

CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this 13th day of June 2019, by and between the Idaho Public Charter School Commission (the “Authorizer”), and Liberty Charter School, Inc. (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq*, as amended (the “Charter Schools Law.”)

RECITALS

WHEREAS, on April 4, 2005, the Authorizer approved a petition for the transfer of authorization of the School from the Nampa School District Board to the Authorizer; and

WHEREAS, the School began operations in the year 1999; and

WHEREAS, the School’s charter was renewed on March 1, 2019, for a five-year term of operations,

NOW THEREFORE in consideration of the foregoing recitals and mutual understandings, the Authorizer and the School agree as follows:

SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

- A. Continued Operation of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the continued operation of the School on the terms and conditions set forth in this Charter School Performance Certificate (the “Certificate”). The approved Charter is attached to this Certificate as Appendix C.
- B. Term of Agreement.** This Certificate is effective as of July 1, 2019, and shall continue through June 30, 2024, unless earlier terminated as provided herein.

SECTION 2: SCHOOL GOVERNANCE

- A. Governing Board.** The School shall be governed by a board (the “Charter Board”) in a manner that is consistent with the terms of this Certificate so long as such provisions are in accordance with state, federal, and local law. The Charter Board shall have final authority and responsibility for the academic, financial, and organizational performance of the School. The Charter Board shall also have authority for and be responsible for policy and operational decisions of the School, although nothing herein shall prevent the Charter Board from delegating decision-making authority for policy and operational decisions to officers, employees and agents of the School, as well as third party management providers.

- B. Articles of Incorporation and Bylaws.** The articles of incorporation and bylaws of the entity holding the charter shall provide for governance of the operation of the School as a nonprofit corporation and public charter school and shall at all times be consistent with all applicable law and this Certificate. The School shall notify the Authorizer of any modification to the Articles or Bylaws within five (5) business days of approval by the Charter Board.
- C. Charter Board Composition.** The composition of the Charter Board shall at all times be determined by and consistent with the Articles and Bylaws and all applicable law and policy. The Charter Board shall notify the Authorizer of any changes to its composition and provide an amended School Leadership Roster within five (5) business days of their taking effect.

SECTION 3: EDUCATIONAL PROGRAM

- A. School Mission.** The mission of the School is as follows: To develop students who are competent, confident, productive and responsible young adults who possess the habits, skills and attitudes to succeed in high school and to be offered the invitation of a post-secondary education, satisfying employment, and life-long opportunities.
- B. Grades Served.** The School may serve students in Kindergarten through grade 12.
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program
- Teach to the high, and through strict adherence to the Harbor School Method, use the Method's educational approach, curricula, and tools to provide multiple opportunities for mastering concepts, and to exceed State benchmarks in required academic testing.
 - Ensure instructional fidelity across grade levels with core instructional methodology being consistent among teachers and grades, ensuring that students learn the instructional routines in early grades which accelerates their ability to focus on new information, skill development and thinking skills.
 - In addition to emphasizing the traditional core curriculum areas of language arts, math, science, social studies, incorporate the Harbor Method's educational features of providing self-contained 7th & 8th grade classes, the study of a foreign language beginning in at least the 3rd grade, and participation in music, PE and computer classes.
 - Provide a School-to-Work experience that, in addition to the school's academic program, purposefully trains students to demonstrate "Attitude and Effort," along with the characteristics of enthusiasm, efficiency and excellence in the work they do. Work-related programs appropriate for each grade level will be carried out, and will include an eighth-grade experience when each student spends two weeks working in the café under the direct supervision of the administrator. Working alongside the students, the administrator will give students feedback and issue a

final grade based upon their work performance.

