

ICON IDAHO CONNECTS ONLINE SCHOOL

A Statewide Virtual Charter School

2009-2010

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Idaho Public Charter School Commission

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EXECUTIVE SUMMARY

Formation and Purpose of Idaho Virtual Education Partners

Idaho Virtual Education Partners (IVEP) was formed to bring the strengths of virtual education to the diverse Idaho student population by creating one school that can meet multiple student needs and create one, connected learning community among students across the state.

Such a school will benefit students looking for more rigorous and advanced course work through Honors and AP offerings; ELL and special education students who need individualized and targeted support; students living in smaller districts where choice is limited with respect to differentiated courses and electives and at risk students seeking an alternative form of education with opportunities for credit recovery and skills foundation courses.

Most virtual schools aim for a flexible curriculum that does not mandate that all students demonstrate their knowledge and skills in identical ways or at identical times. Although this is an innovative departure from conventional school scheduling, too often the primary goals remain conventional, being largely focused on achieving "mastery" of standardized content as measured by conventional test scores.

IVEP seeks to go beyond this baseline virtual model in two important ways. First, we seek to develop a program and a teaching corps that is ever mindful of opportunities to use instruction to help students develop the reasoning, evaluating and discerning skills that they will find useful across all the varying functions and roles they will play in their homes, schools and communities. Second, we seek to impart not only knowledge, skills and abilities, but also the confidence, creativity, and resourcefulness to deploy them adaptively in the 21st century.

ICON Idaho Connects Online School

ICON Idaho Connects Online School (ICON) is designed to provide a high quality alternative to Idaho students seeking a flexible and individualized learning experience with access to a full range of course offerings and expert teacher guidance.

ICON will harness the power of a flexible learning environment and modern educational technology to serve learners across the state of Idaho. Although these learners come with diverse backgrounds, interests, and postsecondary goals, IVEP believes all can benefit from an education alternative that stimulates and supports independent learning. Through the strength and flexibility of its standards-based online curriculum, combined with superior individualized support, ICON will create a learning environment that empowers students to rise to the challenge of independent, self-directed learning.

ICON will focus on students looking for more rigorous and advanced course work through Honors and AP offerings; ELL and special education students who need individualized and targeted support; and students living in smaller districts where choice is limited with respect to differentiated courses and electives and at risk students seeking an alternative form of education with opportunities for credit recovery and skills foundation courses.

Because of ICON's ability to provide a curriculum rich in science, mathematics and high level courses including honors and AP courses delivered via cutting edge These Idaho students will have an opportunity to connect with peers in different parts of the state to share learning experiences and new ideas. ICON will build technology, ICON students will be prepared for the expectations of today's colleges and employers. Additionally, ICON has the ability to provide regionally accredited college courses on the same technology platform as its k-12 curriculum. Students across Idaho who do not have access to rigorous college preparatory curricula or the ability to concurrently enroll in an accredited college will benefit greatly from the presence of ICON. ICON also has the ability to provide a full slate of credit recovery and GED preparation courses for the at-risk student seeking to be successful in an

alternative setting. Due to the number of at-risk students that are currently enrolled in the school, ICON will also operate an alternative school as identified and outlined in IDAPA Rules for Alternative Secondary Programs. This will be in addition to the school for regular education students that ICON currently operates. ICON will offer professional technical programs in Information Technology, Business Management and Administration, Human Services, Health Sciences, and Hospitality and Tourism. In addition, ICON will offer elective courses in Personal and Family Living, Drop Out Prevention, and Introduction to Careers. Due to the virtual nature of the school, ICON will allow for Dual Enrollment for those students that wish to take advantage of professional technical courses that are better served in a hands on environment such as construction.

A networked community of diverse learners prepared for the rigors of postsecondary education and the 21st century workforce. 21st century learning requires adaptive teaching and learning methods that positively engage students in their learning, encourages critical thinking and problem solving in real world application, and provide opportunities to interact with a larger community. That interaction occurs when learning is fun, challenging, flexibly paced, and situated in a climate where curiosity and risk-taking are rewarded.

ICON's educational model is intended to cultivate learning habits that keep the mind open, curious, and alert. An "educated person in the 21st century" is able to learn continuously, perceive opportunity, and adapt talents and skills to novel situations. These abilities can be seen, for example, whenever a person adapts learned capabilities to a new job or career that did not exist when those capabilities were first formed. This dynamic demonstrates that curious and open-minded individuals are by nature lifelong learners. IVEP, through ICON, is committed to creating a diverse community of lifelong learners across the state of Idaho.

TAB 1 ARTICLES OF INCORPORATION, BY-LAWS, SIGNATURES, AND VISION AND MISSION STATEMENTS

A. Articles of Incorporation; By-Laws; Signatures

Attached as Exhibit A are the Articles of Incorporation for Idaho Virtual Education Partners ("IVEP"), an Idaho nonprofit public benefit corporation. IVEP will govern and operate the ICON Idaho Connects Online School pursuant to this Charter.¹

As described further in the next section, IVEP contemplates entering into a contract with Kaplan Virtual Education for provision of educational services; part of this arrangement will be a licensing agreement that enables IVEP to operate the school under the name "Kaplan Academy."

The rules governing the internal configuration, procedures and functions of IVEP are set forth in its By-Laws, attached hereto as Exhibit B.

The original signatures of Qualifying Electors as defined in Idaho law are attached as Exhibit C.

B. Charter School Vision Statement

ICON Idaho Connects Online School (ICON), governed by Idaho Virtual Education Partners, seeks to attract and serve a group of students who can benefit from instruction that is more freely scheduled, flexibly paced, individually targeted, and closely monitored than a traditional "brick and mortar" classroom. This model is distinguishable from other virtual or self-directed learning models: students

benefit from intensive academic support from professional educators, a feature lacking in other virtual and home school settings that heavily rely on parents for academic coaching.

For its first year, ICON will serve students in grades 6–12. If IVEP decides to propose and seek approval for additional grade levels, IVEP will undertake feasibility studies to determine the school's readiness for expansion, based on the stability of the academic program, student interest, other relevant factors and review and approval by the PCSC.

Some prospective students will be candidates for virtual schooling due to their need to succeed educationally and achieve high school graduation while also satisfying large time commitments demanded by parenting, working, caring for a relative, or pursuing intensive training in areas such as the arts or athletics. Others will be students with broad ability or curiosity across subjects, who can benefit from additional course offerings that may not be available in their local school districts. High achievers can also take advantage of the charter school's flexible pacing that enables them to accelerate through the program and graduate early. There are yet others who, for a variety of reasons, do not function well within the traditional daily classroom environment, and need an alternative.

ICON will not exclusively target students seeking an alternative due to compelling life circumstances. Our school vision is inspired by our belief that many 'traditional' students – if given the opportunity via a stimulating, engaging educational program – will demonstrate an interest and aptitude for self-directed virtual learning.

C. Charter School Mission Statement

ICON will harness the power of a flexible learning environment and modern educational technology to serve learners with diverse backgrounds and goals who seek an education alternative that stimulates and supports independent learning. Through the strength and flexibility of its standards-based online curriculum, combined with superior individualized support, ICON will create a learning environment that empowers students to rise to the challenge of independent, self-directed learning.

TAB 2 PROPOSED OPERATION AND POTENTIAL EFFECTS OF THE PUBLIC CHARTER SCHOOL

IVEP anticipates a number of effects arising from ICON that serve to benefit Idaho's students and educational landscape. The uneven geography of school funding is overcome by virtual delivery of courses to remote areas where students have no local access to certain courses they need or prefer. These can be high-level academic courses, foreign language courses, or elective courses that match a student's interests and aptitudes.

Members of Idaho's certified teaching corps will benefit from a new and very marketable skill set they will acquire in their ICON training to become online instructors. We discuss this comprehensive training regimen in Tab 3, Section D.

IVEP believes that in offering to student's instruction that is more individualized and flexibly paced than what they previously experienced, ICON can re-engage learners who have become resigned to low performance based on patterns of past setbacks. This is just one example of how the school offers a fresh alternative to students who have struggled in the regular classroom. The virtual environment is uniquely conducive to learning in that it creates just enough anonymity to mask superficial differences, for example in appearance, lifestyle, demeanor, and real or perceived socioeconomic status. The virtual school does not become an incubator for petty social alliances and conflicts based on in-groups/out-groups, prejudices, or peer pressure. Being largely free of such distractions, the virtual student can better focus on academic tasks, and the virtual school can better attend to its academic mission. In this environment, students can learn and teachers can instruct free from the biases of their past educational experiences. This learning climate sets the stage for ICON to deliver standards-based curriculum and assessment regime while also building a networked community of learners focused on 21st century skills.

A. Facilities

ICON will operate as a virtual school. Due to the number of at-risk students that are currently enrolled in the school, ICON will also operate an alternative school as identified and outlined in IDAPA Rules for Alternative Secondary Programs. This will be in addition to the school for regular education students that ICON currently operates. As such, minimal facility usage is required. ICON will maintain a central administrative office where important student and personnel records will be maintained. The virtual charter school is designed to operate independently of any facility. Using a secure login and password, students will be able to connect to all aspects of the program from any computer with Internet access. ICON will provide students with a fully configured laptop computer and will provide families with a stipend for standard broadband connectivity expenses.

B. Administrative Services

ICON will be operated by IVEP and governed by the IVEP Board of Directors as described in this charter petition. ICON's Executive Director will be the IVEP employee having lead responsibility for administering the school under policies and directives issued by the IVEP Board.

IVEP anticipates that it will contract with Odysseyware for the provision of educational services. These include instructional program deployment and development (including curriculum and technology); the specific terms and cost for these services will be the subject of an annual operational agreement or memorandum of understanding between IVEP and Odysseyware.

For provision of tax, accounting, payroll and audit services, IVEP will contract with other independent firms.

C. Liability and Insurance

IVEP, a non-profit Idaho public benefit corporation, will be responsible for governing ICON. The PCSC and the state of Idaho, including the Idaho Department of Education, will not be liable for the debts or obligations of the charter school, or for claims arising from the performance of acts, errors, or omissions by the charter school. ICON intends to purchase general liability, property, and errors and omissions insurance as outlined below to protect the school's assets, staff, governing board members, and, where appropriate, the PCSC and the state of Idaho from unforeseen liability.

ICON shall secure and maintain, as a minimum, insurance as set forth below to protect ICON from claims that may arise from its operations. The following insurance policies are required:

1. Workers' Compensation Insurance in accordance with provisions of the Idaho Labor Code, adequate to protect ICON from claims under Workers' Compensation Acts, which may arise from its operations.
2. General Liability, Comprehensive Bodily Injury and Property Damage Liability for combined single limit coverage of not less than \$1,000,000 for each occurrence.
3. A commercial liability policy, including property and general liability.
4. Fidelity Bond coverage shall be maintained by ICON to cover all charter school employees who handle, process, or otherwise have responsibility for charter school funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence, with no self-insured retention.

Insurance Certificates

ICON shall keep on file certificates signed by an authorized representative of the insurance carrier. Certificates shall be endorsed as follows: The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the authorized charter entity. Facsimile or reproduced signatures are not acceptable.

Optional Insurance

Additionally, ICON may deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above. Such insurance shall not be the responsibility of the PCSC and its purchase shall be the responsibility of the charter school.

Indemnification

With respect to its operations under this charter, ICON shall, to the fullest extent permitted by law, hold harmless, indemnify, and defend the PCSC, its officers, directors, and employees

from and against any and all claims, demands, actions, suits, losses, liability expenses and costs including, without limitation, attorneys' fees and costs arising out of injury to any persons,

including death or damage to any property caused by, connected with, or attributable to the willful misconduct, negligent acts, errors or omissions of ICON or its officers, employees,

agents and consultants, excepting only those claims, demands, actions, suits, losses, liability expenses and costs caused by the negligence or willful misconduct of the district, its officers, directors and employees. The PCSC shall be named as an additional insured under all insurance carried on behalf of ICON as outlined above.

D. Potential Impact to School Districts

IVEP anticipates that ICON will have no significant impact on school districts or other virtual charter schools. ICON will recruit students from all areas of the state and will not focus on a particular locale or region. Enrollment demographics are therefore expected to be proportional to statewide population distributions.

Because the student base comprising the market for virtual charter schools is expanding generally, ICON will not have a "cannibalizing" effect on the population base of other schools.

TAB 3 EDUCATIONAL PROGRAM AND GOALS

A. Program Provider

The school's learning environment will be a virtual, online program delivered via synchronous and asynchronous modes. IVEP will contract with Odysseyware to provide high-quality courseware and academic support. Odysseyware designs courseware through its curriculum development division. Courses are delivered online via the Odysseyware Learning Management System (LMS). Odysseyware is the learning platform developed by Odysseyware. The Odysseyware LMS offers an automated lesson planning tool, individualized pacing for students, automated grading, and centralized student reporting. Critical student data recorded by the grade book and other LMS tools is updated nightly. Reports for student performance and progress can then be generated daily. All faculty have access to detailed reports.

B. Educational Philosophy: Adaptive Teaching and Learning for the 21st Century

The petitioners believe that educational success depends on positive student engagement—high levels of interaction with content, instructors, and fellow learners. That interaction occurs when learning is fun, challenging, flexibly paced, and situated in a climate where curiosity and risk-taking are rewarded. This model by definition seeks to serve students who are inclined to be self-motivated learners and furthers that quality through the combination of coaching by professional, state-certified educators and student-driven, self-directed work.

This learning climate is made possible by a curriculum that is targeted to individual learner needs and delivered through an online model that balances the unique advantages of traditional and virtual classroom approaches. ICON's curriculum is designed to cover the full, standards-aligned content in each core subject by the end of each academic year. However, the flexible pacing in this approach enables the student, under the guidance of the educator, to spend more intensive time and effort in areas of need. This model allows teachers to better address each student's unique learning and communication style, cultivate independent thought, and offer alternative or supplemental learning options that prepare students for the real-life complexities of higher education and the job market in the 21st century.

ICON's educational model is intended to cultivate learning habits that keep the mind open, curious, and alert. An "educated person in the 21st century" is able to learn continuously, perceive opportunity, and adapt talents and skills to novel situations. These abilities can be seen, for example, whenever a person adapts learned capabilities to a new job or career that did not exist when those capabilities were first formed. (Advancing knowledge and technology have created many such novel opportunities that demand creative adaptation and application of one's skills and abilities, and will continue to do so in the 21st century.) This dynamic demonstrates that curious and open-minded individuals are by nature lifelong learners. The instructional model engenders this mentality by enabling the student to interact with the curriculum in a manner that motivates him or her to pursue individual interest while proceeding through the required content.

ICON will position its students for success by enabling students to learn any time, any place, and by deploying flexible learning, teaching, curricular, and staffing models that adapt to the uniqueness inherent in every student and learning situation. It will inspire them to take ownership of their education and develop not only knowledge, skills, and abilities, but also the confidence, creativity, and resourcefulness to deploy them adaptively in response to the challenges and opportunities of the 21st century.

C. Program Design and Approach

The Odysseyware curriculum aims to inspire students to learn through its course design and rich interactive elements. The virtual courses are conceived and designed by Odysseyware's curriculum specialists. This team is tasked with creating online courses that are research-based in design, leverage full Internet and multimedia technologies, and address the needs of diverse learners, and are aligned to state content standards. The primary goals are to expand learning opportunities, improve student outcomes, and empower students to manage their own learning programs. These goals drive the key objectives that guide content creation, design, and delivery: accessibility for all students; flexible pacing; multiple opportunities to achieve and demonstrate mastery; and development of a student-centered curriculum that is continually improved through research and iterative evaluations that guide refinements to its design and delivery.

Odysseyware's courses, built on research-based online instructional strategies and learning models, use rich interactive and multimedia elements to capture students' attention, keep them engaged in the lesson, and help them grasp difficult concepts and processes. These strategies and elements include:

- Standard lesson elements include an introduction/anticipatory set, objectives, vocabulary, direct instruction, guided practice, closure, and independent practice.
- "Show me" activities to demonstrate concepts.
- Links to other internet resources to build knowledge and bridge understanding across disciplines.
- Enrichment activities to encourage further learning and deeper understanding.
- Videos and simulations: students can see a complex process as it unfolds, with each interaction moving seamlessly into the next, with text explanations and captions/labels, and audio support. This greatly aids students in learning the complex processes often encountered in the sciences (having multiple stages, layers of information, and outcomes) that are difficult to learn when portrayed through narrative and graphics alone. Odysseyware also offer a text-to-speech option that provides each student the ability to control the amount of material to be read, the voice used, and reading speed. Odysseyware also offers a reference tool that allows students to select individual words, names and phrases in the text and receive immediate reference information (i.e. definitions and/or background information).
- Interactive Gizmos where students manipulate parameters of a problem (such as variables in an algebraic function) and see the resulting effects in multiple presentation modes (algebraic, tabular, and graphical).

In addition, core courses will contain Instructional Strategies at the Unit level for teachers to use with Honors, Academic, and Foundations (Remedial), ELL students, and Special Education, as well as assignments tailored to these student groups. ELL strategies will be included in all course versions (Foundations, Academic, and Honors), and will support student learning of unit concepts. ICON will offer courses in accordance with IDAPA Rules for Alternative Secondary Programs for the Alternative School and will offer professional technical programs in Information Technology, Business Management and Administration, Human Services, Health Sciences, and Hospitality and Tourism. In addition, ICON will offer elective courses in Personal and Family Living, Drop Out Prevention, and Introduction to Careers. ICON has access to these online courses through the Odysseyware platform.

Structurally, courses are divided into modules, units, and lessons. Each module and unit contains an essential idea or "big picture" concept with accompanying performance expectations and a teacher-graded assignment. Modules pose an essential question to the student that connects the content to larger

conceptual understandings and to real world application. Units outline a central idea that spans all the lesson objectives for that unit, forming relationships among the lessons and their objectives. The essential question and central idea are introduced to the student at the beginning of the module and unit.

The core courses cover all the essential subject divisions within each of these academic areas: language arts, mathematics, history/social science, physical sciences, and life sciences. The school will also offer an array of electives reflecting a wide range of student interests, including communications and the professions (e.g., journalism, psychology); fine arts studies; liberal arts (including foreign language); computer technology; practical skills (health, personal finance); and career-oriented courses that focus on real-life experiences. Odysseyware's middle and high school course listings are attached as Exhibit D. The Odysseyware Curriculum also offers placement tests to ensure that students are placed in the right course for their educational needs.

The curriculum will support improved student achievement by providing standards-aligned learning activities, continuous monitoring and feedback on student progress, and frequent assessments. The curriculum is aligned to Idaho content standards, and is designed with differentiated assignment types that afford students varied ways to demonstrate mastery of content.

The petitioners believe that in offering this educational program, governed by IVEP and deployed with Odysseyware's online instructional resources, the charter school will provide an optimal learning environment for:

- Promoting higher levels of engagement through a highly individualized and supportive academic coaching model, and courses designed to capture and maintain student focus (for example by limiting text-per-page and incorporating graphics, embedded video, glossaries, and hyperlinks).
- Motivating students via real-time data and self-pacing guides; quick turnaround on graded assignments; and multiple avenues for interaction between learner/teacher, learner/content, learner/learner, and teacher/parent.
- Using data-driven protocols to ensure that students stay on pace, demonstrate progress, and ultimately achieve mastery of content. This is enabled by the data tracking and reporting functions of the LMS. The LMS collects student data and generates reports in a protocol that is updated daily to track progress and pace. The faculty has the performance data needed to know when to step in with timely inquiries and appropriate interventions (such as a parent conference, or a lesson adjustment to better accommodate the student's learning style) The Odysseyware Curriculum also offers the teacher the ability to customize the courses. This allows the teacher the ability to create assignments appropriate to student needs. Teachers can also assign, skip, or block assignments within the courses in order to address the needs to individual student s or groups of students as a whole.
- Balancing the unique advantages of traditional and virtual classroom approaches. For example, some courses incorporate traditional writing essays, and the learning platform is unit based, so that courses proceed in unit modules – much as they do in a physical classroom. Courses are gated so that students proceed in an academically structural manner to garner the essential skills for use in future lessons. At the same time, the virtual classroom replaces the textbook-driven curriculum with a "living text" where content and delivery are continuously improved, via ongoing research, to optimize their educational value.

D. Academic Instruction and Support

Staffing Structure

ICON will employ a layered instructional approach. Each student receives individualized support from an academic team that includes the ICON School Coach, Instructors and Home Based Advisors. Students in the Alternative School will also have access to a certified School Psychologist. The ICON School Coach guides the student in planning their path through school and beyond. They make sure that students are on the right track toward graduation for both their personal and credit needs. Checking in regularly with students, they provide guidance and resources for exploring life goals and career interests. Instructors work directly with students by answering their questions, explaining concepts and techniques as necessary, adjusting lessons and assignments as needed, and monitoring student pace. Home Based Advisors are the first lines of support from enrollment to graduation. This support is both academic and personal. Home Based Advisors get to know their students and families through weekly phone calls, email, and other communication such as weekly progress reports that shows grade and progress toward end of course completion. They also act as advocates for their students such as working with classroom teachers, and keeping students informed about deadlines, events, and ICON requirements. The School Psychologist assists students with school concerns, such as motivation and goal-setting. They also help students deal with personal or family issues that cause stress or concern, including mental health issues, substance abuse, and grief and loss issues. They can also provide referrals; help connect students with resources in their own communities, and counsel students during times of need. As noted in Tab 6, ICON teachers in all of the core subjects – English/language arts, mathematics, science, and history/social science – will meet NCLB's highly qualified standards.

Student-Teacher Interaction

The teaching model fosters quality interaction between students and the academic team. Opportunities for one-on-one contact include communication through Instant Message, Skype, email, Odysseyware Messaging, individual student/teacher phone calls, teacher/parent phone conferences with parents and/or students, and individual student/teacher "whiteboard" sessions. These synchronous sessions can also be conducted with groups of students. The at-risk learner in the Alternative School is offered at a minimum an hour per day of direction instruction in the "whiteboard" sessions for their core courses. These are offered at a variety of times to choose from, both within the regular school day and into the evening. Sessions can also be recorded so that students have the opportunity to view the recording if not able to attend. The at-risk student in the Alternative School will also have access to ICON Instructional Support Rooms where students can join an ICON certified teacher who provides "at the elbow" support to students needing extra help or who are having difficulty.

In addition to lesson-related "contact" assignments that are part of every course, students are required to initiate one direct communication with each of their online Instructors on a weekly basis. Direct communication includes phone, email, or instant message. The Odysseyware LMS uses a built in message center that allows for instant help access to the teacher and a built in email system only used for teacher/student interaction.

In addition to the lesson contact and weekly required contact, teachers are required to contact each student at least twice monthly, via phone call or instant message, for academic review and assistance purposes. For a student taking six classes, this translates to twelve such sessions per month. Instructors are also expected to initiate contact if there are signs of a student falling behind pace, as indicated by the tracking functions of the LMS.

Instructors are required to return e-mail and phone calls within 24 hours; deliver grades for tests and assignments within 48 hours of submission; and take full advantage of the communication tools and protocols described above. The Executive Director coordinates the student's academic team to ensure that these communication protocols are being followed and that student's needs

are being identified and addressed.

In the flexible, student-driven virtual environment, "quality" interaction means skillful and appropriate to individual learner needs, and therefore relies on factors that go beyond lesson planning or required contact policies. It begins with how teachers are trained for interaction in the online environment.

With the Odysseyware Training Package, the school Executive Director (ED) and all faculty undergo three days of training on-site. The format is part instruction and part interactive exercises that enable attendees to learn the concepts and procedures through actual practice. Additional training is also provided through the year for 18 additional hours of webinar training based upon school needs.

