ongoing professional development so they continue to gain knowledge and skills that can be applied to their service as a school board member.

### **SPEAKERS**

Jacob Smith, IPCSC Director  
Misty Swanson, ISBA Executive Director

## **VII. COMMITTEE UPDATES**

### **STRATEGIC PLANNING COMMITTEE**

- IPCSC Agency Strategic Plan – 2025-2030
  - Revise mission statements to be in alignment with intent of new laws
  - Revise agency performance measures to include indicators that the agency has any direct control over and remove those indicators that are difficult to influence outcomes
  - Revise measures that are too vague by adding more context
  - Enhance measures that increase collaboration, networking, and advocacy of the IPCSC staff
  - Final version to be approved at the April 2025 IPCSC Meeting

### **RENEWAL AND PERFORMANCE COMMITTEE**

- Alternative Academic Framework – 2025-2026
  - Revise alternative program measures in collaboration with national, statewide, and local charter school research and data
  - Provide feedback loop with Idaho charter school leaders and state education agencies
  - Final version to be approved at the April 2025 IPCSC Meeting

### **APPLICATION AND POLICY COMMITTEE**

- New charter school application and renewal charter school application
  - Revise for transparency and alignment with new laws
  - Collaborate with national and state education leaders to streamline current application processes
  - Final version to be approved at the February 2025 IPCSC Meeting
- Numerous governance and operational policies
  - Identify and prioritize adopted agency policies that are 1) no longer in alignment with new laws, 2) outdated and do not meet the intent of the new laws, and 3) impede on the best practices and processes as determined through collaboration with charter schools
  - Policies for approved revisions will be brought to IPCSC as necessary

### **FINANCE COMMITTEE**

- FY25 and FY26 Budgets
  - Review and advise on revenue and expenditures for the agency
  - Review and advise on budget requests through state appropriation
  - Review calculations for Authorizer Fees, annually in January.
  - Initial draft of FY27 budget request
  - Final FY27 recommended budget request to be approved at the April 2025 IPCSC Meeting



514 W. Jefferson, Ste. 303  
Boise, ID 83702  
208-332-1561 • pcsc@osbe.idaho.gov

25

## Committee Appointments

<b>Finance Committee</b>	
<b>Chair</b>	Commissioner Pete Koehler
<b>Member</b>	Commissioner Wally Hedrick
<b>Member</b>	Chairman Alan Reed

<b>Strategic Planning Committee</b>	
<b>Chair</b>	Commissioner Sherrilynn Bair
<b>Member</b>	Commissioner Wanda Quinn
<b>Member</b>	Commissioner Wally Hedrick

<b>Renewal and Performance Committee</b>	
<b>Chair</b>	Commissioner Wanda Quinn
<b>Member</b>	Commissioner Pete Koehler
<b>Member</b>	Commissioner Paul Amador

<b>Application and Policy Committee</b>	
<b>Chair</b>	Commissioner Sherrilynn Bair
<b>Member</b>	Commissioner Paul Amador
<b>Member</b>	TBD

# 2025

## CALENDAR

January	February	March
S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4	1	1
5 6 7 8 9 10 11	2 3 4 5 6 7 8	2 3 4 5 6 7 8
12 13 14 15 16 17 18	9 10 11 12 13 14 15	9 10 11 12 13 14 15
19 20 21 22 23 24 25	16 17 18 19 20 21 22	16 17 18 19 20 21 22
26 27 28 29 30 31	23 24 25 26 27 28	23 24 25 26 27 28 29
		30 31
April	May	June
S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4 5	1 2 3	1 2 3 4 5 6 7
6 7 8 9 10 11 12	4 5 6 7 8 9 10	8 9 10 11 12 13 14
13 14 15 16 17 18 19	11 12 13 14 15 16 17	15 16 17 18 19 20 21
20 21 22 23 24 25 26	18 19 20 21 22 23 24	22 23 24 25 26 27 28
27 28 29 30	25 26 27 28 29 30 31	29 30
July	August	September
S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4 5	1 2	1 2 3 4 5 6
6 7 8 9 10 11 12	3 4 5 6 7 8 9	7 8 9 10 11 12 13
13 14 15 16 17 18 19	10 11 12 13 14 15 16	14 15 16 17 18 19 20
20 21 22 23 24 25 26	17 18 19 20 21 22 23	21 22 23 24 25 26 27
27 28 29 30 31	24 25 26 27 28 29 30	28 29 30
	31	
October	November	December
S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4	1	1 2 3 4 5 6
5 6 7 8 9 10 11	2 3 4 5 6 7 8	7 8 9 10 11 12 13
12 13 14 15 16 17 18	9 10 11 12 13 14 15	14 15 16 17 18 19 20
19 20 21 22 23 24 25	16 17 18 19 20 21 22	21 22 23 24 25 26 27
26 27 28 29 30 31	23 24 25 26 27 28 29	28 29 30 31
	30	

Possible dates for IPCSC Regular Meetings: (2<sup>nd</sup> Thursday, every other month)

February 13 – Six renewal schools

April 10

June 12

August 14

October 9

December 11

## **IX. OFFICER ELECTIONS**

### **BACKGROUND**

Idaho Public Charter School Commission (IPCSC) officer elections were last held on October, 13, 2022. Alan Reed was elected Chair and Sherrilynn Bair was elected Vice-Chair.

### **DISCUSSION**

In accordance with Idaho Code § 33-5213(6), the IPCSC will elect a chairperson and vice-chairperson to serve for a two-year term ending in October 2026.

The Chair has the duty to preside at meetings.  
The Vice-Chair performs the duties of the chair in his or her absence.

Nominations will be taken for one office at a time. No second is required to make a nomination. If multiple commissioners are nominated for the same office, votes will be taken on each nomination in the order in which the nominations were made. The first nominee to receive a majority vote in favor of the appointment is elected to the office. All commissioners may vote with regard to all nominees.

### **SPEAKER**

Jacob Smith, IPCSC Director

### **IMPACT**

An elected chair or vice chair will serve until October 2026 unless his or her term ends sooner.

### **COMMISSION ACTION**

I nominate Commissioner [Name] for the office of [Chair or Vice Chair].