- Provide a School-to-Work emphasis and school culture by adopting policies that are intentionally designed to prepare students for the rigors and challenges of the workplace, including school policies establishing strict attendance requirements, respect for authority, real-life consequences for both positive and negative behaviors, and a culture of respect and kindness.
- Remove fear, threat and intimidation from the learning environment by implementing and carrying out the Harbor Method's character education program that emphasizes kindness and a zero tolerance policy for teasing, taunting, bullying, and negative peer pressure. The character education program will also emphasize and require adults in the school to model the expectations and behaviors for character required of students.
- Hold the school's principal(s) directly accountable for the environment in which teachers teach and students learn. The principals' primary responsibility will be to support teachers and protect teaching time and to be present throughout all student contact areas during school hours. The principal(s) will be visible to students in the classroom, in the hallways, in the lunchroom, and on the playground, and will perform before- and after-school duties, and lunchroom duty in order to model attitude and effort and servant leadership. The principal(s) will also provide daily supervision and support of teachers to ensure instructional fidelity.
- Provide a college-bound, high school experience that sets a substantial academic foundation so that graduates possess key advantages upon entering college or post-high school/professional-technical training, and helps ensure that each graduating student who has college as a goal will have been offered the opportunity to complete a minimum of 9 college credits.

D. Standardized Testing. Students of the School shall be tested with the same standardized tests as other Idaho public school students.

E. Accreditation. The School shall be accredited as provided by rule of the state board of education.

SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

A. Oversight Allowing Autonomy. The Authorizer shall comply with the provisions of Charter School Law and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School. The Authorizer's Role will be to evaluate the School's outcomes according to this Certificate and the Performance Framework rather than to establish the process by which the School achieves the outcomes sought.

B. Charter School Performance Framework. The Charter School Performance Framework ("Performance Framework") is attached and incorporated into this agreement as Appendix B. The Performance Framework shall be used to evaluate the School's academic, financial and operational performance, and shall supersede and replace any and

all assessment measures, educational goals and objectives, financial operations metrics, and operational performance metrics set forth in the Charter and not explicitly incorporated into the Performance Framework. The specific terms, form and requirements of the Performance Framework, including any required indicators, measures, metrics, and targets, are determined by the Authorizer and will be binding on the School.

- C. Authorizer to Monitor School Performance.** The Authorizer shall monitor and report on the School's progress in relation to the indicators, measures, metrics and targets set out in the Performance Framework. The School shall be subject to a formal review of its academic, mission-specific, operational, and financial performance at least annually.
- D. School Performance.** The School shall achieve an accountability designation of *Good Standing* or *Honor* on each of the three sections of the Performance Framework. In the event the School is a party to a third party management contract which includes a deficit protection clause, the School shall be exempt from some or all measures within the financial portion of the Performance Framework. In accordance with Charter School Law, the Authorizer shall renew any charter in which the public charter school met all of the terms of its performance certificate at the time of renewal.
- E. Performance Framework As Basis For Renewal of Charter.** The School's performance in relation to the indicators, measures, metrics and targets set forth in the Academic and Mission-Specific, Operational and Financial sections of the Performance Framework shall provide the basis upon which the Authorizer will decide whether to renew the School's Charter at the end of the Certificate term. As part of the Performance Framework, the Authorizer agrees to consider mission-specific, rigorous, valid, and reliable indicators of the School's performance. These negotiated indicators will be included in the Mission-Specific portion of the Academic and Mission Specific section of the Performance Framework.
- F. Authorizer's Right to Review.** The School will be subject to review of its academics, operations and finances by the Authorizer, including related policies, documents and records, when the Authorizer deems such review necessary. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.
- G. Site Visits.** In addition to the above procedures, the Charter School shall grant reasonable access to, and cooperate with, the Authorizer, its officers, employees and other agents, including allowing site visits by the Authorizer, its officers, employees, or other agents, for the purpose of allowing the Authorizer to fully evaluate the operations and performance of the School. The Authorizer may conduct a site visit at any time if the Authorizer has reasonable concern regarding the operations and performance of the School. The Authorizer will provide the School reasonable notice prior to its annual site visit to the School. The School shall have an opportunity to provide a written response to the site visit report no later than fourteen (14) days prior to the meeting at which the report is to be considered by the Authorizer. If no written response is provided, the School shall have the opportunity to respond orally to the site visit report at the meeting.

- H. Required Reports.** The School shall prepare and submit reports regarding its governance, operations, and/or finances according to the established policies of and upon the request of the Authorizer. However, to the extent possible, the Authorizer shall not request reports from the School that are otherwise available through student information systems or other data sources reasonably available to the Authorizer.