In addition to the formal training module that teaches navigation and use of the LMS, all faculty have access to demonstration courses that are very similar to what students experience when they log in and navigate the system. The teacher can experience firsthand what students will see when they are working through and completing ICON courses.

The petitioners wish to emphasize that the ICON "trainees" will be Idaho-certified teachers who already possess more than a baseline level of proficiency and experience. That, combined with the new training they will receive at ICON, will enable them to become the skilled, responsive online teachers we describe under the subheading Translating Information into Actionable Strategies for Online Teaching in Tab 4, Section E.

Plan for Students Who Are Academically Low Achieving

Identifying and Understanding Low Achievers

ICON's instructional team is prepared to work with a diverse student population, and to focus intensively on those who struggle academically and perform below expectations. ICON recognizes that a significant component of low achieving or at-risk students may express an interest in and seek out opportunities to participate in professional technical educational opportunities. Students are defined as at-risk through the Enrollment and Orientation process in accordance with IDAPA Rules for Alternative Secondary Programs. Once identified, each at-risk student is assigned a Home Based Advisor, a School Psychologist, as well as, an ICON School Coach.

The petitioners understand that students can find themselves struggling for a variety of reasons. Some have difficulty staying on task; others have become accustomed and resigned to lowered expectations based on a pattern of past setbacks (to give just two examples).

These students will be identified through placement tests, past performance as recorded on transcripts, rubrics for identifying at-risk students as defined in IDAPA Rules for Alternative Secondary Programs, discussions with parents and previous counselors, IEPs, student assessments, writing samples; and ongoing one-on-one communication between teacher and student. ICON teachers will use this information to proactively support students and address individual needs before more intensive intervention efforts are required.

Structural Elements and Strategic Responses for Raising Student Achievement Levels

To meet the challenges faced by struggling students, instructors will offer placement in appropriate courses based upon student need including core, elective, professional technical and work based courses as appropriate, continuous motivation and support; seek ways to engage students in meaningful learning through multiple delivery methods; and work one-on-one with students and parents in various ways. These include individual student/teacher calls, teacher/parent phone

conferences, academic team phone conferences (these include parents and student); and individual student/teacher "whiteboard" sessions. Where needed, instructors or advisors will also provide individual tutoring.

While all students can benefit from the flexible pacing inherent in the school's virtual program, struggling students in particular will benefit from a curriculum that does not mandate that all students demonstrate their knowledge and skills in identical ways or at identical times. Instruction is designed around a variety of graded assignments that afford students varied ways to demonstrate mastery of content. These include class discussions; worksheets; practice assignments; quizzes; journals; essays; creative writing papers; research projects; group projects; exams; reviews/case studies; and portfolio pieces, in addition to the Idaho Standards Achievement Test (ISAT).

Along with this range of assignments, the program provides teachers with varied instructional suggestions to help different students master the material, each created to address different learning styles and levels of challenge. By drawing upon this menu of strategies and assignments to build a student's individual learning plan, teachers can provide comprehensive learning experiences tailored to each student's needs.

Modified instructional design and delivery adapted to the needs of low achievers will also emerge from the data-driven changes to instruction that is discussed under Tab 4 below.

Some additional ways in which the virtual classroom is geared to accommodate each student's singular needs and learning style are:

- individual support from a team of academic professionals: department chairpersons, instructors, and academic advisors;
- multimedia format that accommodates differences in knowledge acquisition by delivering mutually redundant/reinforcing text, visual, and audio content;
- hyperlinks providing immediate web access to reference materials and context sources;
- prompt response and feedback on graded assignments;
- the ability of students to check grades and track their progress (and retrieve all course submissions to read instructor comments) via the Grade book interface described in B.3) below;
- multiple avenues for frequent one-on-one contact between teacher and student, including synchronous whiteboard sessions, but also asynchronous e-text modes that afford the extra time for reflection and revision that helps level the playing field for certain types of learners;
- the ability to balance or choose between highly independent and collaborative modes of working on some assignments;
- the de-coupling of curriculum breadth from district resources derived from local tax revenue. This enables all students, wherever they are situated, to access any course they need ranging from remedial to AP and honors.

Plan for Gifted and Talented Students

In serving gifted and talented students, ICON will employ both the district level and school level protocols set forth in IDAPA 08.02.03.999. As a result, students will find ICON offers the comprehensive gifted and talented program contemplated by IDAPA and its enabling statutes. The program's characteristics and components, driven by the IDAPA requirements, are listed here in summary form:

- LEA-level plan encompassing program philosophy, definitions, goals, options, procedures, and evaluation.
- Screening and iterative survey process to capture all information needed to identify potentially gifted/talented students and determine their specific aptitudes and educational needs.
- Assessment methods and placement decisions using multiple information sources including but not limited to, formal assessment instruments, informal rating schemes, observations, personal interviews, and analyses of previous work and performance levels.
- Specialized curriculum development and deployment.
- Monitoring of student performance and progress, and using this information to inform program evaluations.
- Periodically evaluating the specialized curriculum and teaching methods to ensure their efficacy.
- Program administration by a designated, certificated ICON staff person.

Additional features that render the ICON program appropriate to the needs of gifted and talented students include:

- Enhanced, on-demand access to Advanced Placement (AP) and honors courses: the breadth of these course offerings does not rely on the resources of any single district. ICON will use KVE's Odysseyware's AP courses which are approved by the College Board.
- Flexible pacing that allows these students to advance at a rate commensurate with their ability.
- The adaptable, highly individuated instructional delivery described in sections C and D above. It's dynamic of enabling individually tailored instruction works as fully to benefit highly motivated and gifted/talented students as it does for struggling students.

E. School Grading Policy and High School Graduation Requirements

Grading

ICON will use a traditional 4.0 scale in determining Grade Point Average (GPA), and will weight honors and AP courses according to the chart below. College courses taken for high school credit may be weighted if approval of the Executive Director is granted prior to the start of coursework. Transfer credits may be weighted if the courses meet the guidelines established for ICON honors or AP courses. Both weighted and unweighted GPAs are recorded on the transcript. Middle school and high school GPAs are calculated separately.

Percentage Grade	Letter Grade	GPA	Honors GPA	AP GPA
90–100%	A	4.0	4.5	5.0
80–89%	B	3.0	3.5	4.0

70–79%	C	2.0	2.5	3.0
60–69%	D	1.0	1.0	1.0
0–59%	F	0	0	0

Credit is granted only for courses that earn a 1.0, or 60% out of a possible 100%. Only courses that earn 60% or above are calculated in the GPA.

High School Graduation Requirements

ICON graduation requirements shall meet or exceed the new Idaho requirements for students entering the 9th grade in the fall of 2009 and later, as set forth in IDAPA 08.02.03. All graduating students will have:

- completed a minimum of forty-six (46) semester credits in Academic Subjects, Elective, and approved work-based learning experiences;
- achieved a proficient or advanced score on the ISAT;
- sat for the COMPASS, ACT or SAT before the end of 11th grade; and
- completed a senior project (to include a research paper and oral presentation via webcam and other technology tools) by the end of 12th grade.

The following table summarizes ICON's program with respect to course requirements in conformance with IDAPA:

Subject Area	Minimum Credits	Required Configuration
English/Language Arts/Communication	9	To include four year of English instruction and 1 credit in Communications, with both subject constituted to meet the additional requirements of IDAPA 00.02.03.107.03
Mathematics	6	To include 2 semesters Algebra 1 and 2 semesters Geometry or state approved equivalents, plus 2 credits elective math. Two, of the six credits to be taken in the last year of high school.
Science	6	To include instruction in each area: *Biology *Physical Sciences or Chemistry, and Earth, Space, Environment, or approved Applied Science. Four credits shall be laboratory based.

Social Studies	5	To include government (2 credits), U.S. History (2 credits), and economics (1 credit). Current world affairs and geography to be integrated into all social studies instruction. Geography, sociology, world affairs, and world history course will not count toward the social studies requirement.
Humanities	2	Can be satisfied by a course in interdisciplinary humanities, visual and performing arts, or world language. Certain other course may satisfy if they meet conditions specified in IDAPA 08.02.03.107.07
Health/Wellness	1	
Other Electives	17	To include mandatory Senior Project, Foreign Language is strongly encouraged

F. Goals in Fulfillment of Educational Thoroughness Standards

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

Goal: Maintain a positive and safe teaching and learning climate. Every student has the right to attend a school that encourages positive and productive learning, provides a safe and orderly environment, and promotes student respect for themselves and others.

Objectives: ICON will:

- Adopt policies as described below, which are appropriate to the virtual environment where frequent interaction among students, and between students and faculty, will occur mostly online via one-on-one and collaborative communication tools. These participants may also interact from time to time during field trips and proctored testing events.
- Notify students, through the student and parent handbooks, that interpersonal communication and conduct, in whatever form or arena it occurs, will be subject to ICON policies that establish: a) expectations for civil and courteous student behavior; b) a process for investigating violations or alleged violations of same; and c) any lawful penalties or interventions to be imposed as a result.
- Formulate fair and effective disciplinary procedures for student academic, interpersonal, and Internet conduct. Discipline will follow a process of escalating responses to each subsequent violation, with proper notifications and appropriate interventions at each step.
- Adopt and incorporate into student and parent handbooks the Kaplan Academy ICON policies that prohibit unlawful, unethical, and unsafe use of the Internet by students, as well as ways students can protect themselves from harmful material, unsolicited contacts, and security breaches. As one example, the KA ICON Handbooks explicitly point out the dangers of file sharing sites, name prominent examples of such sites, describe how they can damage a student's computer system, and advise that a system so compromised is no excuse for falling behind pace

- Adopt and enforce a policy that expressly prohibits: Poor Service or disrespectful treatment of a colleague, student or vendor and or personal relationships or inappropriate socialization with students.
- Require a criminal background check as a condition of employment with IVEP and ICON.

Standard B: Educators are empowered to maintain classroom discipline.

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

Objectives: ICON will:

- Support teachers by asking prospective students and parents to consider the level of commitment needed to succeed in virtual learning before they make a final decision on school choice. Students and their parents will be asked to sign voluntary commitment agreements upon enrollment. (In no instance will a student be refused admission nor subjected to any form of discipline because of a parent's failure to sign or comply with the parent commitment agreement.)
- Make students aware that they are not passively situated in a learning climate, but rather they help generate that climate through their engagement, interaction, and commitment. The school will begin on a strong footing due to the high level of commitment required of students who consciously choose the alternative of a virtual charter school.
- Adopt the comprehensive ICON policies and procedures for ensuring academic integrity and 'netiquette,' which are written into student and parent handbooks. These terms are clearly defined (for example, the several forms of plagiarism are described), and expectations and penalties are clearly set forth. Penalties are stepped up for each subsequent offense until the student becomes a candidate for expulsion. Educators thus find themselves fully supported, at policy and procedure levels, in their quest to elicit student work that is high in quality and uncompromised in integrity.
- Provide the distinct advantages of a virtual school environment, which is conducive to learning in that it creates just enough anonymity to mask superficial differences, for example in appearance, demeanor, lifestyle, and real or perceived socioeconomic status. This creates a more level playing field and a school unlikely to become an incubator for petty social alliances and conflicts based on in-groups/out-groups, prejudices, or peer pressure. Being largely free of such distractions, the virtual student can better focus on academic tasks, and the virtual school can better attend to its academic mission.
- Administer a student learning styles survey that will help teachers better know and understand their students and also support their overall learning goals.
- Administer regular student and parent satisfaction surveys throughout the school year.
- Not become complacent, even when outcomes are successful, concerning the conditions and practices most conducive to learning in online education practice. ICON believes these factors are still being discovered and developed; therefore, a successful learning climate is one that is constantly monitored and nurtured. This is both exciting and challenging, and ICON pledges to "keep an ear to the ground" and actively listen and respond to what is developing, both in the school and in the larger arena of educational research and reporting. ICON's focused, sustained effort in this regard can only result in a dynamic and ever-improving climate for teachers and students.

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: ICON will:

- Demonstrate, via policy and by example, the school's expectations for civil and courteous student behavior, and the belief that such behavioral traits – when motivated by a sense of empathy and fair play toward others and not merely by fear of transgressing the rules – can become deep character traits that are the hallmark of a civilized, educated person.
- Encourage students to work independently and at a pace suited to the daily rhythms of home life, while at the same time creating boundaries around this flexibility.
- Students are expected to consistently submit assignments on time. KVE's learning platform uses a combined system/human protocol that constantly monitors student pace and progress, contacts students and parents when students fall too far off pace, and offers support and strategies for pace recovery and maintenance.
- Impart to students the understanding that the particular blend of "inspiration and perspiration" -- and when each occurs during the process of working through assignments -- may vary with individual learning styles. But ICON will also inculcate the value of work by acknowledging to students that there are times when inspiration seems blocked, work seems routine and rewards seem uncertain, and that the way to get through these rough patches is by persevering. Academic advisors will help students organize their study time so as to keep pace and make progress without "burning out." The charter school student handbook will convey strategies such as short breaks, stretching and frequent exercise that can help students maintain the physical and mental stamina needed for self-directed learning and achievement.
- Establish an honor code policy that recognizes academic integrity as a foundational characteristic of successful students and supports appropriate behavior through increasing levels of consequence for failure to adhere to the school's expectations of honesty.

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

Goal: Teach students a range of effective communication skills appropriate for the 21st century.

Objectives: ICON will:

- Ensure that students take full advantage of the multiple verbal and written communication modes available via the virtual school's synchronous and asynchronous communications pathways – e-mail, chat, whiteboard sessions, phone conferences, and so on.
- Emphasize written communication skills through timed writing assignments and by giving instructors defined models for teaching and assessment.
- Afford students the opportunity for thorough practice and growing proficiency in the different expressive modes through which concepts and processes can be conveyed and illustrated, such as narratives, tables and charts, and graphics. Instructors will help students develop the ability to discern the best mode for the task at hand.
- Require frequent real-time contact between students and teachers; involve students in parent-teacher conferences; strongly encourage students to make use of online collaboration tools.

where they interact with peers; and encourage students to join the school's online interest groups and clubs. By participating in these activities, students learn that communication skills are critical to making their needs understood and negotiating their position in multilateral forums involving peers and authority figures.

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

Goal: Develop an educated citizenry for the 21st century through a dynamic, interactive academic program where student capabilities rather than textbooks drive pacing. Students must be well grounded in the basics such as reading, writing, mathematics, science, and social studies.

Objectives: ICON will:

- Teach the basic content areas to all students, and reinforce knowledge and skills by integrating content and learning objectives across lessons, units and modules.
- Align curricular content and objectives with state standards.
- Replace textbooks with a "living text" that captures and maintains student focus by providing informative, interactive learning activities delivered via mutually redundant/reinforcing text, visual, and audio content.
- Offer a program with flexible pacing, varied ways for students to demonstrate mastery of content, a full range of graded assignment types, and data-driven adjustments to instructional methods and strategies, so that instruction is designed around each student's unique style of learning content and acquiring knowledge.
- Create a curriculum calibrated to student needs by continually improving it through research and iterative evaluations that guide refinements to its design and delivery.

Standard F: The skills necessary for students to enter the work force are taught.

Goal: Provide students with basic skills that prepare them for future employment using learning tools such as computers, scientific equipment, and local and national resources. These tools assist students in learning how to learn so that they become lifelong learners and are prepared to enter the workforce with a solid foundation of knowledge and skills.

Objectives: ICON will:

- Require students to acquire proficiency in using an integrated software system (the LMS), much as they will do in their working lives: progressing through the stages of introduction, orientation, handling basic features and functions, proficient navigation, and finally, adept user who can teach others. Along the way, students will "learn how to learn" as they acquire the discernment to know when and where to reach out for different levels of help: integrated help tools; help from each other, instructors, or parents; or more intensive technical support.
- Maintain a curriculum having a thorough basis in computational, reasoning and analytical skills, enabling students to recognize and solve problems. In imparting these skills, together with empathetic guidance and mentoring, ICON strives to lay the foundation for higher-order problem solving strategies that allow individuals to function effectively in the work force; for example, the

ability to resolve inner and outer conflict creatively, or to adapt to new challenges and changing life circumstances.

- Provide students with a curriculum whose learning objectives are integrated across lessons, units and modules, thus reinforcing the knowledge and skills imparted by those objectives.
- Provide students, through their everyday learning activities, frequent practice and growing proficiency with software tools such as word processors and spreadsheets that they will find ubiquitous in higher education, career training, and workplace environments.

Standard G: The students are introduced to current technology.

Goal: Provide students with a technology environment using tools such as computers, scientific equipment, and networks linked to local and nationwide resources.

Objectives: ICON will:

- Provide every student with the computer hardware and software necessary to complete the school program, a stipend for standard broadband connectivity expenses, and an orientation to the Learning Management System (LMS). Every prospective student will have equal access to our program and none will be excluded for lack of means.
- Provide students with a best-in-class LMS. This solution provides an extremely high degree of reliability, scalability, and security in the delivery of mission-critical services to students, teachers, and administrators. Odysseyware LMS has enjoyed uptime performance of 99+% over the past three years. The system is also distinguished by 24/7 availability of user help.
- Provide students with the highest quality courseware featuring rich multimedia content that captures and maintains student interest and feeds natural curiosity.
- Expose students to computer capabilities such as iterative data tracking and feedback on cumulative progress, via pace tracking reports and Grade book functions that are integral to the LMS that students will use to access their courses.
- Provide hyperlinks, within course lessons, to web-based information sources. These web sources are comprised of topically distinct content highly relevant to lesson content, which may contain further links to institutional and cross-disciplinary networks, enabling students to branch out into expanded territories that help them gain context and broaden their understanding (e.g., not only how things work, but why things work the way they do). They also help students generate ideas for projects and writing topics.

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 understanding necessary to become responsible citizens in their respective jobs and communities of the 21st century.

Objectives: ICON will:

- Offer students the opportunity for community interaction through school-based clubs and interest groups where they can interact with peers in pursuing common interests and celebrating their achievements.

- Create group projects that require students to learn collaboration by working cooperatively with other students to achieve the best result for the group.
- Require each student to organize the mandatory Senior Project around a hands-on community service project, interdisciplinary research project, or a career exploration project based on research or internship.
- Be mindful of opportunities to use instructional content to help students develop reasoning, evaluating and discerning skills that they will find useful across all the varying functions and roles they will play in their homes, schools and communities. These would include, for example:
 - o The ability to recognize moral dilemmas;
 - o The ability to distinguish between informed, considered judgments and reactive ones; and
 - o The ability to recognize that a contemplated course of action may entail both risks and rewards that should be evaluated and weighed before a decision is reached.
- Through the study of literature, history and current events, bring to students awareness of the adventitious occurrences and ironic twists that can lead to abrupt change and unexpected outcomes, which can be seen in the lives of individuals, societies, nations, and in international affairs. These lessons from the "long view" will help students see that patience, flexibility, alertness, and lifelong learning will be needed to cope and adapt in a century sure to be driven by rapid and seldom predictable changes.

G. Plan for Special Education Services

Provision of Services

ICON will provide a rigorous and appropriate curriculum for all students. ICON understands that the school will be obligated to serve students with exceptional needs and that the school, pursuant to applicable state and federal law, must ensure that all of its students have access to a free and appropriate public education within the least restrictive environment. Accordingly, ICON will comply with requirements set forth in the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act, as applicable. Instruction and special services as mandated by IDAPA rules for Alternative Secondary Programs and applicable to any special education students meeting the at-risk definition will be complied with.

ICON will use the Idaho Special Education Manual as guidance for identifying, evaluating, programming, developing individualized education plans, planning services, developing a discipline policy, and budgeting for students with disabilities, as necessary. The ICON budget will include a reserve amount dedicated to covering expenditures in the event of unusual, unforeseen special education services.

IVEP anticipates that it will negotiate contracts with private service providers to fulfill most special education services for ICON students. These contracts will clearly delineate the desired mix of services to be provided.

The services will be delivered in accordance with each student's IEP at regional centers which ICON will set up based on student location and need. The residential demographics of the student populations served will determine the number and locations of such centers. The service schedule and type of facility chosen will be appropriate for the particular services and accommodations needed for each student served, in accordance with the IEP. ICON will either arrange for student transportation to the regional center or will reimburse parents for doing so.

ICON anticipates utilizing such regional centers to deliver services requiring face-to face contact. An example would be to deliver intensive intervention for students whose reading level is too low for them to read and understand lesson materials and other text presentations.

If the volume or scale of activities related to assessment, individualized education plan (IEP) development, and/or delivery of the special education and related services is such that IVEP believes these services can be provided by appropriately credentialed and qualified ICON staff, the school may assume responsibility for directly providing and managing some or all of these functions with its own staff.

Child Find

ICON anticipates that a number of its students may enter school with an IEP or with learning disabilities that may require testing for appropriate placement and possible services. ICON will work proactively and cooperatively with families and the teaching staff to identify students with exceptional needs. The school anticipates that its child find efforts will include various policies and practices, including, but not limited to the following:

- Admissions and enrollment practices that, using non-discriminatory methods, identify students with exceptional needs to help ensure that the school is aware of all students who have identified special needs;
- Seeking to develop relationships with all feeder local education agencies to request and obtain cumulative files and other documents in a timely fashion;
- Staff development and training for school staff, to ensure that they possess an understanding of tools and techniques to identify students who may have exceptional needs; and,
- Review of student assessment data, including but not limited to state-mandated testing, to identify students who may be falling behind expectations in their academic progress and in need of additional support or services.

Referral and Assessment

For students suspected of needing special education services, ICON will determine eligibility through an interdisciplinary process that includes all members of the IEP program team, and qualified outside experts if needed. The evaluation criteria used to establish eligibility will follow the 3-pronged scheme: 1) the student has a diagnosed disability (standard scores obtained from evaluations); 2) the disability adversely affects educational performance (obtained from functional assessment information as well as informal review, interview, etc.); and 3) the student needs special education in order to receive a Free Appropriate Public Education (student requires specially designed instruction). If the student is determined to have exceptional needs and requires special education and/or related services under the terms of applicable special education law, ICON will work with appropriate staff and families to convene and conduct individualized educational plan (IEP) team meetings.

Individualized Education Plans and Service Delivery

ICON staff will participate actively and as appropriate in planning and conducting the IEP team meetings and processes, even if primary responsibility for such services is contracted with a private provider. The

school will commit to implementing all special education and related services called for by the IEP. ICON understands that student progress toward the goals specified in the IEP will be monitored regularly, and formally reviewed by the IEP team on at least a triennial basis. Resource specialists will help ICON teachers tailor their instruction to ensure that the needs of all special education students are being met.

To accommodate students who require assistive technologies to overcome an impairment or disability, ICON will arrange for such students to be supplied with the needed technology enhancements. Such technologies include for example screen readers, on-screen keyboards, grammatical support tools, Braille embosser and text-to-Braille conversion, animated signing characters (avatars), switches, alternative mouse systems, word prediction capability, accessible online learning tools, alternative keyboards, and voice recognition systems. KVE's Odysseyware's online courses meet the Rehabilitation Act accessibility standards specified under Section 508, are aligned with Web Content Accessibility Guidelines version 1, and were developed following W3C/WAI standards.

ICON faculty and staff, working with the entire IEP team (including the student), will establish measurable student post-secondary goals, will identify the transition services needed to assist the student in reaching those goals, and will conduct the post-secondary monitoring of the student necessary to determine if the goals are being accomplished. In deliberating upon and designing the transition components for secondary-level IEPs, ICON will follow the results-oriented process described in the Idaho Special Education Manual.

ICON's mid-term and end-of-term grade reports will include IEP progress reports as applicable.

The IEP team will develop and document alternate graduation requirements to be met by students who are not able to meet the proficient standard on the ISAT.