SECTION 5: SCHOOL OPERATIONS

- A. In General.** The School and the Charter Board shall operate at all times in accordance with all federal and state laws, local ordinances, regulations and Authorizer policies applicable to charter schools.
- B. Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be 440 students, with annual per-class and overall enrollment caps as outlined in the approved Charter attached as Appendix C.
- C. Enrollment Policy.** The School shall make student recruitment, admissions, enrollment and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or proficiency in the English language. If there are more applications to enroll in the charter school than there are spaces available, the charter school shall select students to attend using a random selection process that shall be publicly noticed and open to the public.
- D. School Facilities.** 9955 Kris Jensen Lane, Nampa, ID83686. The School shall provide reasonable notification to the Authorizer of any change in the location of its facilities.
- E. Attendance Area.** The School's primary attendance area is as follows:
North Boundary: The center of Lake Lowell Avenue (turning into E. Amity Avenue) to include only property on south side of road(s). [Approx. 3 miles north of school.]
East Boundary: The center of Happy Valley Rd. to include only property on west side of the road. [Approx. 3 miles east of school.]
South Boundary: The center of Missouri Rd/Kuna Rd to include only property on north side of road(s). [Approx. 2 miles south of school.]
West Boundary: The center of Midland Rd to include only property on east side of road. [Approx. 2 miles west of school.]
- F. Staff.** Instructional staff shall be certified teachers as provided by rule of the state board of education. All full-time staff members of the School will be covered by the public employee retirement system, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.
- G. Alignment with All Applicable Law.** The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are amended, the School shall be bound by any such amendment upon the effective date of said amendment.

SECTION 6: SCHOOL FINANCE

- A. General.** The School shall comply with all applicable financial and budget statutes, rules, regulations, and financial reporting requirements, as well as the requirements contained in the Performance Framework incorporated into this agreement as Appendix B.
- B. Financial Controls.** At all times, the Charter School shall maintain appropriate governance and managerial procedures and financial controls which procedures and controls shall include, but not be limited to: (1) commonly accepted accounting practices and the capacity to implement them (2) a checking account; (3) adequate payroll procedures; (4) procedures for the creation and review of monthly and quarterly financial reports, which procedures shall specifically identify the individual who will be responsible for preparing such financial reports in the following fiscal year; (5) internal control procedures for cash receipts, cash disbursements and purchases; and (6) maintenance of asset registers and financial procedures for grants in accordance with applicable state and federal law.
- C. Financial Audit.** The School shall submit audited financial statements from an independent auditor to the Authorizer no later than November 1 of each year.
- D. Annual Budgets.** The School shall adopt a budget for each fiscal year, prior to the beginning of the fiscal year. The budget shall be in the Idaho Financial Accounting Reporting Management Systems (IFARMS) format and any other format as may be reasonably requested by the Authorizer.

SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION

- A. Termination by the School.** Should the School choose to terminate its Charter before the expiration of the Certificate, it may do so upon written notice to the Authorizer. Any school terminating its charter shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix D.
- B. Nonrenewal.** The Authorizer may non-renew the Charter at the expiration of the Certificate if the School failed to meet one (1) or more of the terms of its Certificate. Any school which is not renewed shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix D.
- C. Revocation.** The School's Charter may be revoked by the Authorizer if the School has failed to meet any of the specific, written renewal conditions attached, if applicable, as Appendix A for necessary improvements established pursuant to Idaho Code § 33-5209B(1) by the dates specified. Revocation may not occur until the public charter school has been afforded a public hearing, unless the Authorizer determines that continued operation of the public charter school presents an imminent public safety issue. If the


School's Charter is revoked, the School shall work with the Authorizer ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix D.

- D. Dissolution.** Upon termination of the Charter for any reason by the Charter Board, or upon nonrenewal or revocation, the Charter Board will supervise and have authority to conduct the winding up of the business and other affairs of the School; provided, however, that in doing so the Authorizer will not be responsible for and will not assume any liability incurred by the School. The Charter Board and School personnel shall cooperate fully with the winding up of the affairs of the School.
- E. Disposition of School's Assets upon Termination or Dissolution.** Upon termination of the Charter for any reason, any assets owned by the School shall be distributed in accordance with Charter Schools Law.

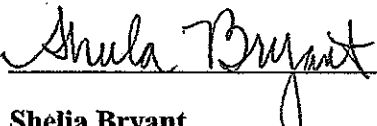
SECTION 8: MISCELLANEOUS

- A. No Employee or Agency Relationship.** None of the provisions of this Certificate will be construed to create a relationship of agency, representation, joint venture, ownership, or employment between the Authorizer and the School.
- B. Additional Services.** Except as may be expressly provided in this Certificate, as set forth in any subsequent written agreement between the School and the Authorizer, or as may be required by law, neither the School nor the Authorizer shall be entitled to the use of or access to the services, supplies, or facilities of the other.
- C. No Third-Party Beneficiary.** This Certificate shall not create any rights in any third parties, nor shall any third party be entitled to enforce any rights or obligations that may be possessed by either party to this Certificate.
- D. Amendment.** This Certificate may be amended by agreement between the School and the Authorizer in accordance with Authorizer policy. All amendments must be in writing and signed by the School and the Authorizer.

IN WITNESS WHEREOF, the Authorizer and the School have executed this Performance Certificate to be effective July 1, 2019.



Alan Reed
Chairperson, Idaho Public Charter School Commission



Shelia Bryant
Chairperson, Liberty Charter School Inc. Board

Appendix A: Conditions of Authorization/Renewal

Appendix B: Performance Framework

Appendix C: Charter

Appendix D: Public Charter School Closure Protocol

Appendix A: Conditions of Authorization / Renewal

No conditions of authorization or renewal are applicable.

Appendix B: Performance Framework

LIBERTY CHARTER SCHOOL

[YEAR] ANNUAL PERFORMANCE REPORT

INTRODUCTION

Each year, Idaho's Public Charter School Commission (PCSC) issues a performance report to every school in its portfolio. The annual report serves several purposes:

1. To provide transparent, data-driven information about charter school quality;
2. To ensure charter school boards have access to clear expectations and are provided maximum opportunity to correct any deficiencies prior to their renewal year; and
3. To inform mid-term authorizing decisions, such as the evaluation of charter amendment proposals.

This report contains an overview of the school, including its mission, leadership, and demographics. The overview is followed by the school's performance framework, including outcomes for the most recently completed school year.

The performance framework clearly sets forth the academic and operational performance indicators, measures, and metrics that will guide the PCSC's evaluations of the school. It contains indicators, measures, and metrics for student academic proficiency, student academic growth, post-secondary readiness (for high schools), and board performance and stewardship.

In accordance with Idaho law, the performance framework requires, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. It is designed to fulfill this requirement while respecting the diverse missions and student populations represented in PCSC portfolio schools. This performance framework was adopted by the Idaho Public Charter School Commission on May 4th, 2017.

To facilitate a clear context for the academic results contained in this report, the demographic, enrollment, and school leadership information provided is from the school year during which the data was gathered. Updated enrollment and school leadership information is available upon request from the school or PCSC office.

The data provided in this report was gathered primarily through the State Board of Education and State Department of Education. An independent financial audit and any applicable mission-specific data were submitted directly by the school. The school had a opportunity to correct or clarify its framework outcomes prior to the publication of this report.

Public charter school operations are inherently complex. For this reason, readers are encouraged to consider the scores on individual measures within the framework as a starting point for gaining a full, contextualized understanding of the school's performance.

PERFORMANCE FRAMEWORK STRUCTURE

The academic section comprises the primary indicators on which most renewal or non-renewal decisions are based. The mission-specific, operational, and financial sections contribute additional indicators that are, except in cases of egregious failure to meet standards, considered secondary.

Academic	The academic section focuses on quantitative academic outcomes. It reflects the PCSC's commitments to considering schools' performance in the context of their communities and student populations. Although some results may not be made publically available in certain cases, in order to protect individually identifiable student information, the PCSC may still use this information for purposes of making authorizing decisions.
Mission-Specific	The mission-specific section provides an opportunity for meaningful acknowledgement of schools' achievements that are not reflected elsewhere in the framework. These measures may be academic or non-academic in nature, but must be objective and data-driven. Mission-specific measures are generally optional; however, inclusion of certain mission-specific measures may be required as a condition of the performance certificate.
Operational	The operational section considers whether schools are operating in compliance with federal and state law, authorizer requirements, and the provisions of their performance certificates.
Financial	The financial section evaluates the near-term and long-term financial status of the school. Schools with management contracts containing deficit protection clauses may be exempted from these indicators.