ICON will ensure that faculty and staff participate in special education training programs and technical assistance opportunities provided by SDE.

Student Discipline and Due Process

With respect to special education students, the primary focus and expectation for ICON's discipline policies and protocols will be that they effectively implement the IDEA procedures for determining whether undesirable behavior is a manifestation of disability, pursuant to the IDEA regulations at 34 CFR 300.530. The Idaho Special Education Manual will also be used to guide the development of the student discipline policy for students with disabilities. These policies will ensure that students are not disciplined in a manner inappropriate for their specific needs and are not denied their federally guaranteed right to a free and appropriate public education as a result of discipline. In the event of a due process claim to enforce provisions of applicable special education law, ICON will work with appropriate staff and families to convene and conduct individualized educational plan (IEP) team meetings.

Program Design

Key guiding principles and strategies informing ICON's approach include:

- Curriculum content is organized around "essential ideas"

As described in Section C above, Odysseyware's courses divide the content into modules, units, and lessons. Each module and unit contains an essential idea or "big picture" concept with accompanying performance expectations. Modules pose an essential question to the student that connects the content to larger conceptual understandings and to real world application. Units outline a central idea that spans all the lesson objectives for that unit, forming relationships among the lessons and their objectives. The essential question and central idea are introduced to the student at the beginning of the module and unit, supported by audio. From an instructional perspective, each performance expectation is accompanied by an assignment that provides instructional strategies for the ELL student and scoring support in the form of an analytic rubric and scoring guidelines.

- Expectations for ELL students are based on academic achievement.

ELL students identified via the Idaho English Language Placement Test will enter the program and will be placed in accordance with their academic achievement, not their language proficiency. Students entering high school are placed in the grade level appropriate to their level of academic achievement. A language proficiency assessment is used to determine the level of ESL support provided to the student throughout the academic school year and placement in specific language learning support programs. The Odysseyware Program also has the ability to translate all material into nine different languages.

- Odysseyware's online curriculum and ICON's instructional approaches use technology to support learning and facilitate interaction with the teacher.

Audio is built into the online content to support understanding of module and unit concepts, keywords and vocabulary, and to support summarization of lesson learning. ICON's instructors will use chat, white board, discussion board, and speak directly with students via telephone to provide instructional guidance, demonstrate concepts, work with students on their development of vocabulary and content knowledge, and to summarize what they have learned.

- ICON's instructional program assists students with developing strategies to learn English.

Teachers will provide assistance to ELL students to develop their academic vocabulary through specific language learning strategies early in the program, relying on ELL trained teachers to provide individualized support.

- Teachers will provide assistance to ELL students to develop their academic vocabulary through specific language learning strategies early in the program, relying on ELL trained teachers to provide individualized support.

Teachers interacting with ELL students will encourage them to bring into their online course experience examples of work created outside the classroom, to collaborate with other students via guided synchronous and asynchronous discussions, and to develop their communication and collaboration skills while working through the online curriculum.

ELL Teachers

ICON will use highly qualified teachers endorsed in ESL or bilingual education to deliver instruction to LEP students. Teachers certificated in English for Speakers of Other Languages (ESOL) will provide and

direct each English learners instructional plan. While students will be enrolled in courses which provide additional supports as noted below, the students will work directly with the ESOL resource teacher through regularly scheduled synchronous lessons. These lessons will be delivered through Class Live and whiteboard presentations and will focus on the following:

- instructional strategies to incorporate a scaffolding approach to contextualize language through greater utilization of visuals and demonstrations.
- utilization of native language support to provide students with greater access to academic content and to opportunities to activate their existing knowledge base.

Language Acquisition Curriculum

ICON's learning program includes content-based academic courses that contain numerous supports for English language learners. First, courses approach learning through the four language domains: listening, speaking, reading, and writing. Through these language domains, the courses support multiple modalities of learning, providing audio and video, text and writing experiences to the ELL student. For instance, audio will introduce and set expectations at the course, module, and unit levels. Lesson objectives are also offered via audio. Throughout all lessons, academic vocabulary and keywords will be supported by audio for pronunciation, definition, and contextual understanding. Lesson summaries are also provided in audio.

Course design also supports the ELL student. Basic concepts are introduced and clarified prior to developing deeper understanding. Lessons begin with springboard activities that establish and build background understanding prior to concept learning. Courses make content connections across disciplines, when appropriate. Students are encouraged through interactive prompts to think critically, problem solve, and share their work with peers, family, and teachers.

Language acquisition will be achieved through a specific ESL program that elevates students' level of language proficiency from starting proficiency to bridging into a fluent environment. Instructional strategies employed by the academic teaching staff alongside this program include research-based vocabulary building strategies; scaffolding strategies for cognitive, cultural, and language load and completing performance tasks; collaborative discussions; and support for oral and written language development.

Assessment and Program Evaluation

ICON will measure and report student progress with LAS Links Benchmark Assessments to provide a continuum of information on learning growth throughout the year. Tests will examine the domains of listening, speaking, reading, writing, and comprehension.

Potentially eligible incoming students, as determined by a home language survey, will be tested within 30 days of enrollment for purposes of placement in the ESL language program. Students who demonstrate English language proficiency will be exited from LEP education programs.

Goals will be established based on student progress in the LEP program as measured by progress on the LAS Links testing results. Satisfaction survey results will also be used to evaluate the program. Results

from the LAS Links testing will be maintained in a secure online environment and will be accessible to teachers and families. LAS Links results are utilized for state and federal reporting.

Meeting Linguistic, Academic and Cultural Needs of LEP Students

Through ESOL resource services, ICON will provide students with the services necessary to achieve success in academic classes. The resource services will assess each student, develop an instructional plan, engage students in individual and group (cultural) experiences, and monitor each student's progress and development. LAS Links testing will provide the necessary data to evaluate both individual student progress and program effectiveness.

Parent Involvement

Parents will be provided with opportunities to engage in information and decision making in three essential forums:

1. School information communications will be sent regularly from the ICON Executive Director. These communications will allow parents to remain current on school information, meetings and activities. All communications will be provided to parents in their native language.
2. The ESOL teacher will set up regular communications with parents to keep them abreast of their children's academic progress. When appropriate, academic teachers will join in parent conference calls with the ESOL staff member.
3. The Professional Development staff will provide parents with opportunities to engage in sessions to broaden their understanding of virtual education and to enhance their computer skills so that they are better prepared to work with their children.

I. Student Participation in Dual Enrollment and Concurrent Enrollment

Subject to the requirements for demonstrated academic proficiency, district residency, and other eligibility requirements set forth in § 33-203, Idaho Code, and IDAPA 08.02.03.111, ICON will work with families and school districts to enable student participation in extra-curricular activities of the home school district, to the extent practical. Dual enrollment may be necessary and will be allowed (pending approval from the other school of choice) for those students wishing to enroll in those professional technical programs that may be best supplemented through a component involved hands on education.

Concurrently enrolled students who earn credits from an accredited post-secondary institution will receive corresponding credit toward Idaho high school graduation requirements.

TAB 4 ASSESSMENT OF STUDENT EDUCATIONAL PROGRESS

Whether students are low achieving, high achieving, special education, or require English language development, a student's progress toward expected outcomes depends on a continual monitoring of individual student growth. ICON will pursue the pupil outcome goals, as measured by multiple and varied benchmark assessments (as detailed below), that are aligned to state content standards and matched with the state and federal accountability systems.

The petitioners believe that both student performance metrics and school performance metrics are indicators of how well students have developed the qualities and abilities the school seeks to instill. These include high levels of engagement, and the student's ability to take charge of his or her own learning by taking advantage of the program's flexibility and diverse paths to content mastery.

The petitioners have therefore set measurable goals for both student educational achievement and organizational and management measures, and the charter school will systematically track these metrics to gauge performance and progress.

A. Measurable Student Education Standards

Student progress and performance will be assessed in multiple ways to ensure that all students meet or exceed proficiency on state academic standards, demonstrate key critical thinking and communication skills, and are prepared to succeed in their postsecondary goals.

To achieve these objectives, ICON will implement and monitor progress toward the following measurable outcomes:

Student Goal	Measurable Goal	Assessment Tool	Baseline Data
Students will meet or exceed Idaho performance standards	Average English Language Arts and Math scores on the Idaho Standards Achievement Test will be equal or higher to the state average within three years.	Annual ISAT scores in grades 3-8, 10	Published Idaho state average scores for the English and math subsets
Students will demonstrate improved content area knowledge and mastery	75% of students will improve their ISAT scores after three years of enrollment at ICON.	Students' previous ISAT scores and results from the Scantron Performance Series assessment.	Year 1 student test scores
Students will feel that they are an integral and contributing part of the ICON community	Students will demonstrate their satisfaction with the ICON learning experiences by re-enrolling for subsequent years- target re-enrollment rate is 66% after	Year over year student re-enrollment and retention rates combined with qualitative survey results.	Year 1 retention data and survey results
Parents and Guardians will be satisfied with their student's learning	85% of parents will respond that they are Satisfied or Very	Parent Survey	Year 1 data

experience at ICON	Satisfied on an annual parent survey.		
Students will have increased learning options and opportunities	Year of year, an increasing percentage of students will enroll in honors, AP, Credit Recovery, career, professional technical, elective courses, or GED Prep Courses.	Course enrollment data	Year 1 data
Students will graduate from ICON with a defined post-secondary goal	ICON average graduation rates will equal or exceed the state average within three years and students will take steps toward post-secondary plans.	Graduation rates and senior student survey	Published Idaho graduation average

B. Measurable School Standards

In addition to being accountable under the state accountability system, ICON will pursue the following school-wide goals to measure progress against organizational and school management goals:

SCHOOL GOAL	MEASURABLE OUTCOME	ASSESSMENT TOOL	BASELINE DATA
Students in all subgroups will demonstrate proficiency and improvement over prior years' performance	ICON will make Adequate Yearly Progress as defined by Idaho state requirements and No Child Left Behind	ISAT scores, sub-group performance, graduation rates	Year 1 data
Students will demonstrate strong critical thinking and communication skills	ICON seniors will complete a required, independent project, and 75% will score a 4 or 5 across all categories on the scoring rubric	Senior project rubric	Year 1 data
ICON will support students and intervene appropriately to ensure courses are successfully completed	The average semester course completion rate will be at least 80% after two years	Course completion rates as tracked in the Learning Management System	Year 1 data
ICON faculty and staff will ensure that students are engaged in and satisfied with their learning experience	The average student retention rate will be between 75% and 85% within two years	Retention rates as tracked in the Student Management System	Year 1 data

Teachers will report satisfaction with their ICON experience	An increasing percentage of teachers will return to their positions each year (and report that they are Satisfied or Highly Satisfied with their roles) until the full-time teacher retention rate becomes stable at 70% or better	Teacher survey results and retention rates	Prior year data (beginning in year 2)
ICON will provide a high quality learning experience that meets accreditation standards.	ICON will pursue regional accreditation in Year 1	Accreditation reports	NA

The school goals above are realistic within the time frame given; at the same time ICON anticipates that these targets and ranges will at some point be reliably met on an annual basis, and in that event they may be re-set to higher thresholds. In this way the school's accountability system will be calibrated for continuous improvement.

C. Assessment of Student and School Standards

Academic performance and progress is assessed through graded lesson assignments, unit assessments, course and program pace tracking, course/semester capstone exams, statewide testing to include the ISAT, and the ACT and SAT as applicable.

In addition, students in mathematics and English/language arts courses are tested through the online Skills Assessment Performance Series for diagnostic purposes. Data for each student is maintained and tracked over time to assess progress toward mastery of state standards.

The types of gradable classroom assignments includes class discussions; worksheets; practice assignments; quizzes; journals; essays; creative writing or other writing papers; research projects; group projects; exams; reviews/case studies; and portfolio pieces.

A distinguishing feature of the charter school's instructional model is the frequent and varied student assessments delivered through the Learning Management System (LMS). The

LMS can, for example, calculate assignments completed to date and suggest a pace going forward that would ensure the student completes all course work in the time remaining.

The charter school's online LMS will include the Odysseyware Gradebook, where student performance will be documented in real time. Grade book provides a central place for faculty to reference, review, and grade a student's course activities and assignments.

Assessment scoring can be automated for any objective question type used in a test.

Additionally, exam statistics tools are available for every exam taken online. These tools allow instructors to analyze student assessment results to make sure questions are accurately written and assessing the content being delivered.

Gradebook is tightly integrated with all areas of an online course delivered through the Odysseyware LMS. By giving teachers a choice of views and filters, its user interface opens a revealing window on the progress and performance of a single student or defined student group. When managing assessments in Gradebook, instructors can flexibly employ practices such as:

- Assign weighting percentages to gradable items
- Tag a gradable item as "practice"
- Tag a gradable item as "extra credit"
- Sort, filter, and view large quantities of grades

These options give instructors greater speed and dexterity in managing grades.

Gradebook also enables students to quickly and easily access instructor feedback so they can see the key concepts driving the course and module, identify areas for improvement, and adjust their focus and study time accordingly.

For capstone assessments:

- All students in middle and high-school grades will take a final exam at the end of each course.
- All 12th grade students will complete a Senior Project.
- The charter school will work closely with parents and resident districts in scheduling and administering the ISAT and other applicable state testing in a proctored setting. The results will be processed and reported to yield NCLB-compliant data on student performance and progress.

In addition, ICON will administer yearly student, parent, and faculty surveys to ensure that all stakeholders in the school are satisfied with their experience, believe themselves to be an integral part of the ICON community, and can provide input for overall school improvement and design. Results of these surveys will be used to implement new ideas and strategies that enhance the overall school community and individual experience.

D. Use and Reporting of Data

Collecting, Analyzing, and Utilizing Data

The school will rely on the robust data collection and reporting abilities inherent in the LMS- SMS interface. The web-based SMS stores comprehensive data about students, instructors, courses, applications, enrollments, and pace in a single database, enabling educators to quickly retrieve information and create custom reports. A student's assigned academic team (i.e., those faculty and staff having legitimate educational interest pursuant to FERPA) will have access to reports that detail the student's progress and challenges, and can take advantage of a variety of automated interventions to help keep the student on track.

Another important feature is Gradebook, which includes exam statistics tools that enable instructors to evaluate and modify assessment design based on an analysis of student scores. Gradebook functionality is further described in the response to Section B, Item 3) above.

The online program's faculty also uses these data-driven protocols to analyze performance, modify instructional practices, and deploy interventions:

- Real-time access to the results of the Skills Assessment diagnostic tests (administered three times a year) and program instructional tools (e.g. worksheets, study guides) created specifically to address each student's needs.
- Frequent feedback, ongoing assessment, and pace tracking that allows students, parents, and instructional team members to constantly monitor performance and progress and immediately see when adjustments/interventions are needed.
- Multiple academic intervention strategies including continuous positive feedback; inactivity alerts; pace notification letters; academic advisement conferences via phone; and individualized pace recovery plans.

These data, mechanisms, and intervention procedures are then used by teachers to assess each student's needs and deploy appropriate modifications. Instructors adjust and enhance course content with a variety of student assignments, projects, and assessments, each created to address different learning styles, levels of challenge, or student needs.

Translating Information into Actionable Strategies for Online Teaching

As teachers deepen and broaden their understanding of each student's knowledge and skill level, they have a number of ways of adapting and shaping instruction to meet individual needs. Computer-scored activities and quizzes at the lesson level give teachers a basic understanding of student comfort with and understanding of lesson material. Teacher-scored performance tasks at the unit and semester level provide teachers with a deeper and clearer picture of student understanding and abilities. Performance tasks are provided at a variety of ability and skill levels, to give students a number of different ways of demonstrating their understanding.

If teachers notice otherwise successful students having discrete problems in particular lessons, they can talk them through rough areas through email or on the phone, going back over lessons and working

together through trouble spots. They can gather groups of students together at the interactive whiteboard to work through difficult concepts or practice problems collaboratively.

When teachers find that students are having more serious trouble progressing through a lesson or a unit, they can refer to a detailed, unit-by-unit "Instructional Strategies" resource for ideas on how to support, reshape, or adapt the lesson material to meet the needs of different types of students: providing students suffering from skills-gaps with tutorials and support lessons; having struggling readers or ELL students prioritize visual aids such as embedded videos and animations; and focusing on larger concepts and omitting interesting but less necessary detail for certain special education students, to name just a few examples.

Differentiation is thus supported on the input and output level. As teachers progressively learn more about their students, they create more individual pathways of instruction for them, and prescribe activities and assessment tasks on a more individual basis, to give students the best chance of learning the material and demonstrating their knowledge of that material. Over time, in the hands of skilled ICON teachers, this ability to tailor instruction to changing student needs becomes a driver of improved outcomes.

Using Data and Information Acquired from Stakeholders

ICON's educational program will also benefit from feedback provided by parents and students, who will be surveyed at least annually. Data and information from these surveys will be tabulated and interpreted so that IVEP and ICON leadership can use the information to help drive program goals and expectations, and to consider where structural, systemic, or procedural changes may be needed in order to better serve ICON students and families.

Reporting Data and Information to Stakeholders

Parents/guardians can receive updates on a daily basis by logging onto the Student Management System (SMS) to see the student's current average and pace in each course.

The Odysseyware LMS allows students to see and track their own progress via individualized pace charts as well as access to academic advisement.

Student scores on statewide assessments will be mailed to parents/guardians, along with interpretive guidance from the school's Executive Director based on SDE guidance and related NCLB standards.

Like other public schools, the virtual charter's annual performance will be shared with the community via the state's school report card system that reports academic and AYP performance, which is then published and freely available online at the Idaho Department of Education website.

E. Tracking Student Attendance and Contact

The virtual program to be provided by Odysseyware contemplates approximately 6.5 instructional hours per day on average, but this will vary day-to-day because instruction is available 24/7 and is paced flexibly according to individual student needs. The Odysseyware virtual platform will track hours logged into the system in real time, enabling teachers and administrators to frequently monitor instructional time.

Instructional time is systematically logged and reported by Gradebook's user activity function, which reveals whether a student was online during a specific day, and if so how much time was spent online and where it was spent. Time is reported for both content items and course tools, including all readings, assignments, exams, journal, whiteboard/synchronous session tool, chat, document sharing, weblography, and dropbox. To prevent time being logged when a student is not online, the system will automatically log a student out.

F. State Accreditation

ICON will pursue accreditation by the State Board of Education and the Northwest Association of Accredited Schools (NAAS), as required by Idaho law and provided for under IDAPA 08.02.02.140. As such, ICON will meet Idaho Accreditation Standards I through V by virtue of NAAS accreditation, and shall otherwise submit evidence to Idaho SDE that it has met Standard VI. ICON will pursue accreditation for the Alternative School.

During the first six months of operation ICON will apply for a three-year provisional accreditation as directed by NAAS, to be followed by full accreditation after the completion of a thorough self-study process.

The school will develop all required planning and reporting elements, including a District/School Strategic Plan (DSP), a DSP monitoring team, and a Continuous School Improvement Plan (CSIP). The CSIP will align structure, resource allocation, and teacher skill sets so as to improve school capacity in these areas and ultimately to increase student achievement.

ICON will meet state-approved accreditation standards and thoroughness elements, and will submit required reports to the Idaho Department of Education and the PCSC.

G. State Standardized Testing Participation

All ICON students will participate in Idaho's statewide assessment program in the same manner as other Idaho public school students. The school will ensure that each student timely sits for the appropriate examination instrument within a proctored setting. This includes the ISAT, the Direct Writing and Direct Mathematics Assessments, and the National Assessment of Educational Progress, as applicable.

Based on student population and location, ICON may negotiate and enter into agreements with resident school districts to provide accommodation for ICON students to sit for proctored statewide assessments on the scheduled testing dates established by the Idaho Department of Education. Alternatively, for remote students, ICON may hire proctors to administer tests at locations within or reasonably close to students' resident county. Parents and students will be notified well in advance of testing dates, times, and places.

H. Plan for Improvement under NCLB

In the event ICON is designated a school in need of improvement under No Child Left Behind (NCLB) the school will follow the applicable laws for school improvement written into section 16 of Title I of the Act.

Additionally, the charter school will hire an outside consultant who is familiar with school improvement and best practices to analyze the charter school's performance and make recommendations for improvement. The IVEP governing board will consider the consultant's findings and approve a plan for improvement in consultation with parents, school staff, and other experts. The improvement plan will seek to align the school's functions toward needed

improvements. These functions would include staff efforts, financial resources, and other instructional and programmatic supports. As part of the governing board's improvement plan, the charter school will identify resources and dedicate those resources toward implementation of the plan.

The improvement plan will include long-range improvement goals and short-term benchmarks to ensure that the school is progressing toward emergence from NCLB improvement status.

TAB 5 GOVERNANCE

Founding Group

The IVEP founding board of directors and developers bring a wealth of experience, dedication, and expertise necessary to accomplish ICON's educational goals on behalf of its targeted population. The founding members have expertise in the core areas needed to build or oversee a successful academic program. The charter school and its founders plan to contract with KVE to supplement this expertise with the additional skills necessary to operate the charter school, as described in this petition.

The developers/founding board members are:

- Cynthia Melillo
- David High
- Kenneth R. McClure

Legal Structure

The founders believe that establishing sound legal status and governance practices with clearly delineated roles and responsibilities from the outset is essential to sustaining the program for long-term success. ICON Idaho Connects Online School (ICON) is a charter school operated by Idaho Virtual Education Partners (IVEP), an Idaho non-profit public benefit corporation. IVEP has applied for its full tax exemption status from the federal government and Idaho state government, under the federal Internal Revenue Code section 501(c)(3) and the companion Idaho state tax laws and regulations.

ICON will be governed by a set of mission-driven policies and procedures to help staff and administrators perform their daily responsibilities with a focus on the school's mission. The school's bylaws, adopted by the governing board, will be the primary policy document dictating board practice and operations. The bylaws will explicitly delineate the procedure for election and appointment, removal and vacancy of governing board members, and policies and procedures for conducting board meetings and general board operations.

Governance Structure

ICON's governance responsibilities will primarily be divided between the governing board and the school's Executive Director. The Executive Director and teachers will carry out the day-to-day operations of the school, with the director having primary responsibility to conduct and manage the daily operations. The governing board will set policy, approve the budget, and assure that the school maintains high academic standards. The ICON governing board shall have ultimate responsibility to oversee the operation and activities of the school.

The governing board's major roles and responsibilities will include:

- 1) Establishing and approving all major educational and operational policies
- 2) Approving all major contracts
- 3) Approving the school's annual budget and overseeing the school's fiscal affairs
- 4) Evaluating applications and hiring the Executive Director, faculty and staff.
- 5) Evaluating the school's Executive Director, who will be responsible for operating the school and implementing the policy direction of the board

- 6) Developing annual goals for the school and long range plans with input from the Executive Director, teachers, and parent advisory committee members
- 7) Receiving reports from, and providing recommendations to, the ICON Executive Director and staff, parents and students
- 8) Assessing ICON goals, objectives, academic achievements / student progress, financial status, and any need for redirection
- 9) 9) Evaluating school and student performance

The governing board is responsible for the accountability requirements established under NCLB, Idaho state law, and this charter application. One of the governing board's primary responsibilities is to ensure that ICON is meeting annual accountability targets. The governing board will routinely evaluate the academic, financial, and legal/compliance health of the charter school and will work with Public Charter School Commission (PCSC) officials to determine the scope of ICON's annual academic accountability plan.

The governing board's objective is to develop an accountability plan that demonstrates measurable annual progress toward meeting the school's high standards for pupil success, and to oversee the implementation of that plan by the school's Executive Director and staff. The governing board will foster a close working relationship with PCSC and Idaho Department of Education officials to help ensure that ICON is meeting its accountability targets. As a part of this responsibility, the board will prepare a yearly performance report (described below), including an assessment of the school's educational performance and its administrative and financial fitness. This report will also assess how well the school is fulfilling the programs outlined in this charter, specifically regarding student progress.

Election and Removal Process for Board Member

The governing board members will be selected and removed using the methodology outlined in the IVEP bylaws, as may be revised from time to time by the IVEP governing board pursuant to the bylaws. Candidates for vacant board seats will be asked to submit a brief narrative statement regarding their qualifications for a position on the governing board that includes a description of their expertise in matters pertaining to the charter school's operations and their demonstrated commitment to ICON's mission and targeted student population. The candidates' narrative statements will be reviewed in an attempt to achieve the desired commitment level and the mix of skills and expertise necessary to effectively govern the charter school.

Structure and Operations of the Board

The governing board will hold its meetings as determined by the IVEP bylaws. The board will develop a policy manual to govern the conduct of meetings. Prior to developing and adopting its own policy manual, the IVEP board will follow the Idaho School Boards Association Charter School Model Policy Manual. The board will appoint a chairperson, a secretary and a treasurer, pursuant to the bylaws. The chairperson will be responsible for the functioning of the board and the conduct of board business and meetings. The secretary will take and keep meeting notes and be responsible for distributing the agenda in a timely manner. The treasurer will have primary responsibility to monitor ICON's fiscal affairs and to oversee and review financial statements created by the school's chief business officer.

Board Training and Sustainability

IVEP founders and board members are committed to continuous improvement and on-going training to assist the governing board in fulfilling its responsibilities to act as stewards for the charter school. To this end, the IVEP board will seek appropriate training and educational opportunities to more effectively govern ICON's operations. Such training experiences may include individual training sessions with legal counsel or other experts familiar with public school governance, and/or training sessions with charter school governance experts. The school will maintain in effect general liability and board errors and omissions insurance policies.

Parental Involvement

ICON believes that active parent, student, and employee participation in school operations and governance helps foster a public school's long-term sustainability as a successful program. ICON will encourage parent involvement, and will ensure that all faculty practice open communication to enable every parent to take an active role in the academic progress of their enrolled child as well as in the direction and governance of the school.

ICON will establish an Advisory Board which will be chaired by the ICON Executive Director, and will comprise parents, students, and staff. The Advisory Board will play an important role in making ICON a school responsive to staff, student, and parents' needs, and provide for continual improvement. The Advisory Board will meet regularly and function to address and make recommendations to the governing board regarding specific areas of school operations. Those areas are likely to include:

1. Curriculum / Instruction / Assessment
2. Mentoring / Internship Development
3. Extracurricular Programs/Activities
4. School Program Development
5. Fundraising and Development

The ICON academic model requires frequent outreach to parents and easy accessibility to faculty. Parents receive various email notifications regarding their child's pace and progress, and all parents/guardians have at least monthly contact with their student's academic team.

Parents will be surveyed at least once a year to determine their satisfaction levels with the school with respect to open governance; curriculum; instructional design and delivery methods; achievement of performance objectives; and other metrics that factor into the school's governance and accountability.

These iterative reporting mechanisms – combined with the availability of faculty to parents during and beyond normal business hours – is designed to keep parents apprised, informed and involved. This puts parents in a position to influence school decisions affecting their child, for example to change or add courses.

The forum for major school decisions will be public meetings of the IVEP Board of Directors. Parents will be notified of such meetings and will have the opportunity to share concerns and provide written and oral testimony regarding decisions pending before the Board. ICON will encourage parents to form an association and if there is sufficient interest, can provide a bulletin board on the school website to accommodate a parent/teacher association-type entity.

Legal Affirmations

The ICON Idaho Connects Online School will be non-sectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate on the basis of race, ethnicity, national origin, gender, or disability. The PCSC in performing its oversight of ICON shall not be liable for the debts and obligations of the charter school or for claims arising from the performance of acts, errors, or omissions by the charter school. As a non-profit corporation, ICON will not operate to the private benefit of any individual or group of individuals, and will instead operate for the benefit of the Idaho public school students it serves.

Audits

The ICON governing board will form an audit committee each fiscal year to oversee selection of an independent auditor and the completion of an annual audit of the school's financial affairs. The audit will verify the accuracy of the school's financial statements, attendance and enrollment, and accounting practices, and will review the school's internal controls. The audit will be conducted in accordance with applicable Idaho statutes that govern audits of charter schools. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars. The school's audit committee will review any audit exceptions or deficiencies and report to the school's governing board with recommendations on how to resolve them. The governing board will report to the PCSC regarding how the exceptions and deficiencies have been or will be resolved. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in this charter.

Performance Audit

IVEP will develop the content, evaluation criteria, timelines, and process for the annual performance audit. This audit will, at a minimum, include the following data:

1. Summary data showing student progress toward the goals and outcomes specified in this charter application, as indicated by the assessment instruments and techniques described herein.
2. An analysis of whether student performance is meeting the goals specified in this charter application. This data will be displayed on both a school-wide basis and disaggregated by major racial and ethnic categories to the extent feasible without compromising student confidentiality.
3. A summary and analysis of the school's performance on state-mandated assessments, including the applicable alternative measures.
4. A summary of major decisions and policies established by the school's governing board during the year.
5. Data on the level of parent involvement in the school's governance (and other aspects of the school, if applicable) and summary data from an annual parent and student satisfaction survey.
6. Data regarding the number of staff working for the charter school and their qualifications.
7. A copy of the school's health and safety policies and/or a summary of any major changes to those policies during the year.
8. An overview of the school's admissions practices during the year and data regarding the numbers of students enrolled and the numbers of students expelled and/or suspended.
9. Analyses of the effectiveness of the schools internal and external dispute mechanisms and data on the number and resolution of disputes and complaints.

10. Other information regarding the educational program and the administrative, legal, and governance operations of the school relative to compliance with the terms of the charter application generally.

Annual Reports

IVEP will submit the annual fiscal and programmatic audit and performance report to the PCSC for review.

ICON will submit annual accreditation reports to NAAS by October 15 of each year as required. Copies of those reports will be provided to the Idaho SDE and the ICON governing board.

TAB 6 EMPLOYEES; HEALTH AND SAFETY

Qualifications of School Employees

All administrators, faculty, and staff members to be employed by ICON must possess the qualifications, knowledge base, and experience essential to successfully fulfill their responsibilities. All employees will be hired under an employment contract. ICON will ensure that all required legal qualifications, including compliance with the requirements of the No Child Left Behind Act (NCLB), are met for teachers, staff, paraprofessionals and other administrative employees of the school. Each certificated employee at the charter school will meet the Idaho state licensing requirements for the position that he/she holds. For all positions, certificated and non-certificated, the employee, at minimum, needs to satisfactorily meet the performance specifications ICON requires for the position, as outlined below, and must possess the qualifications required to perform the essential functions of the position, as determined by the ICON governing board and Executive Director. The number, type, mix and salary levels of each employee are outlined in the financial plan, attached.

Hiring Plan

ICON seeks to hire a diverse faculty composed of Idaho-certified teachers and other highly skilled professionals who express an understanding of and support for the mission and student population. ICON will achieve this goal by recruiting and compensating our faculty and staff based on their ability to meet the needs of our program as outlined in the hiring rubric. The rubric will contain qualifications and criteria directly aligned to the qualities that are essential for effective teaching and learning within the ICON program, as outlined in this charter petition.

Employing a highly qualified faculty and staff is critical to the program. ICON plans to recruit certificated personnel from regional and national graduate schools of education, teacher recruitment fairs, professional publications, newspapers and through ICON's website. ICON will begin earnest recruitment and hiring, especially for the school's Executive Director and other key staff, upon approval of this charter petition.

ICON teachers will be employed pursuant to a written contract form approved by the state's Superintendent of Public Instruction.

Faculty and Staff Qualifications

Teachers and Instructional Staff

ICON has a highly specified set of qualities it will require of its teaching faculty. ICON will adhere to all "highly qualified" requirements of the No Child Left Behind Act (NCLB) with respect to teachers. ICON will also adhere to highly qualified and properly endorsed personnel for any and all professional technical education courses and electives as required. As career counseling and emotional issues play an important role in dealing with at-risk youth, ICON will assign a Home Based Advisor an ICON School Coach and a certified School Psychologist. ICON currently has staff members in place for the Coach and Psychologist roles; In addition, ICON will also seek low student-teacher support ratios so that students are able to get the support that they need. The recommended ratios are:

- 1:25 for Home Based Advisors
- 1:50 for School Coach
- 1 FTE for School Psychologist

As such, teachers in all of the core subjects – English/language arts, mathematics, science, and history/social science – will meet NCLB's highly qualified standards. Teachers of core, college preparatory subjects (i.e. English language arts, math, science, and history/social science) and

special education will be required to hold a certificate, permit, or other document equivalent to that which a teacher in a non-charter public school would be required to hold. Applicants to teach in the program will be evaluated based on the following qualifications:

- Demonstrated expertise in subject area and the ability to communicate the appropriate knowledge to each student.
- Possession of an applicable Idaho teaching credential.
- Knowledge and experience with standards-based instruction: ability to align curriculum and standards and willingness to adopt grading practices that can be used in standards-based grading.
- Knowledge of assessment strategies and the desire to use data to drive their teaching and ensure continuous improvement of student learning.
- Ability to effectively use a broad range of instructional strategies, including providing a guaranteed curriculum, challenging goals and effective feedback, differentiated instruction, and back mapping, among others.
- Demonstrated competence using advanced technology as a learning tool: willing and able to integrate technology into teaching and student learning.
- Outstanding classroom management skills.
- Belief in ICON's mission.
- Willingness and ability to work with students and parents on an ongoing basis to ensure student success.
- Desire and ability to engage in continuing education, staff development and skill upgrading.
- Positive references from most recent employer and/or college or graduate school.

ICON will use a rubric in the interview process so candidates are each evaluated against a common set of standards. Teachers will be responsible for overseeing the students' academic progress and for monitoring grading and matriculation decisions as specified in the school's operation policies. ICON may also employ or retain non-certificated instructional support staff in any case where a credential is not required and a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional capacity. Instructional support staff will not assign grades or approve student work assignments without the approval of a certificated teacher.

The Executive Director

Duties and Responsibilities

The Executive Director (ED) functions as the school principal, and reports directly to the IVEP governing board. At the board's direction, the ED is required to undertake some or all of the tasks enumerated below. These tasks may vary from time to time with the evolution of the organization and may include but not be limited to the following:

- Ensure charter school enacts its mission
- Communicate and report to the governing board
- Supervise and evaluate teachers and staff
- Oversee school finances, including ensuring financial stability
- Interview and recommend to the governing board for hiring of staff
- Ensure compliance with all applicable state and federal laws, communicate with parents, recruit new families and students, help secure local grants, etc.
- Take all reasonable steps to secure full and regular attendance at school of the students enrolled in the school in accordance with policies established by the governing board
- Complete and submit required documents as requested by the charter and/or governing board
- Maintain up-to-date financial records
- Ensure that appropriate evaluation techniques are used for both students and staff
- Establish and maintain a system to handle organizational tasks such as student records, teacher records, purchasing, budgets, and timetables
- Interact effectively with media and promote positive public relations
- Participate in on-going professional development

Leadership Competence

- The ability to articulate and support the philosophy and direction of the ICON academic program;
- The ability to implement program initiatives through appropriate professional development for staff;
- The ability to lead effectively;
- The ability to communicate effectively with staff, students, parents, community, private partners and outside agencies to better meet the needs of the students in the school; The ability to use appropriate communication tools, especially current technologies; The ability to make informed, objective judgments;
- The ability to work with all staff to create an effective staff development plan;
- Ability to maintain and promote confidentiality as the norm under which the school operates;
- The desire and ability to engage in continuing education and skills upgrading.

Administrative Competence

- The ability to annually evaluate the performance of all school-based staff;
- The ability to employ and monitor acceptable accounting procedures in the maintenance of all fiscal records;
- The ability to work well with the school governing board.

Required Qualification

- Idaho certified school administrator

Preferred Qualifications

- Professional Administrative Credential and/or Master's Degree in Education or equivalent;
- At least 5 years' experience in the education field
- Management, administrative and instructional expertise
- Curriculum implementation expertise
- Experience with school budgets
- Willingness to learn about charter school leadership

Academic Advising

ICON School Coach, Home Based Advisors, and School Psychologist will be responsible for ensuring that students are obtaining the instructional and motivational support they need to succeed in our program. Advisors They encourage student achievement through mentoring and guidance, for example by helping students navigate the online system, understand school policies and protocols, and plan their class schedules and course sequencing. The Advisor They will consult with the Executive Director and faculty on student needs and will aid students and parents in resolving personal problems by direct intervention or by referral to appropriate agencies. ICON will seek to employ Coaches and Home Based Advisors with the following qualifications.

- Ability to meet students' counseling needs in personal and social matters and knowledge of strategies to address student personal, social, and behavioral problems.
- Knowledge and experience in educational planning that will provide normal progress toward graduation, and completion of college admission requirements.
- Familiarity with college admissions requirements, admissions tests, academic

- achievement tests, aptitude tests, interest inventories, and financial aid.
- Demonstrated ability and willingness to write letters of recommendation.

Administrative and Non-Instructional Staff

The school will seek administrative and operational staff that have demonstrated experience or expertise in the issues and work tasks required of them and will be provided professional development opportunities to ensure that they remain abreast of all relevant changes in laws or appropriate for their position within the school as outlined in the school's staffing plan and the school's adopted personnel policies.

General Requirements, Hiring and Performance Review

Prior to employment and within thirty (30) days of hiring, each employee will submit to a criminal background check. ICON will adhere to Idaho laws including fingerprinting, drug testing, and prohibitions regarding the employment of persons who have been convicted of a violent or serious felony. ICON will comply with the provisions of NCLB as they apply to certificated personnel. Prior to employment, each employee must furnish proof of tuberculosis (TB) testing, as well as documents establishing legal employment status. The Executive Director and/or administrative designees will be responsible for monitoring and maintaining documentation of medical and criminal investigation clearances, as required by Idaho and federal laws. All employees will be required to undergo a criminal background check prior to hiring through such services as a LiveScan fingerprint process. These services will occur where the LiveScan service is offered, which may be located at district, county or local college facilities.

The Executive Director will have the authority to recruit and interview candidates and make hiring recommendations to the governing board for approval. The ICON governing board has the right, if it so chooses, to review these candidates' credentials before a job offer is made to the candidate. The director will have the responsibility of evaluating the performance of the teaching and administrative staff on an annual basis, and to review the results of these evaluations with the governing board. The ICON governing board has the right, if it so chooses, to review these performance evaluations before they are delivered to the staff members. The Executive Director, with input from the ICON governing board, will determine the criteria by which to judge the performance of these employees prior to conducting a formal performance evaluation. These criteria will be tied directly to ICON's educational program goals by the use of a teacher employment rubric. The ICON governing board will create the job description and review the performance of the ICON director, both on a year-end basis. The director's performance will be objectively evaluated based on school and student success as reflected in a pre-defined set of performance criteria.

Compensation and Benefits

Staff at ICON will participate in the federal social security system as required by law and will have access to other school-sponsored retirement plans according to policies developed by the governing board and adopted as the school's employee policies. ICON will participate in the Public Employee Retirement System of Idaho (PERSI) for applicable staff and plans to offer an Internal Revenue Code section 403(b) plan with an employer contribution or other comparable benefits plan in conjunction with Social Security for all other staff. Teachers and staff may also have access to other school-sponsored retirement plans according to policies developed by the ICON governing board.

ICON's employees will have access to health care coverage and health insurance benefits that will be outlined in the school's employment handbook and presented to employees for review prior to hire. Employees will also be covered by unemployment and workers compensation insurance. This information

will be reflected in ICON's personnel policies and employment handbook and will be presented to employees prior to their employment with the charter school.

Salary

ICON plans to compensate its faculty and staff using a salary scale that ties salary to each individual's qualifications for their specific position. ICON plans to use a rubric that specifies the qualifications and experience levels desired for each given position. Additional salary increases and bonus compensation may be provided to individual employees for their contribution to school and student success. This salary structure will be detailed in ICON's personnel policies and employment handbook. ICON recognizes that many of our teachers and staff members might also be considering positions in surrounding school districts. ICON will likely therefore seek salary levels similar to the general salary levels being offered by these surrounding districts.

The ICON Executive Director will devise and recommend to the ICON governing board for approval, salary and benefit levels, working conditions and work year characteristics (e.g., length of year and day, vacation policies, etc.) and retain the caliber of employees necessary for ICON's success.

Employee Representation

ICON shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of employment and labor laws. ICON employees shall constitute a separate unit for purposes of collective bargaining.

Transfer Rights Members of the ICON staff who leave employment in any school district or other public school to work at ICON shall not have any right to return to employment within that school district or public school without prior consent by the school district or public school. Employees of ICON who were not previous employees of a school district or public school will not become such employees and will not have the right to employment within any other school district or public school upon leaving the employment of the charter school.

ICON teachers will receive credit for years worked at the charter school just as they would at a traditional public school.

Health and Safety

Prior to commencing instruction, ICON will adopt and implement a comprehensive set of health, safety, and risk management policies. In general, health and safety matters will be dealt with in accordance with these ICON policies. These policies will be developed in consultation with the school's insurance carriers and at a minimum will address the topics discussed below. These policies and procedures will be incorporated as appropriate into the school's student and staff handbooks and will be reviewed on an ongoing basis in the school's staff development efforts and governing board policies.

Immunizations and Criminal Background Check

Pursuant to Idaho law, all enrolling students must provide either documents verifying immunizations as set forth in section 39-4801, Idaho Code, or a signed statement of exemption as described in section 39-4802. Immunization and other pertinent medical records will be kept (confidentially) on file by the school administration and held in security at the school's primary administrative office.

As a condition of employment, tuberculosis screening and fingerprinting will be required before the employee's start date. Each employee of the school shall submit to a criminal background check and furnish a criminal record summary to the Office of Certification within the Idaho Department of Education.

Facilities Compliance

Because IVEP will operate a virtual school, there will be no need for a school building where classes are held on a daily basis. The administrative office currently complies with all ADA, OSHA, and local health and safety requirements. IVEP will comply with state building codes, federal Americans with Disabilities Act (ADA) access requirements, and other applicable fire, health, and structural safety requirements, and will maintain on file records documenting such compliance. IVEP will ensure that its offices will be housed in facilities that have received state Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined the facilities present no substantial safety hazard. The school will obtain all necessary permits for these offices including a building and fire marshal inspection and/or a certificate of occupancy.

Student Health and Safety

If required by federal or state law, the school will provide screening for student vision, hearing and scoliosis, and students will show the state-required proof of immunization or exemption. The school will maintain records that verify any legally required tests and immunizations of students and staff. ICON will also have a policy establishing the school as a drug, alcohol, and tobacco free workplace.

ICON will also institute a policy and practice for identifying and addressing at risk behaviors displayed by students. The student and employee handbooks will include definitions and descriptions of such behaviors, including cyber bullying, and will define a discrete set of referral steps that should be taken by ICON staff and parents upon identification of potential at risk behaviors.

ICON staff will be given training as part of their professional development to teach staff how to identify such behavior or potential behavior and implement the referral practice. Upon identification or disclosure of an at risk behavior, ICON's referral practice will ensure that staff (teachers, advisors, counselors, etc.) document the disclosure and refer it to the Executive Director to address further. The Executive Director will be trained to address the behavior or potential behavior through a notification to the student's parent, where appropriate, and to the pertinent community outreach/support organization.

Blood-borne Pathogens

ICON will implement policies relating to preventing contact with blood-borne pathogens.

The Executive Director shall ensure that ICON meets state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the workplace. The Executive Director shall establish a written "Exposure Control Plan" designed to protect employees from possible infection due to contact with blood-borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV). Whenever exposed to blood or other body fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures.

Internet Safety and Conduct

The ICON student and parent handbooks will adapt and incorporate Internet safety and conduct policies. These policies prohibit unlawful, unethical, and unsafe use of the Internet by students, as well as ways

students can protect themselves from harmful material, unsolicited contacts, and security breaches. As one example, the ICON handbooks will explicitly point out the dangers of file sharing sites, name prominent examples of such sites, describe how they can damage a student's computer system, and advise that a system so compromised is no excuse for falling behind pace.

The program will comply with the Children's Internet Protection Act, and student computers supplied by ICON will be configured for filtered Internet access that allows parents to block adult web content.

The student handbook will use the Internet itself to teach Internet courtesy, by providing a link to Albion.com's The Core Rules of Netiquette, one of the Web's best resources on this topic. The Rules use common-sense examples and analogies, and are written in an engaging style well suited to middle and high school students.

All online accounts are protected from unauthorized access. Every student, parent and faculty member is given a secure password to access his or her account. In order to receive their login ID and password from the Help Desk, students and faculty must answer a series of security-related questions to verify their identity.

Child Abuse Prevention and Reporting

ICON will maintain detailed policies and procedures for the immediate reporting of suspected child abuse, acts of violence, or other improprieties. Such policies will detail the role and obligation of staff in the reporting of child abuse.

TAB 7 ADMISSIONS

Student Admission Policies and Procedures

ICON Idaho Connects Online School will actively recruit a diverse student population from within the state. Admission will be open to any qualified state resident, and all students will be considered for admission without regard to race, color, ethnicity, national origin, religion, gender, social or economic status, disability or special needs. ICON will also seek to recruit those students who meet the definition of an at-risk youth and operate an Alternative School for those that meet the qualifications as outline in IDAPA Rules for Alternative Schools.

ICON seeks to enroll students committed to a rigorous, virtual educational experience. Families who understand and value the school's mission and will commit to the school's instructional and operational philosophy will be actively recruited. Prospective students and their parents or guardians will be briefed regarding the school's instructional and operational philosophy and will be informed of the school's student-related policies.

Other than legal eligibility criteria (such as residency, and the provisions of sections §33-205 and §33-206, Idaho Code) and procedural fulfillments such as completed applications and transcripts, ICON has no requirement for admission and will admit any child that wishes to attend. The school will, however, have parent and student commitment agreements which all parents and students will be asked to sign when a student is enrolled. In no instance will a student be refused admission nor subjected to any form of discipline because of parents' failure to sign or comply with the parent commitment agreement.

Recruiting and Admissions Cycle

The school will establish an annual recruiting and admissions cycle, which shall include reasonable time for all of the following: (1) outreach and marketing, (2) orientation sessions for students and parents, (3) an admissions application period, (4) an admissions lottery process to address over-enrollment, and (5) enrollment. These efforts will be designed in conformance with the Idaho Model Admission Procedures codified at IDAPA 08.02.04.203 (.03 - .12) and the requirements for public notification of enrollment opportunities set forth in IDAPA08.02.04.203.02.

Provision for Over-enrollment; Waiting Lists

ICON – like other virtual school models that are properly designed and resourced – is able to quickly scale up and expand capacity to meet demand. Therefore the petitioners do not envision an applicant pool growing so far beyond projected enrollment of 800 students that capacity is threatened and over-enrollment procedures are needed. However if an over-enrollment scenario does arise, ICON will adopt and follow the detailed procedures given in the Idaho Model Admission Procedures. The Model Procedures will govern all elements of the process, including:

- Annual enrollment deadline to be determined by the local Board of Directors. Once a student is enrolled into the school; they do not have to reapply the next year. Therefore, the lottery is held each year only for the spots not taken by existing students. These openings are filled based on our enrollment lottery process.
- Requests for Admission, including requests received after deadline and placement on waiting lists. Patrons will be notified through public notice of the application deadline and materials needs for submission. As each application arrives it will be time and date stamped. Requests sent after the deadline will only be considered if there are still seats available after the lottery drawing. Requests sent after the

deadline will be placed at the end of the waiting list and will be filled only if spots are available and not taken by those who were placed on the wait list through the lottery process.