ACCOUNTABILITY DESIGNATIONS

Calculation of the percentage of eligible points earned for each school determines that school's accountability designation in each section. The accountability designations, in turn, guide authorizing decisions. The PCSC will consider contextual factors affecting a school's accountability designations when making authorizing decisions.

Honor	Schools achieving at this level in all sections are guaranteed renewal. Replication and expansion proposals are likely to succeed.
Good Standing	Schools achieving at this level in the academic section will be recommended for renewal; however, conditional renewal may be recommended if outcomes in other sections are poor. Replication and expansion proposals will be considered.
Remediation	Schools achieving at this level in the academic section may be recommended for non-renewal or conditional renewal, particularly if outcomes in other sections are poor. Replication and expansion proposals are unlikely to succeed.
Critical	Schools achieving at this level in the academic section face a strong likelihood of non-renewal, particularly if outcomes in other sections are also poor. Replication and expansion proposals will not be considered.

SCHOOL OVERVIEW

Mission Statement	To develop students who are competent, confident, productive and responsible young adults who possess the habits, skills and attitudes to succeed in high school and to be offered the invitation of a post-secondary education, satisfying employment, and life-long opportunities.		
Key Design Elements	<ul style="list-style-type: none"> ● Teach to the high, and through strict adherence to the Harbor School Method, use the Method's educational approach, curricula, and tools to provide multiple opportunities for mastering concepts, and to exceed State benchmarks in required academic testing. ● Ensure instructional fidelity across grade levels with core instructional methodology being consistent among teachers and grades, ensuring that students learn the instructional routines in early grades which accelerates their ability to focus on new information, skill development and thinking skills. ● In addition to emphasizing the traditional core curriculum areas of language arts, math, science, social studies, incorporate the Harbor Method's educational features of providing self-contained 7th & 8th grade classes, the study of a foreign language beginning in at least the 3rd grade, and participation in music, PE and computer classes. ● Provide a School-to-Work experience that, in addition to the school's academic program, purposefully trains students to demonstrate "Attitude and Effort," along with the characteristics of enthusiasm, efficiency and excellence in the work they do. ● Remove fear, threat and intimidation from the learning environment by implementing and carrying out the Harbor Method's character education program that emphasizes kindness and a zero tolerance policy for teasing, taunting, bullying, and negative peer pressure. ● Hold the school's principal(s) directly accountable for the environment in which teachers teach and students learn. ● Provide a college-bound, high school experience that sets a substantial academic foundation so that graduates possess key advantages upon entering college or post-high school/professional-technical training, and helps ensure that each graduating student who has college as a goal will have been offered the opportunity to complete a minimum of 9 college credits. 		
School Location	9955 Kris Jensen Lane Nampa, ID 83686	School Phone	208-466-7952
Surrounding District	Nampa School District		
Opening Year	1999		
Current Term	July 1, 2019 - June 30, 2024		
Grades Served	K-12		
Enrollment (Approved)	440	Enrollment (Actual)	

SCHOOL LEADERSHIP

STUDENT DEMOGRAPHICS				
	School	State	Surrounding	Neighboring
Non-White				N/A
Limited English Proficiency				N/A
Special Needs				N/A
Free and Reduced Lunch				N/A

ISAT PROFICIENCY RATES	
Percentage of students meeting or exceeding proficiency in Math	
Percentage of students meeting or exceeding proficiency in English Language Arts	
Percentage of students meeting or exceeding proficiency in Science	

GO-ON RATE (Post-secondary enrollment within 12 months of graduation)	
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ACADEMIC	Measure	Points Possible K-8	Points Earned K-8	Points Possible 9-12	Points Earned 9-12	Points Possible K-12	Points Earned K-12	Points Possible Alternative	Points Earned Alternative
State Proficiency Comparison	1a	50	0	50	0	50	0		
	1b	50	0	50	0	50	0		
District Proficiency Comparison	2a	50	0	50	0	50	0	50	0
	2b	50	0	50	0	50	0	50	0
Criterion-Referenced Growth	3a	100	0			50	0		
	3b	100	0			50	0		
Norm-Referenced Growth	4a			100	0	50	0	50	0
	4b			100	0	50	0	50	0
Post-Secondary Readiness	5a			125	0	125	0	100	0
Total Academic Points		400	0	525	0	525	0	300	0
% of Academic Points			0%		0%		0%		0%