- Admission preferences, including the distinct hierarchy of subgroup preferences for initial enrollment and subsequent enrollment, and related limitations on the proportional size of a preferred-status subgroup. Admission preference will be given first to children of founding board members (not to exceed 10% of the capacity of the school, second, to siblings of pupils already enrolled, and third an equitable selection process

Attendance list for lottery, and an equitable selection process

Due to the virtual nature of the school there will not be a primary attendance area for lottery. All lottery entrants will be placed in a drawing that will be held in a public place on the advertised date. The drawing will place entrants on a list according to the order drawn.

Final selection list and process for notification to accepted and denied applicants

The final selection list will be comprised of those drawn during the lottery process with preference given to children of founders and those will siblings already currently enrolled within the school. Patrons will be notified of the lottery results by email within 5 days after the drawing. Patrons must notify the school within 3 days of their decision to accept or decline.

Expiration of the final selection list will occur once the current admissions cycle is complete. In the event of subsequent year over-enrollment, a new selection process will commence to establish a new final selection list for the new cycle. There will be no carryover from year to year of the list used to fill vacancies.

Disciplinary Procedures

ICON will have disciplinary procedures for student academic, interpersonal, and Internet conduct. Discipline follows a process of escalating responses to each subsequent violation, with proper notifications and appropriate interventions at each step.

The petitioners anticipate that most student conduct and interaction will occur online via one- on-one and collaborative communication tools. The policies and procedures governing student conduct will be appropriate to the virtual learning environment, while also covering conduct in nonvirtual settings such as field trips and proctored testing events.

Interpersonal communication and conduct, in whatever form or arena it occurs, will be subject to ICON policies that establish: a) expectations for civil and courteous student behavior; b) a process for investigating violations or alleged violations of same; and c) any lawful penalties or interventions to be imposed as a result.

ICON's written procedures for ensuring academic integrity and 'netiquette' will be incorporated into the school's student/parent handbook. These terms are clearly defined (for example, the several forms of plagiarism are described), and expectations and penalties are clearly set forth. Penalties are stepped up for each subsequent offense until the student becomes a candidate for expulsion.

ICON's student discipline policies will be distributed as part of the school's student handbook and will clearly describe the school's expectations regarding interaction with students and faculty, academic integrity, attendance, substance abuse, safety, and work habits. Each student will be required to verify that he or she has reviewed and understands the policies prior to enrollment. The ICON Executive

Director will ensure that students and parents/guardians are notified in writing of all discipline policies, rules, and procedures and given an opportunity to provide input and feedback on discipline policies and procedures. The ICON governing board shall review the student discipline policies at least annually and more frequently if necessary, to determine if the policies should be modified to more accurately meet the needs of the charter school.

Authority to Suspend

The charter school director may temporarily suspend any student for disciplinary reasons including cyber-bullying or any other conduct which is disruptive of the good order or instructional effectiveness of ICON. ICON shall follow the guidelines for suspension found in Idaho Code §33-205. A temporary suspension shall not exceed five (5) school days. However, the charter school director may extend the suspension by an additional ten (10) school days; and the ICON governing board may extend the suspension an additional five (5) days if it finds that the immediate return of the student would be detrimental to other students' health, welfare, or safety.

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

Informal Hearing:

Suspension shall be preceded by an informal hearing conducted by the charter school director or designee with the student and whenever practicable, the teacher, supervisor or school employee who referred the student to the charter school director. The hearing shall include the reasons for suspension and the opportunity to challenge those reasons.

Notice to Parents/Guardians:

At the time of the suspension, a charter school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the students may return to school.

Notice to ICON Governing Board:

At the time of suspension, the charter school director or designee shall notify the ICON governing board of the suspension, the reasons for the suspension, and any response by the student.

Readmittance:

A suspended student may be readmitted to ICON by the charter school director or designee who suspended the student upon reasonable conditions.

Authority to Expel

Only the ICON governing board upon the recommendation of the expulsion panel may expel a student. A student may only be expelled under Idaho Code §33-205 upon the findings and recommendations of the expulsion panel if the charter school governing board finds that the student is a habitual truant, is incorrigible, is continuously disruptive of school discipline, is continuously disruptive of the instructional effectiveness of the school, is detrimental to the health and safety of other students, or has been expelled from another school district in Idaho or any other state.

The ICON governing board must expel a student who has been found to have carried a weapon or firearm on school property in Idaho or any other state for a period of not less than twelve (12) calendar months. However, the ICON governing board may modify the expulsion on a case-by case basis.

Expulsion Procedure

Written Notice of Expulsion:

If a student is recommended for expulsion, the ICON governing board must give written notice to the student's parent or guardian. The notice must include the grounds for expulsion and the time and place for a hearing to determine whether the student should be expelled. The notice must also include a description of the student's rights at the hearing, including the right to be represented by counsel, the right to produce witnesses and submit evidence, and the right to cross-examine any adult witnesses.

Within a reasonable period of time following the written notice, the ICON governing board must grant the student and his parent/guardian a full and fair hearing. This reasonable period must give the student and their parent/ guardian an opportunity to prepare a response to the grounds of expulsion.

Hearing

The hearing will be presided over by an appointee of the ICON governing board. The charter school director will make a recommendation to the expulsion panel.

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to an expulsion hearing, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the expulsion panel to expel must be supported by substantial evidence that the student committed the offense.

Finding of facts shall be based solely on the evidence at the hearing. While no evidence shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

The decision of the expulsion panel shall be in the form of a recommendation to the charter school governing board which will make a final determination regarding the expulsion.

Written Notice of Final Decision to Expel to Student or Parent/Guardian

The charter school director or designee following a decision of the charter school governing board to expel shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the specific offense committed by the student, notice of the right to appeal the expulsion, and notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the charter school.

Written Notice of Expulsion to Student's District of Residence

The charter school director or designee shall send written notice of the decision to expel to the student's district of residence. This notice shall include the student's name and the specific grounds for expulsion.

Upon expulsion from the charter school, students will attend school pursuant to the procedure of their district of residence pertaining to expelled students.

Written Notice of Expulsion to Prosecuting Attorney

If an expelled student is within the age of compulsory attendance, an authorized representative of the ICON governing board must, within five (5) days of the expulsion decision, provide written notice of the student's expulsion to the prosecuting attorney of the county of the student's residence.

Re-enrollment

ICON will develop procedures and timelines whereby expelled students can apply for re-enrollment. The petitioners recognize that expulsion is a means to protect the health and integrity of students, employees, and the school's learning environment, and not a punitive measure to which stigma should attach. ICON will require evidence that an expelled student's conduct, and disposition or life circumstances (as applicable) have improved to the extent that future transgressions are unlikely. ICON will be ready to respond favorably if such evidence is forthcoming. However in cases where there is an aggrieved/injured party resulting from the offense who is still involved with the school, ICON must in fairness consider the feelings and disposition of such party as a factor in its decision.

Re-enrollment of an expelled student shall not prevent the ICON governing board from expelling the student again for cause.

Weapons Policy

ICON will have a policy of zero tolerance for weapons. Any student found to be in possession of a weapon will be suspended and will undergo an expulsion hearing.

Procedures for Students Using Alcohol or Controlled Substances

Due to the virtual, non-classroom based nature of program attendance, ICON does not anticipate having knowledge of, or probable cause to believe, that students may possess or be under the influence of alcohol or controlled substances. However, physical gatherings of students that the school may sponsor, such as field trips, as well as proctored testing sessions, will be considered ICON events subject to our school policy that prohibits alcohol and controlled substances (other than those medically prescribed for a student). Violations will result in the following actions:

- An automatic suspension;
- Mandatory parent conference;
- Notification to law enforcement authorities;
- At the discretion of the ICON Executive Director (ED), an expulsion hearing pursuant to the Expulsion Procedure described above. The ED will consult with parents/guardians before making a final determination on whether to hold an expulsion hearing.

If while present at a school event, a student voluntarily discloses using or being under the influence of alcohol or any controlled substance, anonymity will be provided to the student on a faculty "need to know" basis, in accordance with § 33-210 (1), Idaho Code. ICON will also notify parents/legal guardians that counseling is available for the affected student.

These policies and procedures shall be reported to students and parents/guardians within the ICON student and parent handbooks.

Public School Attendance Alternatives

No student is required to attend ICON. Public school students who do not attend the ICON charter school may attend schools within their local school district of residence, or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their school district or county of residence.

Process for Public Notification of Enrollment Opportunities

ICON will implement a student recruitment strategy that will be represented by, but is not necessarily limited to, a combination of the following elements or strategies to ensure a diverse student body and a racial and ethnic balance among students that is reflective of the areas targeted:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- The development and distribution of promotional and informational material that appeals to the various racial and ethnic groups represented in the state, including materials in languages other than English to appeal to limited English proficient populations.
- The distribution of promotional and informational materials to a broad variety of community groups and agencies.
- Outreach meetings in several areas of the state to reach prospective students and parents. The school will keep a record of the number and location of these community presentations.
- Outreach strategies including use of TV/radio public service announcements and other non-print media; and brochures, newsletters and other print media (including via direct mail).

These elements and strategies will be deployed in accordance with IDAPA 08.02.04.203.02, as summarized below:

- Enrollment information will be disseminated in both English and Spanish (or other language special to the demographics of the attendance area target).
- The information will be posted in highly visible and prominent locations and will be disseminated at least 3 months in advance of the enrollment deadline.
- Press releases or public service announcements will be released to media outlets in the state. ICON will ensure that the announcements are broadcast or published on at least 3 occasions, beginning not later than 14 days prior to the enrollment deadline.

- Enrollment information will advise that prospective students will be given the opportunity to enroll in ICON regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs.

Denial of School Attendance

Pursuant to the requirements and definitions set forth in the Idaho Code, §33-205 and §33-206, attendance may be denied to any student who is an habitual truant, or who is incorrigible, or whose conduct, in the judgment of the board of directors of ICON , is such as to be

continuously disruptive of school discipline, or of the instructional effectiveness of the school, or whose presence in a public charter 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.

Student Handbook Procedure

The Student Handbook will be distributed to all enrolled families in both print and electronic forms (via e-mail or hyperlink). Parents/guardians and students will be required to sign and submit to ICON a form indicating they have read the handbook and understand the policies and procedures therein. The Handbook will contain academic requirements and will include all the disciplinary policies referenced in the foregoing sections.

TAB 8 BUSINESS PLAN

Business Description

Idaho Virtual Education Partners (IVEP), a public benefit non-profit 501(c) (3) corporation, was established under the laws of Idaho in order to provide students with expanded educational options for their public education through the establishment of a virtual charter school.

IVEP's mission as a public benefit corporation will be to govern the virtual charter school to ensure that its students are provided with an exceptional range of high quality, rigorous educational options that allow for students to pursue their education in an environment best suited to their individual learning styles.

Marketing Plan

IVEP will utilize a number of marketing channels to make students aware of its programs and benefits. These methods include direct mail, radio, and newspaper communications designed to reach a wide audience. The ads will result in interested parties coming to community outreach sessions where the program can be described in greater detail and students will understand how they best fit into the charter school program. In addition to encouraging community outreach sessions, these ads would direct interested parties to contact ICON Idaho Connects Online School via phone or Internet where admission representatives can also describe the program in greater detail.

The marketing program is designed to show how IVEP's school model will benefit the students by creating wholly new options for them. The virtual charter school will deliver an instructional program that allows for more freely scheduled, flexibly paced, individually targeted, and closely monitored instruction than can occur in a traditional "brick and mortar" school environment. It accomplishes this for both traditional and special needs students because it can focus on the needs of each individual student. The core instructional model allows for tailored instruction, a wide array of course options, and resources for struggling learners and students who have been challenged by a more traditional environment. This will offer students a unique platform for higher student achievement.

Management Plan

The school will offer a rigorous curriculum aligned with Idaho content standards and delivered by Idaho-certified instructors while being managed and supported by IVEP.

Financial Audit Process

Audited financial statements will be submitted yearly per the regulations of the Idaho code. IVEP will engage an experienced Certified Public Accountant well versed in government accounting standards to conduct the yearly financial audits required by Idaho statutes.

- Budget Documents and Forms
- Required budget documents and forms are attached as Exhibit E. These conform to IFARMS format.

Resumes of IVEP Board of Directors

Resumes are attached as Exhibit F.

Transportation

ICON will seek appropriate transportation support from the state as contemplated by sections 33-5208 and 33-1006, Idaho Code.

School lunches

ICON will not provide school lunches or participate in any school lunch programs.

TAB 9 PUBLIC VIRTUAL CHARTER SCHOOL

According to Idaho Code §33-5202A(8), "virtual school" 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.

ICON meets this definition as it will deliver all instruction online and will use Odysseyware's complete suite of online systems and applications for managing student admissions and enrollment; administering graded assignments and assessments; gathering, storing, manipulating and reporting student scoring data; tracking attendance, pace and progress; and providing communications pathways between students, parents, and the academic team. Instruction will use synchronous and asynchronous modes.

Each student will be provided with a laptop computer fully loaded with software applications and configured to connect to the school's portal and Learning Management System. ICON will provide families with a stipend for standard broadband connectivity expenses.

TAB 10 BUSINESS ARRANGEMENTS; ADDITIONAL PETITIONER INFORMATION; TERMINATION PLAN

Business Partnerships and Material Agreements

IVEP anticipates maintaining the following material agreements for services:

1. An agreement with private service providers to provide special education services to ICON students with disabilities as described in this charter petition.
2. An agreement for payroll processing services.
3. An agreement for accounting and tax services
4. An agreement with an independent financial auditor that meets the certification and licensure requirements for conducting an independent financial audit of Idaho public schools. This agreement will be made upon terms and conditions that are standard for the industry and will ensure a legally compliant annual audit of ICON 's financial statements for the current year.
5. A lease agreement for office space in Idaho for ICON administrative offices, conduct of the school's public affairs, and storage of public school records.
6. An agreement for educational curriculum and learning management system with OdysseyWare to assist in the operation of ICON 's instructional program.

IVEP intends to contract Odysseyware for the provision of certain educational and operational products and services.

It is anticipated that Odysseyware will provide the following services to ICON :

- Licensing and permission to use the on-line curriculum, technology platform and learning management system.
- Technical and programmatic support services for the on-line curriculum, technology platform and learning management system.

Additional Information Furnished by Petitioners

IVEP will be a locally organized and overseen Idaho non-profit public benefit corporation, as described further in this charter application.

Plan for Termination or Dissolution

Financial

In the case of termination or non-renewal, the board of directors will be responsible for the dissolution of the business and affairs of the school in accordance with the Idaho nonprofit corporations act. In the event that ICON closes, the charter school will be dissolved by the governing board; the assets and liabilities of the school will be reconciled; and the Executive Director shall convey any remaining assets to the authorized charter entity pursuant to Idaho law. The IVEP governing board members will attend to the enumeration, reconciling and disposing of assets and liabilities as directed in the bylaws, and the board treasurer shall ensure that a final audit of the school's assets and liabilities is performed.

The governing board will satisfy any known claims of the school and will provide public notice in an attempt to satisfy and claims by any unknown claimants, pursuant to Idaho Code section 30-3-115. The board will provide each known claimant with notice of the dissolution which contains (i) a deadline for making a claim, which shall be not less than 120 days from the date of the notice, (ii) a mailing address for making a claim and (iii) an affirmative statement that any claim will be barred after the

deadline date.

Students, Families and Staff; Student Records

Should the charter terminate, ICON will notify staff, student families, and resident districts of pending school closure, in writing, as far in advance as possible.

The school website will provide links to resident school district enrollment/transfer procedures if these are published online (limited to the home districts of currently enrolled students).

Copies of student records will be sent to each resident district, and transcripts will be mailed to parents/guardians. ICON will maintain student records for a term and in a manner consistent with applicable federal and state law.

Exhibit A **Amended and Restated Articles of Incorporation**

Four pages follow this title page.

Copies of student records will be sent to each resident district, and transcripts will be mailed to parents/guardians. ICON will maintain student records for a term and in a manner consistent with applicable federal and state law.

AMENDED AND RESTATED
ARTICLES OF INCORPORATION
OF

IDAHO VIRTUAL EDUCATION PARTNERS, INCORPORATED

The undersigned, being all of the Board of Directors of Idaho Virtual Education Partners, Incorporated ("Corporation") organized under and pursuant to the Idaho Nonprofit Corporation Act, Chapter 3, Title 30, Idaho Code ("Act"), adopts the following Amended and Restated Articles of Incorporation ("Articles").

ARTICLE I.

Name

The name of the Corporation is IDAHO VIRTUAL EDUCATION PARTNERS, INCORPORATED.

ARTICLE II.

Nonprofit Status

The Corporation is a nonprofit corporation.

ARTICLE III.

Period of Duration

The period of duration of the Corporation is perpetual.

ARTICLE IV.

Registered Office and Agent

The location of the Corporation is in the City of Boise, County of Ada and in the State of Idaho. The address of the initial registered office is 601 West Bannock, Boise, Idaho 83702, and the name of the initial registered agent at this address is Kenneth R. McClure.

ARTICLE V.

Purposes

The purpose for which the Corporation is organized and will be operated are as follows:

A. To establish, conduct, manage and maintain a public charter school, pursuant to the provisions of Chapter 52, Title 33, Idaho Code, the Idaho Public Charter Schools Act of 1998, and as said law may, from time to time, be subsequently amended.

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B. Charitable, educational, or scientific purposes, within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended from time to time, including, for such purposes, the making of distributions to organizations that qualify as exempt under such Section 501(c)(3).

C. To exercise all powers granted by law necessary and proper to carry out the foregoing purposes, including, but not limited to, the power to accept donations of money, property, whether real or personal, or any other things of value. Nothing herein contained shall be deemed to authorize or permit the Corporation to carry on any business for profit, to exercise any power, or to do any act that a corporation formed under the Act, or any amendment thereto or substitute therefore, may not at that time lawfully carry on or do.

ARTICLE VI.

Limitations

No part of the net earnings or the assets of the Corporation shall inure to the benefit of, or be distributable to its directors, officers, or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article V hereof. Notwithstanding any other provisions of these Amended and Restated Articles, the Corporation shall not carry on any other activities not permitted to be carried on by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended from time to time.

ARTICLE VII.

No Members

The Corporation shall not have members and the Corporation, at no time since its incorporation, has had any members.

ARTICLE VIII.

Board of Directors

The affairs of the Corporation shall be managed by its Board of Directors. The number of Directors serving on the Board of Directors shall be fixed in accordance with the Corporation's Bylaws and shall not be less than three (3). The current Board of Directors are:

Name	Address
1. Cynthia Melillo	601 West Bannock, Boise, Idaho 83702
2. David High	1012 North 18 th Street, Boise, Idaho 83702
3. Kenneth R. McClure	601 West Bannock, Boise, Idaho 83702

The Directors, after the initial Board of Directors, shall be elected in the manner and for the term provided in the Bylaws of the Corporation.

ARTICLE IX.

Distribution of Dissolution

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 to the Idaho Public Charter School Commission.

ARTICLE X.

Bylaws

Provisions for the regulation of the internal affairs of the Corporation shall be set forth in the Bylaws. The Board of Directors of the Corporation shall be authorized to amend the Corporation's Bylaws at a properly noticed special or regular meeting of the Board of Directors.

[end of text]

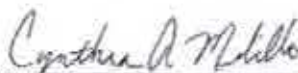
DATED this 24th of September, 2008.



David High, Director



Kenneth R. McClure, Director



Cynthia A. Melillo, Director

Exhibit B Amended and Restated Bylaws of IVEP

Eight pages follow this title page

**AMENDED AND RESTATED BYLAWS OF
IDAHO VIRTUAL EDUCATION PARTNERS, INCORPORATED**

These AMENDED AND RESTATED BYLAWS OF IDAHO VIRTUAL EDUCATION PARTNERS, INCORPORATED, are made by the undersigned to modify the meeting requirements of the Board of Directors and to remove any references to members and the Corporation will have no members.

ARTICLE I -- OFFICES

SECTION 1. PRINCIPAL OFFICE. The principal office of Idaho Virtual Education Partners, Incorporated ("Corporation") shall be located at any place within Idaho as designated in the Corporation's most current Annual Report filed with the Idaho Secretary of State. The Corporation may have other offices, inside or outside Idaho, as the Board of Directors may designate or as the business of the Corporation may require from time to time. The Corporation shall maintain at its principal office copies of the records specified in Article IV of these Amended and Restated Bylaws.

SECTION 2. REGISTERED AGENT AND REGISTERED OFFICE. The registered agent and registered office of the Corporation shall be located in Idaho and may be, but need not be, the same as the principal office. The address of the registered agent and registered office may be changed from time to time.

ARTICLE II -- DIRECTORS

SECTION 1. NUMBER. The business and affairs of the Corporation shall be managed and controlled by a Board of Directors. The Board of Directors shall consist of no fewer than three (3) directors, but may consist of a greater number fixed by resolution of a majority of the directors currently in office, but not exceeding nine (9) directors. If at any time there are more than three (3) directors, a majority of the directors currently in office may by resolution decrease the number of directors to no less than three (3) directors. The term for a director may be staggered with the terms for other directors. A decrease in the number of directors shall not shorten an incumbent director's term. Directors may be elected for successive terms. The term of each director shall be five (5) years or, if a lesser amount of time, until the earlier of the following:

- A. that director's successor is elected;
- B. that director's death; or
- C. that director resigns or is removed in accordance with the provisions of these Amended and Restated Bylaws.

SECTION 2. ELECTION OF DIRECTORS. Directors, other than the initial directors, shall be nominated for and elected to numbered positions at the annual meeting of directors.

SECTION 3. MEETING REQUIREMENTS. The Board of Directors shall comply with Idaho Open Meeting Law and all requirements thereunder. All meetings of the Board shall be open to the public and all persons shall be allowed to attend any meeting except as allowed by Idaho Code. Notice of all meetings shall be made pursuant to the Idaho Open Meeting Law and written minutes shall be kept of all meetings pursuant to Idaho Code. In the event of any conflict between these Amended and Restated Bylaws and the Idaho Open Meeting Law, the Idaho Open Meeting Law shall control. Notwithstanding the foregoing, the Board of Directors shall be entitled to hold confidential, closed meetings in those limited circumstances set forth in the Idaho Open Meeting Law.

SECTION 4. MEETINGS OF DIRECTORS. A regular annual meeting of the Board of Directors shall be held once per calendar year on the third Tuesday of June.

SECTION 5. SPECIAL MEETINGS OF DIRECTORS. Special meetings of the Board of Directors may be called for any reasonable time by, or at the direction of, the president or any two (2) directors.

SECTION 6. PLACE OF MEETINGS. Meetings of the Board of Directors shall be at the Corporation's principal office or any other place designated by the Board of Directors. Meetings of the Board of Directors may be held by means of conference telephone or similar communications equipment by which all persons participating may simultaneously hear each other during the meeting. A director participating in a meeting by this means is deemed to be present in person at the meeting.

SECTION 7. NOTICE. When notice is required hereunder, it shall be given to each director as required by the Idaho Open Meeting Law.

SECTION 8. QUORUM FOR MEETINGS OF DIRECTORS. A majority of the number of directors in office immediately before the meeting begins shall constitute a quorum for the transaction of business at any meeting of the Board of Directors. The affirmative vote of a majority of directors present at a meeting at which a quorum is present shall be the act of the Board of Directors, unless the vote of a greater number of directors is required by law, the Articles of Incorporation, or these Amended and Restated Bylaws, in which case the contrary provision is controlling.

SECTION 9. REMOVAL. Any director may be removed, with or without cause. A director may be removed only at a meeting called for the purpose of removing the director, and the meeting notice must comply with the Idaho Open Meeting Law to be effective.

SECTION 10. RESIGNATION. A director may resign at any time by delivering written notice to the Board of Directors, its President, or the Corporation. A resignation is effective when the notice is stated effective therein. Once delivered, a notice of resignation is irrevocable unless revocation is permitted by the Board of Directors. Unless otherwise specified in the notice, the acceptance of a resignation shall not be necessary to make it effective.

SECTION 11. VACANCIES.

A. A vacancy on the Board of Directors shall exist upon the death, resignation, or removal of any director.

B. Vacancies on the Board of Directors may be filled by the Board of Directors, within of sixty (60) days after the creation of the vacancy. The remaining directors may fill the vacancy by the affirmative vote of a majority of all directors remaining in office.

C. A director elected to fill a vacancy shall hold office until the next meeting at which directors are elected for the term of that director's position.

D. If the Board of Directors accepts the resignation of a director tendered to take effect at a future time, a successor may be elected by the remaining directors to take office when the resignation becomes effective.

SECTION 12. COMPENSATION OF DIRECTORS. By resolution of the Board of Directors, the directors may be paid their expenses, if any, of attendance at each meeting of the Board of Directors, and may be paid a fixed sum. No such payment shall prevent any director from serving the Corporation in any other capacity and receiving compensation for that service.

SECTION 13. COMMITTEES. The Board of Directors may create one (1) or more committees and appoint members of the Board of Directors to serve on them. Each committee shall have two (2) or more committee members who serve at the pleasure of the Board of Directors. Creation of a committee and appointment of committee members to it shall be approved by a majority of all of the directors in office when the action is taken. Any such committee shall have and may exercise all of the authority of the Board of Directors in the management of the Corporation except to the extent the delegation of authority is prohibited by law.

SECTION 14. STANDARD OF CONDUCT. The members of the Board of Directors will comply with all applicable law to both non-profit corporation and charter schools including, without limitation, any limitations with respect to contracting with the Corporation for any matter while serving as a director.

ARTICLE III – OFFICERS

SECTION 1. DESIGNATION. The officers of this Corporation shall be a president, a vice president, if appointed, an executive director, a secretary, and a treasurer, who shall be appointed by the Board of Directors. The Board of Directors may appoint additional officers or assistant officers from time to time. If not appointed by the Board of Directors, the president may appoint additional officers or assistant officers from time to time.

SECTION 2. TERM. The officers shall be appointed by the Board of Directors for a term as determined by the Board of Directors. The designation of a specified term does not grant the officer any contract rights, and the Board of Directors can remove the officer at any time before the expiration of his term. If no term is specified, the officer shall hold office until the earlier of the following:

A. that officer's successor is duly appointed;

B. that officer's death; or

C. that officer resigns or is removed in accordance with the provisions of these Amended and Restated Bylaws.

SECTION 3. REMOVAL. The Board of Directors may remove any officer at any time, for any reason or no reason. The president may remove any officer appointed by the president at any time, for any reason or no reason. Removal of an officer does not affect the contract rights, if any, of the Corporation or the officer.

SECTION 4. RESIGNATION. An officer may resign at any time by delivering written notice to the Corporation. A resignation is effective when the notice is deemed effective as provided therein. If a resignation is made effective at a later date and the Corporation accepts the future effective date, the Board of Directors may fill the pending vacancy before the effective date if the Board of Directors provides that the successor does not take office until the effective date. Unless otherwise specified in the notice, the acceptance of a resignation shall not be necessary to make it effective.

SECTION 5. COMPENSATION OF OFFICERS. The compensation, if any, of all the officers of the Corporation shall be fixed by the Board of Directors.

SECTION 6. DUTIES. Each officer has the authority and shall perform the duties set forth in these Amended and Restated Bylaws and, to the extent consistent with these Amended and Restated Bylaws, the duties prescribed by the Board of Directors or by direction of an officer authorized by the Board of Directors to prescribe the duties of other officers.

SECTION 7. PRESIDENT.

A. The president is the chief executive officer of the Corporation and shall, subject to the control of the Board of Directors, have the responsibility for the conduct and management of the educational and fiscal affairs of the Corporation and the general supervision of its property, business interests, and agents.

B. The president or the president's designee shall preside at all meetings of directors, unless otherwise ordered by the Board of Directors.

C. The president shall, at the annual meeting of directors, make an annual report on the educational and fiscal affairs of the Corporation and make recommendations the president deems proper.

SECTION 8. SECRETARY.

A. The secretary shall keep or cause to be kept at the principal office, or any other place the Board of Directors may order, a book of minutes of all meetings of directors showing the time and place of the meeting, if it was a regular or special meeting, and, if a special meeting, how authorized, the notice given, and the names of those present at directors' meetings and shall authenticate such records when requested by the directors or a third party.

B. In the event of the absence of the president, the secretary shall perform the duties of the president to preside at all meetings of directors, unless otherwise ordered by the Board of Directors.

C. The secretary shall give or cause to be given notice of the meetings of the Board of Directors as required by these Amended and Restated Bylaws.

SECTION 9. TREASURER.

A. The treasurer shall perform those duties in connection with the administration of the financial affairs of the Corporation as the president or the Board of Directors may designate.

B. If required by the Board of Directors, the treasurer shall give a bond for the faithful discharge of the treasurer's duties in the sums and with the security or surety as the Board of Directors shall determine.

ARTICLE IV -- CORPORATE RECORDS -- INSPECTION

The Corporation shall maintain adequate and correct books, records, and accounts of its business and properties. Except as otherwise provided by law, all of these books, records and accounts shall be kept at its principal office or the office of legal counsel. Any director may inspect and copy, during regular business hours at a reasonable location specified by the Corporation, all books, records, and accounts of the Corporation. Notwithstanding the foregoing, the records shall be subject to the Idaho Public Records Act and the Board of Directors shall cause the records to be disclosed as provided therein.

ARTICLE V-- INDEMNIFICATION OF DIRECTORS, OFFICERS, AGENTS, AND EMPLOYEES

SECTION 1. INDEMNIFICATION OF DIRECTORS.

A. Unless otherwise provided in the Articles of Incorporation or under applicable law, the Corporation shall indemnify any individual made a party to a proceeding because the individual is or was a director of the Corporation, against liability incurred in the proceeding, if that indemnification of the director is permissible in the circumstances because the director has met the standard of conduct set forth in the applicable nonprofit corporation laws of the state in which the Corporation is incorporated. For the purposes of this Article V, and the remaining sections of this Article V, the term "proceeding" shall mean any threatened, pending or completed action, suit or proceeding whether civil, criminal, administrative, judicial, quasi-judicial or investigative and whether formal or informal.

The Corporation shall not indemnify a director under this Section 1:

- (1) in connection with a proceeding by or in the right of the Corporation in which the director was adjudged liable to the Corporation; or

- (2) in connection with any other proceeding charging improper personal benefit to the director, whether or not involving action in the director's official capacity, in which the director was adjudged liable on the basis that personal benefit was improperly received by the director.

B. Indemnification permitted under this Section 1 in connection with a proceeding by or in the right of the Corporation is limited to reasonable expenses incurred in connection with the proceeding.

C. In addition, unless limited by the Articles of Incorporation, the Corporation shall indemnify a director who was wholly successful, on the merits or otherwise, in the defense of any proceeding to which the director was a party because of being a director of the Corporation against reasonable expenses incurred by the director in connection with the proceeding.

SECTION 2. ADVANCE FOR PROCEEDING EXPENSES OF DIRECTORS.

Unless otherwise provided in the Articles of Incorporation, the Corporation may pay for or reimburse the reasonable expenses incurred by a director who is a party to a proceeding in advance of final disposition of the proceeding if:

A. The director furnishes the Corporation a written affirmation of the director's good faith belief that the director has met the standard of conduct described in Section 1, Paragraph A, of this Article V;

B. The director furnishes the Corporation a written undertaking, executed personally or on the director's behalf, to repay the advance if it is ultimately determined that the director did not meet the standard of conduct (which undertaking must be an unlimited general obligation of the director but need not be secured and may be accepted without reference to financial ability to make repayment); and

C. A determination is made that the facts then known to those making the determination would not preclude indemnification under Section 1, Paragraph B, of this Article V.

SECTION 3. INDEMNIFICATION OF OFFICERS, AGENTS, AND EMPLOYEES WHO ARE NOT DIRECTORS. Unless otherwise provided in the Articles of Incorporation or the Idaho Revised Statutes, the Board of Directors may indemnify and advance expenses to any officer, employee, or agent of the Corporation who is not a director, to any extent consistent with public policy, as determined by the general or specific action of the Board of Directors.

ARTICLE VI -- GENERAL PROVISIONS

SECTION 1. AMENDMENT OF BYLAWS. The Board of Directors may amend or repeal these Amended and Restated Bylaws except if the Articles of Incorporation or the Idaho Nonprofit Corporation Act prohibits such action.

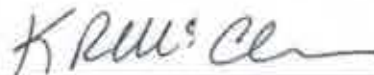
SECTION 2. EXECUTION OF DOCUMENTS. Any documents may be executed on behalf of the Corporation by the president or other officers designated by the president in writing.

[End of Text]

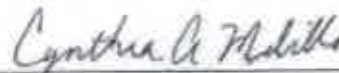
DATED EFFECTIVE as of this 24th day of September, 2008.



David High, Director



Kenneth R. McClure, Director



Cynthia A. Melillo, Director

Exhibit C Verified Signatures of Qualified Electors

Three pages (signatures on required forms) follow this title page

RECEIVED

2008 SEP 16 PM 4:33

Petition to Establish a New Idaho Public Charter School

This document is an Elector Petition and must be signed by not less than thirty (30) qualified electors of the attendance area of the new charter school. Proof of elector qualifications must be provided with the petition.

Name of Proposed New Charter School		Idaho Virtual Education Partners, Inc.			
School District Where New Charter School will be Physically Located		Virtual School - State of Idaho			
- I am currently a qualified elector in the above-named school district. - I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School.					
Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Date
1 JESSIE CHOU		451 H.B. Lewis St	Boise	208 343 1652	8/7/08
2 Cynthia A. McVillo		6161 S. Settlement Way	Boise	208-583-0710	8/7/08
3 Robert B. Babin		5300 N. Arrow Canyon	Boise	208-344-0197	8/7/08
4 J. [unclear]		9503 W. Maryland Dr.	Boise	208-567-0046	8/7/08
5 Gary C. Allen		1601 Garfield St.	Boise	208-387-1779	8/7/08
6 Brenda Page		10396 Pine Ave Apt 3	Mendham	208-631-0009	8/7/08
7 Anne C. Kuntel		1317 N. 15th Street	Boise	208-223-0377	8/7/08
8 Michael C. Grogan		7289 Chiswick Dr	Boise	208-860-5162	8/7/08
9 Scott Tsching		4647 N. Party	Boise	208-386-8552	8/7/08
10 Peter Portny		9944 E. Skimwood Street	Boise	208-336-1270	8/7/08
11 Laurie Reider		10870 Overdaga Dr	Boise	208-655-1981	8/7/08
12 Lisa A. Hughes		4624 Grace	Boise	208-836-3744	8/7/08
13 Mackenzie Jackson		2878 S. Gasland Way	Boise	208-658-6077	8/7/08
14 [unclear]		4200 [unclear]	Boise	208-858-8336	8/7/08
15 Caralea Hoping		2229 S. Latah	Boise	208-924-2626	8/7/08

4/16/2008

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Petition to Establish a New Idaho Public Charter School

ADAMS COUNTY

This document is an Elector Petition and must be signed by not less than thirty (30) qualified electors of the attendance area of the new charter school. Proof of elector qualifications must be provided with the petition.

Name of Proposed New Charter School		Idaho Virtual Education Partners, Inc.			
School District Where New Charter School will be Physically Located		Virtual School - State of Idaho			
- I am currently a qualified elector in the above-named school district. - I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School.					
Electors' Printed Name	Electors' Signature	Street Address	City	Telephone	Date
16 Anita Facer		2802 N Morrow	Boise	323-2347	8-7-08
17 Franklin G. Lee		2103 Mountain Ave	Boise	208-388-1200	8-7-08
18 Krys Lopez		1516 Leadville Ave	Boise	208-712-0702	8/7/08
19 J. Will Vagan		1209 W. Fort #220	Boise	208-660-0014	8/7/08
20 Robert B. White		2011 Irving Ct.	Boise	208-342-8637	8/7/08
21 Alison Bernichon		2530 N. Woody	Boise	208-345-2253	8/7/08
22 Kelsy Nunez		3102 W. Taft St	Boise	310-745-7530	8-7-08
23 Alissa Hargrave		201 E. Melrose St.	Boise	230-1455	8-7-08
24 Jason Shetler		2225 E. Edge Ave.	Boise	412-3815	8-7-08
25 Shauna Wallace		3521 W. Glenn St	Boise	208-131-2609	8-7-08
26 Lori Anderson		5710 N. Hawthorn Way	Boise	208-631-8207	8-7-08
27 L. Edward Miller		2039 Bluebon	Boise	208-308-1200	8-7-08
28 Christopher J. Beeson		540 E. Catalina Dr.	Boise	208-368-9755	8-7-08
29 KATHY WEBSTER		2515 E. Bridgeway Dr.	Boise	208-938-0604	8-7-08
30 Eric Nelson		702 W. Silverwood View	Boise	208-383-1133	8-7-08

31. MICHAEL LAWRENCE 4124 W. HIDDEN SPARKS DR Boise 208-447-9473 8/7/08
32. Adam B. Little 805 E. 5th St NG 208-407-8820 8/7/08
33. Paul Henderson 1359 W. Buckhorn Boise 208-938-1057 8/7/08
34. William Cole 2029 W. Parkhurst Boise 208-939-4038 8/7/08
35. Susan Heneise 1125D W. Alameda Dr. Boise 208-323-9113 8/7/08

11

RECEIVED

Petition to Establish a New Idaho Public Charter School SEP 29 AM 11:17

EDUCATION

This document is an Elector Petition and must be signed by not less than thirty (30) qualified electors of the attendance area of the new charter school. Proof of elector qualifications must be provided with the petition.

Name of Proposed New Charter School		Idaho Virtual Education Partners, Inc.			
School District Where New Charter School will be Physically Located		Virtual School - State of Idaho			
* I am currently a qualified elector in the above-named school district.					
* I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School.					
Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Date
1 Sharon Cusidige	Sharon Cusidige	3587 E. Judicial Dr.	Meridian	208-898-9172	9/23/08
2 Mary Barnes	Mary Barnes	4727 S. Skyrock Way	Boise	208-362-9515	9/23/08
3 Amber Dina	Amber Dina	4008 W. Dwyer St.	Boise	208-407-1306	9/23/08
4 Anne C. Kunkel	Anne C. Kunkel	1317 N. 15th Street	Boise	208-285-4844	9/23/08
5 Tina M. Adenmetto	Tina M. Adenmetto	1614 N. 15th Street	Boise	208-435-4245	9/23/08
6 Carol Gill	Carol Gill	1671 E. Haman Dr.	Meridian	208-884-5511	9/23/08
7 Cassie J Lillard	Cassie J Lillard	8146 Hummel Dr.	Boise	208-373-0701	9/23/08
8 Robin Scruton	Robin Scruton	4815 E. Sagecroft Ct.	Boise	208-424-1105	9-23-08
9 Anita Hulse-Facer	Anita Hulse-Facer	2802 N. Morrow Pl	Boise	208-323-2397	9-23-08
10 Greg Anderson	Greg Anderson	1039 W. Pine Knot St	Meridian	208-639-0107	9-23-08
11 Cynthia Griggs	Cynthia Griggs	1339 E. Mastiff St	Meridian	208-887-9066	9-23-08
12 Caitlin R. Cusidige	Caitlin R. Cusidige	3587 E. Judicial Dr.	Meridian	208-898-9172	9-23-08
13					
14					
15					

N

4/16/2008

Exhibit D

Odysseyware Course Listings

Enclosed on Compact Disc

Kaplan Virtual Education		August 11, 2008
Course Name		Credit
High School Core Catalog		
Language Arts		
Grammar & Composition, First Semester		0.5
Grammar & Composition, Second Semester		0.5
English 1 Foundations: Survey of Literature, First Semester		0.5
English 1 Foundations: Survey of Literature, Second Semester		0.5
English 1: Survey of Literature, First Semester		0.5
English 1: Survey of Literature, Second Semester		0.5
English 1 Honors: Survey of Literature, First Semester		0.5
English 1 Honors: Survey of Literature, Second Semester		0.5
English 2 Foundations: World Literature, First Semester		0.5
English 2 Foundations: World Literature, Second Semester		0.5
English 2: World Literature, First Semester		0.5
English 2: World Literature, Second Semester		0.5
English 2 Honors: World Literature, First Semester		0.5
English 2 Honors: World Literature, Second Semester		0.5
English 3 Foundations: American Literature, First Semester		0.5
English 3 Foundations: American Literature, Second Semester		0.5
English 3: American Literature, First Semester		0.5
English 3: American Literature, Second Semester		0.5
English 3 Honors: American Literature, First Semester		0.5
English 3 Honors: American Literature, Second Semester		0.5
English 4 Foundations: British Literature, First Semester		0.5
English 4 Foundations: British Literature, Second Semester		0.5
English 4: British Literature, First Semester		0.5
English 4: British Literature, Second Semester		0.5
English 4 Honors: British Literature, First Semester		0.5
English 4 Honors: British Literature, Second Semester		0.5
Mathematics		
Consumer Math, First Semester		0.5
Consumer Math, Second Semester		0.5
Pre-Algebra, Foundations, First Semester		0.5
Pre-Algebra, Foundations, Second Semester		0.5
Pre-Algebra, First Semester		0.5
Pre-Algebra, Second Semester		0.5
Algebra I, Foundations, First Semester		0.5
Algebra I, Foundations, Second Semester		0.5
Algebra I, First Semester		0.5
Algebra I, Second Semester		0.5
Algebra I Honors, First Semester		0.5
Algebra I Honors, Second Semester		0.5
Algebra II, Foundations, First Semester		0.5
Algebra II, Foundations, Second Semester		0.5
Algebra II, First Semester		0.5
Algebra II, Second Semester		0.5
Algebra II Honors, First Semester		0.5
Algebra II Honors, Second Semester		0.5
Geometry, Foundations, First Semester		0.5
Geometry, Foundations, Second Semester		0.5
Geometry, First Semester		0.5
Geometry, Second Semester		0.5
Geometry Honors, First Semester		0.5
Geometry Honors, Second Semester		0.5
Trigonometry – one semester		0.5
Pre-Calculus – one semester		0.5
Calculus – first semester		0.5
Calculus – second semester		0.5

[illegible]

Kaplan Virtual Education		August 11, 2008
Course Name		Credit
Middle School Catalog		
Language Arts		
6th Grade Language Arts, First Semester		0.5
6th Grade Language Arts, Second Semester		0.5
7th Grade Language Arts, First Semester		0.5
7th Grade Language Arts, Second Semester		0.5
8th Grade Language Arts, First Semester		0.5
8th Grade Language Arts, Second Semester		0.5
Mathematics		
6th Grade Mathematics, First Semester		0.5
6th Grade Mathematics, Second Semester		0.5
7th Grade Mathematics, First Semester		0.5
7th Grade Mathematics, Second Semester		0.5
8th Grade Mathematics, First Semester		0.5
8th Grade Mathematics, Second Semester		0.5
Science & Health		
6th Grade Science, First Semester		0.5
6th Grade Science, Second Semester		0.5
7th Grade Science, First Semester		0.5
7th Grade Science, Second Semester		0.5
8th Grade Science, First Semester		0.5
8th Grade Science, Second Semester		0.5
6th Grade Health / Physical Ed, First Semester		0.5
6th Grade Health / Physical Ed, Second Semester		0.5
7th Grade Health / Physical Ed, First Semester		0.5
7th Grade Health / Physical Ed, Second Semester		0.5
8th Grade Health / Physical Ed, First Semester		0.5
8th Grade Health / Physical Ed, Second Semester		0.5
Social Studies		
6th Grade Social Studies (Ancient Cultures), First Semester		0.5
6th Grade Social Studies (Ancient Cultures), Second Semester		0.5
7th Grade Social Studies (World Cultures & Geography), First Semester		0.5
7th Grade Social Studies (World Cultures & Geography), Second Semester		0.5
8th Grade Social Studies (US History), First Semester		0.5
8th Grade Social Studies (US History), Second Semester		0.5
Electives		
Computer Fundamentals, First Semester		0.5
Computer Fundamentals, Second Semester		0.5
Career Explorations, One Semester		0.5
Art Appreciation (6th), One Semester		0.5
Music Appreciation (6th), One Semester		0.5
Art Appreciation (7th), One Semester		0.5
Music Appreciation (7th), One Semester		0.5
Art Appreciation (8th), One Semester		0.5
Music Appreciation (8th), One Semester		0.5

Exhibit E Budgets

Four pages follow this title page

Kaplan Academy of Labor Charter School-2020-2021	Proposed (Board Approved Budget for Fiscal Year)	Actual Most Recent Month End	Projected (Anticipated Year End Numbers)	Percentage Used (Actual / Proposed)	Notes	State Comparison (Anticipated Year End Numbers) The column for state use only.	Difference Between State and School's Projected
REVENUE							
Salary Apportionment	\$908,652.00	\$3,026,274.00	\$1,036,274.00	105.95%			
Benefit Apportionment	\$56,934.00	\$60,321.00	\$60,321.00	105.95%			
Entitlements	\$457,695.00	\$484,921.00	\$484,921.00	105.95%			
State Transfer/Retiree				#DIV/0!			
Lottery				#DIV/0!			
Other State Funds (Specify)		\$1,500.00	\$1,500.00	#DIV/0!	ISAT Reimbursement		
Special Ed - Regular	\$12,000.00		\$12,000.00	0.00%	IDEA Part B		
Special Ed - AHA				#DIV/0!			
Title I				#DIV/0!			
Federal Title I Funds - AHA				#DIV/0!			
Medical Reimbursement				#DIV/0!			
Title IX				#DIV/0!			
Local Revenue (Specify)				#DIV/0!			
Federal Startup Grant	\$62,500.00	\$112,845.00	\$125,000.00	182.23%	EdJobs Fund Allocation		
Other Grants (Specify)			\$32,577.00	#DIV/0!			
Funding				#DIV/0!			
Interest Earned	\$3,250.00	\$762.00	\$930.00	80.96%	Interest revenue (cash in bank)		
Other (Specify)	\$15,000.00	\$0.00	\$0.00	0.00%	State Technology		
Other (Specify)	\$0.00	\$1,606.00	\$3,750.00	#DIV/0!	Laptop Repair Prescription Service Provider PT Reimbursements		
TOTAL REVENUE	\$1,574,631.00	\$3,090,200.00	\$3,242,291.00	107.37%			\$0.00
EXPENDITURES							
100 Salaries							
Teachers	\$233,200.00	\$153,246.00	\$215,000.00	88.88%			
Special Education	\$45,000.00	\$54,250.00	\$45,500.00	78.11%			
Instructional Aides				#DIV/0!			
Classified/Office	\$15,600.00	\$18,385.00	\$20,500.00	118.20%			
Administration	\$75,000.00	\$55,500.00	\$70,000.00	79.31%			
Maintenance				#DIV/0!			
Other (Specify)				#DIV/0!			
Other (Specify)				#DIV/0!			
Total Salaries	\$353,800.00	\$235,981.00	\$306,000.00	74.87%			
200 Employee Benefits							
PPRS/HCA/Benefits	\$147,598.00	\$106,349.00	\$144,800.00	73.41%			
Other (Specify)	\$0,560.00	\$2,550.00	\$2,550.00	46.36%	Workers Compensation		
Total Benefits	\$148,158.00	\$108,899.00	\$147,350.00	72.44%			
300 Purchased Services							
Management Services	\$736,335.00	\$817,188.00	\$817,188.00	110.00%			
Staff Dev/Title IX	\$44,498.00	\$456.00	\$44,498.00	1.92%			
Legal Pub/Advertising	\$1,500.00	\$307.00	\$1,500.00	13.88%			
Legal Services	\$17,834.00	\$7,605.00	\$17,834.00	42.51%			
Special Education		\$863.00	\$2,000.00	#DIV/0!			
Liability & Property Ins.		\$201.00	\$2,000.00	#DIV/0!			
Substitute Teachers				#DIV/0!			
Board Expenses				#DIV/0!			
Computer Services				#DIV/0!			
Transportation				#DIV/0!			
Travel		\$6,231.00	\$10,000.00	#DIV/0!			
Other (Specify)	\$42,000.00	\$37,839.00	\$42,000.00	89.62%	Business services/bookkeeping/journal/bank fees/dump/audit/IT services		
Other (Specify)				#DIV/0!			
Total Services	\$944,167.00	\$970,820.00	\$985,036.00	103.16%			\$0.00

Facilities									
Building Lease	\$17,000.00	\$13,473.00	\$18,000.00						
Land Lease									
Modular Lease									
Utilities, Phone, Internet	\$12,240.00	\$9,095.00	\$12,240.00						
Site Preparation									
Other (Specify)									
Other (Specify)									
Total Facilities	\$29,240.00	\$32,568.00	\$30,240.00						
400 Supplies and Maintenance									
Textbooks									
School Supplies	\$4,750.00	\$8,747.00	\$10,000.00						
Power School									
Custodial Supplies									
Other (Specify)	\$30,000.00	\$1,900.00	\$10,000.00						
Other (Specify)	\$35,000.00								
Total Supplies	\$40,750.00	\$12,647.00	\$20,000.00						
500 Capital Objects									
Furniture									
Technical AV Equipment									
Other (Specify)									
Other (Specify)									
Other (Specify)									
Other (Specify)									
Total Capital Objects	\$0.00	\$0.00	\$0.00						
600 Debt Service									
Debt Service									
Specify									
Specify									
Total Debt Service	\$0.00	\$0.00	\$0.00						
Grant Purchases									
Specify	\$89,534.00	\$117,992.00	\$124,492.00						
Specify	\$5,000.00	\$445.00	\$5,000.00						
Specify	\$0.00	\$2,038.00	\$8,038.00						
Specify		\$400.00	\$2,500.00						
Total Grant Purchases	\$94,534.00	\$127,675.00	\$140,030.00						
Reserve Fund									
Building Fund									
Total Expenses	\$1,439,630.00	\$1,430,108.00	\$1,633,640.00						
Carryover from Previous FY	\$0.00	\$0.00	\$0.00						
Reserve/Deficit	\$44,303.00	\$177,611.00	\$533,630.00						

\$0.00

\$0.00

\$0.00

\$0.00

\$0.00

\$0.00

Capital Academy of Idaho Charter School-409-04/20/11	Proposed Budget	Notes	Difference from "Current Fiscal Year"
REVENUE			
Local Revenue			50.00 reflects projected from "current FY"
State Revenue			
Entitlement			
Wages	5332,913.00	200 Enrolled students at 45% ADA for next 28 weeks calculation-Current 2011-2012 Students Come 1st Calc	5332,913.00 reflects State actual from "current FY"
Administration			
Teachers			
Classified			
Medicaid			
Benefits			
Transportation			
Federal Revenue			
Title I			
Special Ed			
Title B	312,900.00	IDEA Part B	5710,582.25 reflects all salaries compared to State actual from "current FY"
Startup Grant			
Other Sources (Specify)			
Other Sources (Specify)	5750.00	State Technology	50.00 reflects projected from "current FY"
Other Sources (Specify)			
Total Revenue Before Benchmark	\$1,135,928.00	Interest revenue (cash in bank)	50.00 reflects State actual from "current FY"
PROPOSED BENCHMARK			
Teacher Salaries			
Classified Salaries			
Admin Salaries			
Benefits			
Entitlement			
Transportation			
Total Benchmark	50.00		
Total Revenue after Benchmark	\$1,135,928.00		
EXPENDITURES			
200 Salaries			
Teachers	\$238,730.00		
Admin	\$28,000.00		
Classified	\$11,000.00		
Special Education	\$45,000.00		
Other (Specify)			
Other (Specify)			
Total Salaries	\$562,730.00		
200 Benefits			
Benefits Dollars			
PERS/Payroll Taxes	\$148,714.00		
Other (Specify)	\$5,500.00	Workers Compensation	
Total Benefits	\$154,214.00		
300 Purchased Services			
Transportation			
Special Education			
Proctor costs			
Legal			
Insurance	\$17,814.00		
Copier Lease	\$6,406.00		
Printer Lease			
Facility Lease			
Utilities	\$17,050.00		
	\$12,240.00	Includes internet/connectivity costs	

Professional Development	\$5,000.00		\$5,000.00 reflects projected from "Current FY"
Technology			\$0.00 reflects projected from "Current FY"
Management Services			
Legal Publications/Advertising	\$45,427.00	Curriculum services includes new marketing campaigns	\$45,427.00 reflects projected from "Current FY"
Substitute Teachers			\$38,427.00 reflects projected from "Current FY"
Brand Expenses			\$0.00 reflects projected from "Current FY"
Other (Specify)	\$42,000.00	Business services/bookkeeping/payroll	\$0.00 reflects projected from "Current FY"
Other (Specify)			
Total Purchased Services	\$346,157.00		
Supplies & Materials			
Teacher/Classroom	\$13,250.00		\$5,967.00 reflects projected from "Current FY"
Office	\$6,500.00		\$6,500.00 Not in 2010 budget
Instructional			
Textbooks			
Other (Specify)	\$150,000.00	Curriculum services	\$15,200.00 reflects projected from "Current FY"
Other (Specify)	\$35,000.00	Travel	\$0.00 reflects projected from "Current FY"
Total Supplies & Materials	\$304,750.00		
Grant Expenditures			\$31,017.00
Specify			
Specify			
Total Grant Expenditures	\$0.00		
Capital Outlay			
Total Capital Outlay	\$05,000.00		\$0.00
Debt Retirement			\$0.00
Total Debt Retirement	\$0.00		\$0.00
Insurance & Judgements			
Total Insurance & Judgements	\$0.00		\$0.00
Transfers			
Total Transfers	\$0.00		\$0.00
Contingency Reserve			
Building Fund			
Total Expenditures	\$322,877.00		\$0.00
Chargers from Previous FY	\$0.00	Refunds projected from previous fiscal year's worksheet	
Revenue/Offset	\$39,556.00		

[illegible]

Exhibit F Resumes of the IVEP Board of Directors

Five pages follow this title page

KENNETH R. McCLURE
GIVENS PURSLEY LLP
602 Bannock Street
Boise, Idaho 83702
(208) 388-1200

EMPLOYMENT

Givens Pursley, LLP (1984 – Present)

Partner

- Legal practice focuses on legislative and administrative law.
- Experience includes representing and serving as legal counsel for an Idaho charter school.
- Additional experience includes serving as a registered lobbyist for businesses and professional associations, and frequently appearing in administrative hearings and contested cases before departments and commissions of state government.

Office of the Idaho Attorney General (1980 – 1984)

Acting Idaho Chief Deputy Attorney General (1984)

Chief of the Legislative and Administrative Affairs Division (1981-1984)

Deputy Attorney General for State Tax Commission (1980-1981)

- Generated legal opinions for the State of Idaho and provided legal services to the Idaho State Tax Commission, the Public Utilities Commission, and the Idaho State Legislature.
- Counsel for the Idaho Legislature in *Hellar v. Cenarrusa*, 1982 & 1983, Idaho reapportionment litigation.
- Counsel for Legislative Leadership in *Beitelspacher v. Risch*, an original action in the Idaho Supreme Court regarding legislative pay.

EDUCATION

College of William and Mary

- B.A. with high honors, 1977

University of Idaho, College of Law

- J.D., 1980

PERSONAL INFORMATION

Adjunct Faculty Member of Boise State University

- Taught graduate courses in Lobbying and Legislative Process.
- Lectures on the Idaho Legislature and the political landscape in Idaho.

Co-Founder and past Director of The City Club of Boise

A Founder of the Idaho Liability Reform Coalition

American Tort Reform Association

- Board member
- A national organization supporting civil justice reform

Born in Ontario, Oregon, December 18, 1954; married, two children.

BAR ADMISSIONS

1980, Idaho Supreme Court and U.S. District Court for the District of Idaho; 1981, Ninth Circuit Court of Appeals.

Cynthia A. Melillo

6161 S. Settlement Way, Boise, Idaho 83716

208.383.0742(h)

208.412.4686(c)

Education:

University of Arizona College of Law, Tucson, Arizona
Juris Doctor Degree, May 1998
Summa Cum Laude, Order of the Coif

Chatham College, Pittsburgh, Pennsylvania
Secondary Education Teaching Certification

University of Kent at Canterbury, England
M.A. Political Thought

University of Southern California, Los Angeles, California
B.A. Political Science
Magna Cum Laude, Phi Beta Kappa

Legal Experience:

Givens Pursley LLP, Boise, Idaho (September, 1998 – Present)
2006 – Present - Partner
1998-2005 – Associate

Primary Responsibilities:

- Assist clients in the development of commercial real estate, including the purchase and financing of the property, selling and/or leasing the property, and drafting documents such as restrictive easement agreements, common area maintenance agreements and leases;
- Organize business entities, including partnerships, corporations and limited liability companies;
- Assist clients in the development of residential subdivisions, including the purchase and financing of the property, working with government agencies during the entitlement process, and drafting documents such as covenants, conditions and restrictions, easements, owners association documents, purchase and sale agreements, and design guidelines;
- Assist clients in creating condominium regimes, including residential, commercial and mixed use projects, and drafting documents such as covenants, conditions and restrictions, condominium owners association documents and purchase and sale agreements;
- Assist clients in development of fractional ownership resort properties, including registration with state real estate commission;
- Negotiate real property purchase and sale transactions, including 1031 Exchanges, draft transaction documents, work with title companies to close transactions; and
-

- Negotiate loans and re-financings, draft loan documents, work with lenders and title companies to close transactions and coordinate filings of financing statements and the recording of mortgages and/or deeds of trust.

Secondary Responsibilities:

- Member of firm hiring committee;
- Work with and mentor young associates.

Chandler, Tullar, Udall and Redhair, Tucson, Arizona (Summer 1996 to Spring 1998)
Law Clerk

- Performed legal research for firm of twenty lawyers (insurance defense, civil litigation)
- Drafted and edited legal memoranda and motions and assisted in preparing and summarizing depositions; and
- Conducted fact investigations and gathered documentary evidence.

Additional Experience:

Yeshiva Schools of Pittsburgh
Teacher

- Teacher certification issued 11/1/89, certification type: Instructional I, Subject: Social Studies (currently inactive);
- Developed educational materials and wrote grants seeking federal funding; prepared lesson plans and materials, taught students; and
- Facilitated teacher training workshops and school programs.

Project Management

- Facilitated Pennsylvania House of Representatives Conservation Committee hearings in capitol and state-wide settings;
- Coordinated field activities for congressional and presidential campaigns; and
- Represented federal government (United States Information Agency) and free market economics to Hungarian and other European citizens.

Related Professional Experience and Activities:

- Bar Admissions: Idaho 1998; U.S. District Court (Idaho) 1998;
- Chair, Real Property Section of Idaho State Bar (July 2007 – Present)
- Presenter in continuing legal education seminars regarding business entities, commercial leasing (2005) and condominium development (2007); and
- Presenter in employee training workshops and in seminars regarding employment law topics (1999).

DAVID G. HIGH
1012 N. 18th Street
Boise, ID 83702
(208) 336-2647

EDUCATION

University of Idaho, College of Law. Juris Doctorate, 1975

College of Idaho, B.A., Economics, 1970

EXPERIENCE

Idaho Office of the Attorney General (1978-2006)

Division Chief for the Civil Litigation Division (1995-2006), Division Chief for the State Finance and Business Regulations Division (1983-1995), Deputy Attorney General for the State Tax Commission (1978-1983). Responsible for providing legal counsel for the State of Idaho in tax, finance, and litigation matters.

MANAGEMENT AND TECHNICAL BACKGROUND

Formal Education:

The emphasis of my college program was business economics with various courses in economics, statistics, accounting, and data processing.

Specialized Training:

While employed as Information Specialist with the Boise City Demonstration Agency following college, I received intensive training from a professional management consulting firm. Training included advanced management theory and techniques with special emphasis on the qualitative and quantitative analysis of program effectiveness and problem identification.

Experience:

In 1971, I became Manager of Program Evaluation of the Boise City Demonstration Agency. Responsibilities included supervision and training of professional-technical employees who evaluated the operation and impact of a number of city programs.

BAR MEMBERSHIPS

Member of the Idaho and Fourth Judicial District Bar Associations, Admitted to practice before the United States District Court for Idaho, the Ninth Circuit Court of Appeals, and Idaho State Courts.

OTHER ACTIVITIES

1977-Present: Committee member - Lincoln Day Association.

1977-present: Boise Council for Gifted and Talented Students, a parents' association which promotes expanded education programs for gifted students. Vice-president 1977- 1978.

1978-1979: Member, Gifted and Talented Program Planning Committee of the Boise Independent School District, a committee of parents and educators established by the school board which developed an expanded educational program for gifted students.

1980-1981: Assistant Soccer Coach, Optimist Youth Soccer; Umpire, Boise Little League Baseball.

2007-Present: Board member and Vice President for the Idaho Voices for Children, an organization dedicated to advocating for early childhood education.

Exhibit G Curriculum Alignment to Idaho Content Standards

(electronic files only, on enclosed compact disc)

Exhibit H

SDE Sufficiency Review with IVEP Response

Twenty-two pages follow this title page

Sufficiency Review by the Idaho Department of Education
Elements Required of a Petition to Establish a Charter School

Pursuant to the public charter school rules adopted by the Idaho State Board of Education on March 10, 2005, charter school petitioners are required to submit a draft charter school petition to the Idaho State Department of Education (SDE) for the purpose of determining whether the petition complies with statutory requirements (Idaho Code, Title 33, Chapter 52).

This review must occur prior to the petition being submitted to an authorized chartering entity (IDAPA 08.02.04. 200.03).

Charter School Name: Kaplan Academy of Idaho

Attendance District: Statewide Virtual

Authorized Chartering Entity: Idaho Public Charter School Commission

Date of Submission: August 12, 2008

Date of Review: August 18, 2008

Each section presents criteria for a response that meets the standard, and these criteria guide the overall rating for the section.

The following definitions guide the ratings:

Meets the Standard:

The petition reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.

Partially Meets the Standard:

The petition addresses most of the criteria, but the petition lacks meaningful detail and/or requires important additional information.

Does Not Meet the Standard:

The response lacks meaningful detail; demonstrates lack of preparation; or otherwise raises substantial concerns about the applicant's understanding of the issue in concept and/or ability to meet the requirement in practice.

1. Describe the school's educational program and how it will identify:
 - a) What it means to be an "educated person" in the 21st century; and

b) How learning best occurs. 5205 (3) (a)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Strengths:

Pages 7-22 address the school's educational program and defines an educated person in the 21st century as one who "is able to learn continuously, perceive opportunity, and adapt talents and skills to novel situations...advancing knowledge and technology have created many such novel opportunities that demand creative adaptation and application of one's skills and abilities, and will continue to do so in the 21st century." Page 16 outlines that an educated citizenry for the 21st century will be developed through "a dynamic, interactive academic program where student capabilities rather than textbooks drive pacing."

Concerns and Additional Questions:

2. Identify the school's goals and how all educational thoroughness standards shall be fulfilled.
5205 (3) (a)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Strengths:

Pages 13-19 articulate the charter school's goals for fulfilling state educational thoroughness standards. School objectives articulate specifically how those goals will be met by the school.

Concerns and Additional Questions:

3. Identify measurable student educational standards that describe the extent to which all students of the charter school will demonstrate they have attained the skills and knowledge specified as goals in the school's educational program. 5205 (3) (b)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Strengths:

Pages 23-24 outline student specific goals as well as school wide goals that the school will pursue in order to ensure accountability. Goals include grades, course completion rates, on-pace rates, retention rates and graduation rates.

Concerns and Additional Questions:

4. Identify the method by which student progress is to be measured in meeting the school's student educational standards. 5205 (3) (c)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Strengths:

Page 10 outlines that assignments afford students a variety of ways of demonstrating mastery of content: class discussions, worksheets, practice assignments, quizzes, journals, essays, creative writing assignments, research projects, group projects, exams, reviews/cases studies and portfolio pieces—in addition to the Idaho Standards Achievement Test.

Pages 23-27 outline pupil outcome goals and student-specific goals and how progress will be assessed. The process details the capacity of the learning management system in supporting the teacher and the learner in assessing progress, as well as providing data for decision-making and reporting.

Concerns and Additional Questions:

5. Describe how the school's students will be tested with the same standardized tests as other Idaho public school students. 5205 (3) (d)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Strengths:

Page 28 ensures that KAID students will participate in all state-mandated tests and outlines the process by which those test will be administered and proctored in a face-to-face setting.

Concerns and Additional Questions:

6. Describe how the school will ensure that it shall be state accredited as provided by rule of the Idaho State Board of Education. 5205 (3) (e); 5210 (4) (b)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Strengths:

Page 27 outlines that "KAID will pursue accreditation by the State Board of Education as required by Idaho law and provided for under IDAPA 08.02.02.140." Please note that all schools seeking accreditation in Idaho must now be accredited through the Northwest Association of Accredited Schools. For accreditation information please contact:

Cheryl Charlton, Idaho State Executive Secretary Northwest Association of Accredited Schools 1510 Robert St., Suite 103 Boise, ID 83705 (208) 493-5077 - Northwest Office (208) 830-1777 - Executive Secretary IDSAC
execsec@northwestaccreditation.org
or go to the NAAS website at: <http://www.northwestaccreditation.org/>

Concerns and Additional Questions:

IVEP Response:

The statement on accreditation within the petition has been amended as follows:

KAID will pursue accreditation by the State Board of Education and the Northwest Association of Accredited Schools (NAAS), as required by Idaho law and provided for under IDAPA 08.02.02.140. As such, KAID will meet Idaho Accreditation Standards I through V by virtue of NAAS accreditation, and shall otherwise submit evidence to Idaho SDE that it has met Standard VI. During the first six months of operation KAID will apply for a three-year provisional accreditation as directed by NAAS, to be followed by full accreditation after the completion of a thorough self-study process.

The school will develop all required planning and reporting elements, including a District/School Strategic Plan (DSP), a DSP monitoring team, and a Continuous School Improvement Plan (CSIP).

The CSIP will align structure, resource allocation, and teacher skill sets so as to improve school capacity in these areas and ultimately to increase student achievement. KAID will meet state-approved accreditation standards and thoroughness elements, and will submit required reports to the Idaho Department of Education and the PCSC.

7. Describe the governance structure of the school, including, but not limited to, the person or entity that shall be legally accountable for the operation of the school and the process the school will follow to ensure parental involvement. 5205 (3) (f)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Strengths:

Pages 29-33 provide an overview of the governance structure of the school including members of the founding board, legal structure and operating board roles and responsibilities. Parent involvement will be encouraged through an Advisory Board, email, surveys, frequent parent-teacher interaction, public board meetings and a web-based bulletin board if there is sufficient interest.

Concerns and Additional Questions:

8. Describe the qualifications to be met by individuals employed by the school. Every person who serves in a public charter school must comply with the professional codes and standards approved by the State Board of Education, including standards for ethics or conduct. 5204A (1); 5205 (3) (g); 5210 (4) (a)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Strengths:

Pages 34-39 specify the qualifications of all school employees. KAID will ensure that all teachers possess the qualifications to comply with No Child Behind and state teacher certification. Further the petition outlines a hiring matrix and personal qualifications of instructional staff. All staff will "adhere to Idaho laws including fingerprinting, drug testing and prohibitions regarding the employment of persons who have been convicted of a violent or serious felony. The duties and responsibilities of the executive director and academic advisor are detailed. The petition identifies the means by which staff will be hired and reviewed to ensure ongoing compliance.

Concerns and Additional Questions:

9. Describe the procedures the school will follow to ensure the health and safety of students and staff. 5205 (3) (h)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
	X	

Strengths:

Pages 39-41: Petition outlines that KAID will "adopt and implement a comprehensive set of health, safety and risk management policies." It outlines practices regarding immunization, criminal background check, screening for vision/hearing/scoliosis, a policy regarding drug/alcohol/tobacco free workplace, blood-borne pathogens and child abuse reporting.

Concerns and Additional Questions:

The petition does mention responding to acts of violence and internet safety/"netiquette." Much more detail is needed regarding how the charter school will address: cyber-bullying, harassment, substance use and other at risk behaviors (depression, isolation, suicide, etc.). This includes reference to mechanisms that assist in identification of at risk behavior and support mechanisms (i.e. policy, counselor type job description, response to policy violations, etc.). Contact Matt McCarter for clarification if needed 208-332-6961.

IVEP Response:

The petition has been amended as follows:

KAID will also institute a policy and practice for identifying and addressing at risk behaviors displayed by students. The student and employee handbooks will include definitions and descriptions of such behaviors, including cyberbullying, and will define a discrete set of referral steps that should be taken by KAID staff and parents upon identification of potential at risk behaviors.

KAID staff will be given training as part of their professional development to teach staff how to identify such behavior or potential behavior and implement the referral practice. Upon identification or disclosure of an at risk behavior, KAID's referral practice will ensure that staff (teachers, advisors, counselors, etc.) document the disclosure and refer it to the Executive Director to address further. The Executive Director will be trained to address the behavior or potential behavior through a notification to the student's parent, where appropriate, and to the pertinent community outreach/support organization.

10. Describe the school's plan for denial of attendance to any student who is or has been:

- An habitual truant
- Incorrigible
- 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

- Expelled from another school district or state 5205 (3) (i); 33-205; 33-206

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Strengths:

Pages 43-46 outline disciplinary and suspension procedures which includes an informal conference, notice to parents, authority to expel and the expulsion procedure. The petition provides mechanisms for recording hearings, presenting evidence and formally communicating a notice of decision.

Page 47 addresses students expelled from another district or state.

Concerns and Additional Questions:

11. Describe admission procedures that comply with I.C. § 33-5205(j), to include a provision for over-enrollment, and equitable selection processes for the initial year, as well as subsequent years of operation. Include enrollment capacity of the charter school. 5205 (3) (j)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Strengths:

Pages 42-43 note that as a virtual school, KAID will be able to scale up to meet expanded capacity. The petition does not delineate an enrollment capacity. However, should the school be faced with an over-enrollment scenario, the petition notes that it will follow the practices detailed in the Idaho Model Admission Procedures. The petition references admission preferences, but does not outline specific subgroup preferences.

Concerns and Additional Questions:

12. Describe how waiting lists will be developed and renewed annually. 5205 (3) (j)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Strengths:

Page 43 notes that the final selection list expires once the current admissions cycle is complete. "In the event of subsequent year over-enrollment, a new selection process will commence to establish a new final selection list for the new cycle.

Concerns and Additional Questions:

13. Describe the manner in which annual reports will be conducted. Each public charter school shall annually submit a report to the authorized chartering entity which approved its charter. The report shall contain the audit of the fiscal and programmatic operations, a report on student progress based on the public charter school's student educational standards, and a copy of the public charter school's accreditation report. 5205 (3) (k); 5206 (7); 5210 (3)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Strengths:

Page 32 states a fiscal and programmatic audit will be done as well as a report on student progress. Page 33 states these reports will be submitted to the chartering entity.

Page 49 outlines the process by which fiscal audits will be conducted.

Concerns and Additional Questions:

Page 27 states that accreditation standards will be met and that required reports will be submitted to the State Accreditation Committee, but no mention is made of submitting the accreditation report to the chartering entity.

IVEP Response:

The accreditation statement within the petition has been amended as follows:

KAID will meet state-approved accreditation standards and thoroughness elements, and will submit required reports to the Idaho Department of Education and the PCSC.

This change is based on the above SDE comments and also on our understanding that it is SDE that forwards the reports to the Accreditation Committee.

14. Describe the school's disciplinary procedures, including the procedure by which students may be suspended, expelled and reenrolled. 5205 (3) (l); 33-210

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Strengths:

Pages 43-46 outline disciplinary and suspension procedures which includes an informal conference, notice to parents, authority to expel and the expulsion procedure. The petition provides mechanisms for recording hearings, presenting evidence and formally communicating a notice of decision. Page 48 notes that the disciplinary policies will be included in the student handbook, which will be distributed to all enrolled families, via email or hyperlink.

Concerns and Additional Questions:

15. Include a provision that ensures all staff members of the school will be covered by all of the following:

- Public Employee Retirement System (PERSI)
- Federal Social Security
- Unemployment Insurance/Worker's Compensation Insurance
- Health Insurance 5205 (3) (m)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Strengths:

Page 38 outlines compensation and benefits including PERSI, social security, unemployment insurance, worker's compensation insurance and health insurance. Further it notes that KAID personnel may have access to other school-sponsored retirement plans.

Concerns and Additional Questions:

16. Describe the public school attendance alternative for students residing within the school district who choose not to attend the public charter school. 5205 (3) (n)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard

Strengths:

Page 46 notes that KAID is a new charter school and not a conversion school; as such no student is required to attend KAID. "Charter school students may attend schools within their local school district of residence, or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their school district or county of residence."

Concerns and Additional Questions:

17. Describe the transfer rights of any employee choosing to work in a charter school that is approved by the board of trustees of a school district, and the rights of this employee to return to any non-charter school in the same district. 5205 (3) (o); 33-1217

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Strengths: Page 39 outlines the transfer rights of employees.
Concerns and Additional Questions:

18. Include a provision that ensures that the staff of the public charter school shall be considered a separate unit for purposes of collective bargaining. 5205 (3) (p)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Strengths: Page 39 states that "KAID employees shall have the right to form a collective bargaining unit and to negotiate directly with the charter school."
Concerns and Additional Questions:

19. Describe the manner by which special education services will be provided to students who are eligible for such services pursuant to the federal Individuals with Disabilities Education Act, including disciplinary procedures for these students. 5205 (3) (q)

Note: Comments in this section also address students requiring special education and/or ELL services.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Strengths:

Special Education:

The petition:

- Describes a comprehensive Child Find process
- Plans to contract for special education and related services as needed
- Addresses assessment for the purpose of determining special education eligibility
- Addresses progress monitoring
- Recognizes special requirements around discipline of students with IEPs

Gifted and Talented Education:

The petition addresses the advanced learner through offering opportunities for high achievers/gifted students in honors and AP courses. In addition, through the individualized approach to learning, students are able to progress through the curriculum at the pace of the student.

It is good to see that the charter is aligned with TESOL and taking their recommendations in the design of the LEP Program.

Concerns and Additional Questions:

IVEP Responses are interlineated:

Special Education:

Eligibility is determined by an interdisciplinary team rather than by the psychologist or other contracted person assessing the student. Assessment results as well as classroom assignments and tests will be considered when determining eligibility for a specific disability, adverse effect, and need for specially designed instruction; the 3 prongs of special education eligibility.

The petition has been amended as follows:

For students suspected of needing special education services, KAID will determine eligibility through an interdisciplinary process that includes all members of the IEP program team, and qualified outside experts if needed. The evaluation criteria used to establish eligibility will follow the 3-pronged scheme: 1) the student has a diagnosed disability (standard scores obtained from evaluations); 2) the disability adversely affects educational performance (obtained from functional assessment information as well as informal review, interview, etc.); and 3) the student needs special education in order to receive a Free Appropriate Public Education (student requires specially designed instruction). If the student is determined to have exceptional needs and requires special education and/or related services under the terms of applicable special education law, KAID will work with appropriate staff and families to convene and conduct individualized educational plan (IEP) team meetings.

What if a student with an IEP needs assistive technology such as a screen reader, voice recognition software, etc. in order to access computer based lessons?

The petition has been amended as follows:

To accommodate students who require assistive technologies to overcome an impairment or disability, KAID will arrange for such students to be supplied with the needed technology enhancements. Such technologies include for example screen readers, on-screen keyboards, grammatical support tools, Braille embosser and text-to-Braille conversion, animated signing characters (avatars), switches, alternative mouse systems, word prediction capability, accessible online learning tools, alternative keyboards, and voice recognition systems. KVE's online courses meet Section 508 accessibility specifications, are aligned with Web Content Accessibility Guidelines version 1, and were developed following W3C/WAI standards.

If a student's reading level is too low to read the lessons, whiteboard, or chats, how will direct instruction to increase his reading skills occur?

The petition has been amended to reflect the following:

KAID will set up regional service centers for delivery of special education services requiring face-to-face contact between a KAID staffer or other qualified professional and the student. This is how KAID will deliver intensive intervention for students whose reading level is too low for them to read and understand lesson materials and other text presentations.

Reports of student progress toward achieving the IEP goals must be reported as frequently as other grade reports are sent.

The petition has been amended as follows:

KAID's mid-term and end-of-term grade reports will include IEP progress reports as applicable.

Every student on an IEP must have a secondary transition plan created prior to turning 16 and it must be reviewed and updated annually thereafter. The transition plan must include a measureable post school goal, determined with student input, for one year after graduation and must include services and activities that will prepare the student to attain that goal.

The petition has been amended as follows:

KAID faculty and staff, working with the entire IEP team (including the student), will establish measurable student post-secondary goals, will identify the transition services needed to assist the student in reaching those goals, and will conduct the post-secondary monitoring of the student necessary to determine if the goals are being accomplished. In deliberating upon and designing the transition components for secondary-level IEPs, KAID will follow the results-oriented process described in the Idaho Special Education Manual.

If a student is unable to achieve proficient or advanced on the ISAT because of the impact of the disability, the IEP must outline the alternate requirements that will be met in order to graduate and receive a regular diploma.

The petition has been amended as follows:

The IEP team will develop and document alternate graduation requirements to be met by students who are not able to meet the proficient standard on the ISAT.

Gifted and Talented Education:

While the petitioner addresses the service to gifted students, no mention is made of how students will be identified as gifted in accordance with Idaho Code 33-2001 and 33-2003 and IDAPA 08.02.04.999.

IVEP Response:

The petition has been amended as follows:

In serving gifted and talented students, KAID will employ both the district level and school level protocols set forth in IDAPA 08.02.03.999. As a result, students will find KAID offers the comprehensive gifted and talented program contemplated by IDAPA and its enabling statutes. The program's characteristics and components, driven by the IDAPA requirements, are listed here in summary form:

- LEA-level plan encompassing program philosophy, definitions, goals, options, procedures, and evaluation.
- Screening and iterative survey process to capture all information needed to identify potentially gifted/talented students and determine their specific aptitudes and educational needs.
- Assessment methods and placement decisions using multiple information sources including but not limited to formal assessment instruments, informal rating schemes, observations, personal interviews, and analyses of previous work and performance levels.
- Specialized curriculum development and deployment.
- Monitoring of student performance and progress, and using this information to inform program evaluations.
- Periodically evaluating the specialized curriculum and teaching methods to ensure their efficacy.
- Program administration by a designated, certificated KAID staff person.

Limited English Proficiency/English Language Learners:

There is no mention of usage of a Home Language Survey to determine whether a student could potentially be LEP. This home language survey must be administered before the ELL Placement Test is given.

IVEP Response:

The petition has been amended as follows:

Before students begin at KAID, those whose native language is not English will be administered a Home Language Survey. Respondents indicating low English proficiency will be administered the Idaho English Language Placement Test.

It is recommended that the petition define more clearly what is meant by LEP students "will be placed in accordance with their academic achievement, not their language proficiency." Further

it is recommended that petitioners elaborate on how the charter will meet the academic needs of LEP students by providing "identical" curriculum rather than differentiating curriculum to match the needs of your LEP students.

IVEP Response:

Students entering high school are placed in the grade level appropriate to their level of academic achievement. A language proficiency assessment is used to determine the level of ESL support provided to the student throughout the academic school year and placement in specific language learning support programs.

Specifically how will the school meet the needs of learners who speak little or no English given that it is through technology? Will curriculum and instruction be provided in the students' native language? The following questions, if addressed would strengthen the petition:

IVEP Responses are interlineated:

1. How will the charter ensure that highly qualified teachers endorsed in ESL or bilingual education are delivering instruction to LEP students?
Teachers certificated in English for Speakers of Other Languages (ESOL) will provide and direct each English learner's instructional plan. While students will be enrolled in courses which provide additional supports as noted below, the students will work directly with the ESOL resource teacher through regularly scheduled synchronous lessons. These lessons will be delivered through Class Live and whiteboard presentations and will focus on the following:

- instructional strategies to incorporate a scaffolding approach to contextualize language through greater utilization of visuals and demonstrations.
- utilization of native language support to provide students with greater access to academic content and to opportunities to activate their existing knowledge base.

2. What curriculum specific to language acquisition will be used in the LEP Program?
KAID's learning program includes content-based academic courses that contain numerous supports for English language learners. First, courses approach learning through the four language domains: listening, speaking, reading, and writing. Through these language domains, the courses support multiple modalities of learning, providing audio and video, text and writing experiences to the ELL student. For instance, audio will introduce and set expectations at the course, module, and unit levels. Lesson objectives are also offered via audio. Throughout all lessons, academic vocabulary and keywords will be supported by audio for pronunciation, definition, and contextual understanding. Lesson summaries are also provided in audio. Course design also supports the ELL student. Basic concepts are introduced and clarified prior to developing deeper understanding. Lessons begin with springboard activities that establish and build background understanding prior to concept learning. Courses make content connections across disciplines, when appropriate. Students are encouraged through interactive prompts to think critically, problem solve, and share their work with peers, family, and teachers. Language acquisition will be achieved through a specific ESL program that elevates students' level of language proficiency from starting proficiency to bridging into a fluent environment. Instructional strategies employed by the academic teaching staff alongside this program include

research-based vocabulary building strategies; scaffolding strategies for cognitive, cultural, and language load and completing performance tasks; collaborative discussions; and support for oral and written language development.

3. What kind of monitoring will take place, how often and using what measures?

KAID will measure and report student progress with LAS Links Benchmark Assessments to provide a continuum of information on learning growth throughout the year. Tests will examine the domains of listening, speaking, reading, writing, and comprehension. Potentially eligible incoming students, as determined by a home language survey, will be tested within 30 days of enrollment for purposes of placement in the ESL language program. Students who demonstrate English language proficiency will be exited from LEP education programs.

4. How will LEP parents be involved in the educational and social decisions made? Are their needs addressed in the charter parental involvement policy?

Parents will be provided with opportunities to engage in information and decision making in three essential forums:

4. School information communications will be sent regularly from the KAID Executive Director. These communications will allow parents to remain current on school information, meetings and activities. All communications will be provided to parents in their native language.
5. The ESOL teacher will set up regular communications with parents to keep them abreast of their children's academic progress. When appropriate, academic teachers will join in parent conference calls with the ESOL staff member.
6. The Professional Development staff will provide parents with opportunities to engage in sessions to broaden their understanding of virtual education and to enhance their computer skills so that they are better prepared to work with their children.

5. What will the LEP program look like—pull-out? In class? Three times a week? Hour long?

The LEP program will address the needs of students who require the support of an ELL program to connect their primary language with English. This intensive support program will operate as a separate class (pull-out) which is scheduled to meet. The class will meet three times per week for one hour with an additional 1-1 half-hour conference scheduled for each student with the teacher. This will allow each student to be continually assessed and to receive additional tutorial assistance, as needed.

6. How will progress data on each LEP student be kept?

Results from the LAS Links testing will be maintained in a secure online environment and will be accessible to teachers and families. LAS Links results are utilized for state and federal reporting.

7. How will the charter evaluate its LEP program on an annual basis?

Goals will be established based on student progress in the LEP program as measured by progress on the LAS Links testing results. Satisfaction survey results will also be used to evaluate the program.

8. How will the charter ensure that the linguistic, academic and cultural needs of LEP students are being met?

Through ESOL resource services, KAID will provide students with the services necessary to achieve success in academic classes. The resource services will assess each student, develop an instructional plan, engage students in individual and group (cultural) experiences, and monitor each student's progress and development. LAS Links testing will provide the necessary data to evaluate both individual student progress and program effectiveness.

9. Will the charter provide translation/interpreter services, to the extent practicable, to ensure parents of LEP students are informed about the education of their children?

While the charter will seek to employ bilingual teachers with an ESOL certification, this individual will not be able to provide translation services in all situations. The charter will contract with an interpreter agency, as necessary, for the direct purpose of ensuring that all parents have access to school information and engagement in conferences with the academic staff.

10. What kind of professional development in the area of language acquisition will staff working with LEP receive?

KAID will become a member of Teachers of English to Speakers of Other Languages (TESOL) and the American Association of Applied Linguistics (AAAL). IVEP will sponsor KAID instructional staff participation in professional development events conducted by these entities. TESOL provides a growing number of professional development opportunities including webcasts, virtual seminars, annual and topical conferences and workshops, and online discussions on key issues in the field. AAAL also offers professional development to practitioners with a greater focus on current research and development.

11. What kind of professional development will be given to ALL teachers at the school in order to ensure that every staff member takes responsibility for the education of LEP students?

During the students' transition process from LEP classes to mainstream classrooms, it is important that transition strategies are utilized by the receiving teachers. The Professional Development staff will collaborate with ESOL practitioners to ensure that all school staff members understand the program, its approach, and its applicability in the regular classroom. KAID staff will participate in KVE conferences that are held twice each year. Programs that address the particular needs of a subset of students (i.e. ELL, Special Education) will be highlighted during these conferences to ensure program continuity, ongoing support to KAID staff, and an optimal learning environment for all students.

20. Describe the school's plan for working with parents who have students who are dually enrolled.
5205 (3) (r); 33-203

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Strengths:

Page 22 outlines the school's plan for dually enrolled students.

Concerns and Additional Questions:

21. Describe the process by which citizens in the area of attendance shall be made aware of enrollment opportunities of the public charter. 5205 (3) (s)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Strengths:

Page 47 specifies the process for public notification of enrollment opportunities. The process outlines elements and strategies that are in accordance with IDAPA 08.02.04.203.02, including disseminating enrollment in both English and Spanish and the timeline for disseminating information.

Concerns and Additional Questions:

22. Describe the school's proposal for transportation services. 5205 (3) (t); 5208 (4)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Strengths:

Page 50 notes that as a virtual school KAID has no need for a transportation plan.

Concerns and Additional Questions:

Address any in-lieu transportation needs for special education students that come on-site for class, or teacher going to student location.
If eligible, the intent of transportation reimbursement for a virtual school is the cost to deliver the classroom to the student (IC 33-1006).

23. Describe the school's plan for termination of the charter by the board of directors, to include:
- Identification of who is responsible for dissolution of the charter school
 - A description of how payment to creditors will be handled
 - 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
 - A plan for the disposal of the public charter school's assets. 5205 (3) (u); 5206(8)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Strengths:

Page 56 outlines that the school's Executive Director, upon approval of the governing board, is responsible for the disposal of the public charter school's assets. Procedures are outlined for notifying families of termination or dissolution and for facilitating records transfer.

Concerns and Additional Questions:

It is unclear who is responsible of dissolution of the charter school. No description is included regarding how payment to creditors will be handled.

IVEP Response:

The petition has been amended as follows:

In the case of termination or non-renewal, the board of directors will be responsible for the dissolution of the business and affairs of the school in accordance with the Idaho nonprofit corporations act. In the event that KAID closes, the charter school will be dissolved by the governing board, and the assets and liabilities of the school will be disposed of by the school's Executive Director, upon approval by the governing board, to another charter school, non-profit organization, or other appropriate entity in accordance with the asset disposition provisions of the school's bylaws and Idaho law governing non-profit entities. The KAID governing board members will attend to enumerating and disposing of the assets and liabilities as directed in the bylaws, and the board treasurer shall ensure that a final audit of the school's assets and liabilities is performed.

The governing board will satisfy any known claims of the school and will provide public notice in an attempt to satisfy and claims by any unknown claimants, pursuant to Idaho Code section 30-3-115.

The board will provide each known claimant with notice of the dissolution which contains (i) a deadline for making a claim, which shall be not less than 120 days from the date of the notice, (ii) a mailing address for making a claim and (iii) an affirmative statement that any claim will be barred after the deadline date.

24. Describe the proposed operation and potential effects of the school, including, but not limited to:
- a) facilities to be utilized by the school
 - b) the manner in which administrative services of the school are to be provided
 - c) the potential civil liability effects upon the school and its chartering entity 5205 (4)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Strengths:

Pages 4-6 outline the facility needs of the KAID, but do not specifically identify "the facilities to be used by the public charter school." Page 40 outlines the facilities compliance including compliance with all ADA, OSHA, local health and safety requirements, state building codes, etc. The petitioners provide information regarding the proposed operation and potential effects of the charter school, the civil liability effects upon the Idaho Public Charter School Commission and the manner in which administrative services are to be provided and. The business plan on pages 52-53 further specifies the particular administrative services to be provided by Kaplan Virtual Education, which includes licensing, online curriculum, technology platform, learning management system, technology support services, administrative, staffing and back office services.

Concerns and Additional Questions:

25. New legislation, passed in 2008, outlined additional requirements of petitioners seeking approval from the Idaho Public Charter School Commission for a public virtual school. Describe:

- The learning management system by which the course will be delivered;
- The role of the online teacher, including the consistent availability of the teacher to provide guidance around course material, methods of individualized learning in the online course and the means by which the student work will be assessed.
- A plan for the provision of professional development specific to the public virtual school environment
- The means by which public virtual school students will receive appropriate teacher-to-student interaction, including timely frequent feedback about student progress
- The means by which the school will verify attendance and award credit;
- A plan for provision of technical support relevant to the delivery of online course;
- The means by which the school will provide the opportunity for student-to-student interaction;
- The plan for ensuring equal access to all students (hardware, software, internet connectivity, etc.)

5202 [(6))(5) (a)-(h)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Strengths:

The petition indicates that KAID will deliver all instruction online and "will use KVE's complete suite of online systems and applications for managing student admissions and enrollment; administering graded assignments and assessments; gathering, storing, manipulating and reporting student scoring data; tracking attendance, pace and progress; and providing communications pathways between students, parents, and the academic team." Instruction will use synchronous and asynchronous modes.

- Page 8 indicates that the educational program will be designed by IVEP and deployed according to KVE's virtual model.

- Pages 9-11 note that each student will receive individualized support from an academic team that includes department chairpersons, instructors and academic advisors, outlining the means by which learning will take place and be assessed. Multiple avenues for one-on-one contact between teacher and student are outlined; frequent real time contact between students and teachers is required.

- Pages 24-27 outline the methods of assessment and the means by which the teacher will use data to respond to individual student needs. In addition, the petition outlines the means by which the eClassroom virtual platform and Gradebook will track student attendance and award credit.

- The petition indicates that the school will "strongly encourage students to make use of online collaboration tools where they interact with peers; and encourage students to join the school's online interest groups and clubs" with an ultimate goal of helping students learn communication and negotiation skills.

- Page 51 outlines KAID will provide families with a laptop loaded with necessary applications and configured to the school's management system. Additionally KAID will provide families a stipend for standard broadband connectivity expenses.

Concerns and Additional Questions:

While hiring and recruitment practices, as outlined should ensure that qualified staff work at the school, the petition does not provide a plan for the provision of professional development specific to the public virtual school environment.

IVEP Response:

The petition has been amended as follows:

In the flexible, student-driven virtual environment, "quality" interaction means skillful and appropriate to individual learner needs, and therefore relies on factors that go beyond lesson planning or required contact policies. It begins with how teachers are trained for interaction in the online environment.

Under the KVE regimen, the school Executive Director (ED) and all faculty undergo two days of training on-site. The format is part instruction and part interactive exercises that enable attendees to learn the concepts and procedures through actual practice.

Additionally, all participants undergo remote training that is position-specific for duration: the ED (6 hours), Department Chairpersons and Academic Advisors (5 hours), and Instructors (4 hours)⁴. Training is provided in these modules:

- Philosophy/Guiding Principles
- Employee Handbook
- Position-specific Welcome Call
- Job-specific Academic Operation Policies & Procedures
- eCollege Platform/LMS
- Student Management System
- Academic Integrity Software
- Accommodating exceptional students (covers special needs; special education; gifted and talented)
- Instructional strategies for the English Language Learner
- Anticipating and responding to student conduct violations and disciplinary scenarios
- Telecom
- Email
- Instant Messaging
- State Testing Procedures
- HR Overview

In addition to these policies, protocols, and system/software proficiencies, the program teaches effective online communication. Great emphasis is placed on techniques for providing quality feedback to students; i.e., feedback that students find helpful and effective because it is personable, constructive, and detailed. The training manual includes examples of excellent, good, and poor instructor feedback (written comments) on graded assignments.

Faculty training materials also illustrate how the Student Management System should be used to maintain frequent contact that will keep the system updated and all parties apprised of student progress, special situations or impending interruptions (for example, a medical leave of absence). This enables teachers and students to proactively respond to, or plan around, any such exigencies. In addition to the formal training module that teaches navigation and use of the LMS, all faculty have access to an eCollege training course that is very similar to what students experience when they log in and navigate the system. The teacher can experience first hand what students will see when they are working through and completing KAID courses.

The petitioners wish to emphasize that the KAID "trainees" will be Idaho-certified teachers who already possess more than a baseline level of proficiency and experience. That, combined with the new training they will receive at KAID, will enable them to become the skilled, responsive online teachers we describe under the subheading Translating Information into Actionable Strategies for Online Teaching in Tab 4, Item E.

⁴After this initial training, the ED and faculty are required to complete additional professional development every semester.

SDE Sufficiency Review Committee:	
Shirley Rau School Choice Coordinator Sufficiency Review Committee Coordinator	Rob Sauer Deputy Superintendent Division of Innovation and Choice
Fernanda Brendefur LEP Coordinator	Nick Smith Deputy Superintendent Division of District Support
Lanette Daw Transportation Specialist	Jean Taylor Special Education Director
Christina Linder Certification Director	Val Schorzman Gifted/Talented Coordinator
Matt McCarter Safe/Drug Free Schools Coordinator	

After a sufficiency review has been conducted by the State Department of Education, the petition and sufficiency review may be submitted to an authorized chartering entity for review and approval. Any petition is submitted to an authorized chartering entity must be accompanied by a copy of the sufficiency review and the petitioner's response to the review.

Completion of the review process does not ensure approval of the charter school petition, nor does it establish that the school cannot be challenged for failure to comply with state or federal statutes, rules or regulations at some future date. The SDE does not waive its duty to enforce such laws by performing the sufficiency review. For the purpose of implementing the provisions of section 33-5203(2), Idaho Code, the State Board of Education shall assign a number to each petition it receives. Petitions shall be numbered based on the chronological order in which notice of the approved petition is received by the State Board of Education.