MISSION-SPECIFIC	Measure	Points Possible	Points Earned
	1		
	2		
	3		
	4		
	5		
	6		
Total Mission-Specific Points		0	0
% of Mission-Specific Points			

Liberty has chosen not to include mission-specific measures.

OPERATIONAL	Measure	Points Possible	Points Earned	FINANCIAL	Measure	Points Possible	Points Earned
Educational Program	1a	25	0	Near-Term	1a	50	0
	1b	25	0		1b	50	0
	1c	25	0		1c	50	0
	1d	25	0		1d	50	0
Financial Management & Oversight	2a	25	0	Sustainability	2a	50	0
	2b	25	0		2b	50	0
	2c	25	0		2c	50	0
Governance & Reporting	3a	25	0		2d	50	0
	3b	25	0	Total Financial Points		400	0
	3c	25	0	% of Financial Points			0%
	3d	25	0				
	3e	25	0				
	3f	25	0				
School Environment	4a	25	0				
	4b	25	0				
Additional Obligations	5a	25	0				
Total Operational Points		400	0				
% of Operational Points			0%				

The financial measures above are based on industry standards. They are not intended to reflect nuances of the school's financial status. Please see the financial section of this framework for relevant contextual information that may alleviate concern.

ACCOUNTABILITY DESIGNATION	Range (% of Points Possible)	Academic Gen Ed Outcome	Academic Alt Outcome	Range	Mission Specific Outcome	Range	Operational Outcome	Range	Financial Outcome
Honor	75% - 100%			75% - 100%		90% - 100%		85% - 100%	
Good Standing	55% - 74%	0%	0%	55% - 74%	NA	80% - 89%	0%	65% - 84%	0%
Remediation	31% - 54%			31% - 54%		61% - 79%		46% - 64%	
Critical	0% - 30%			0% - 30%		0% - 60%		0% - 45%	

School outcomes will be evaluated in light of contextual information, including student demographics, school mission, and state/federal requirements.

ACADEMIC K-12

All proficiency and growth measures will be scored using the ISAT by SBAC, or any state-required standardized test as may replace it. Subject area (math and ELA) may be replaced by similar subject areas if necessary due to statewide changes. On all applicable measures, standard rounding to the nearest whole number will be used for scoring purposes. Measures based on ISAT outcomes exclude alternate ISAT data; as a result, the outcomes shown may differ slightly from those published on the State Department of Education's website.

INDICATOR 1: STATE PROFICIENCY COMPARISON			
Measure 1a	Do math proficiency rates meet or exceed the state average?	Result	Points Possible Points Earned
Math Proficiency Rate Comparison to State	Exceeds Standard: The school's proficiency rate in math exceeds the state average by 16 percentage points or more.		50 0
	Meets Standard: The school's proficiency rate in math is equal to the state average, or exceeds it by 1 - 15 percentage points.		30 - 45 0
	Does Not Meet Standard: The school's proficiency rate in math is 1 - 15 percentage points lower than the state average.		15 - 29 0
	Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the state average.		0 - 14 0
Notes	The state average will be determined using the same grade set as is served by the public charter school.		0
Measure 1b	Do English Language Arts proficiency rates meet or exceed the state average?	Result	Points Possible Points Earned
ELA Proficiency Rate Comparison to State	Exceeds Standard: The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.		50 0
	Meets Standard: The school's proficiency rate in ELA is equal to the state average, or exceeds it by 1 - 15 percentage points.		30 - 45 0
	Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 15 percentage points lower than the state average.		15 - 29 0
	Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the state average.		0 - 14 0
Notes	The state average will be determined using the same grade set as is served by the public charter school.		0

INDICATOR 2: DISTRICT PROFICIENCY COMPARISON		
Measure 2a	Do math (or similar subject area) proficiency rates meet or exceed the district average?	Result
Math Proficiency Rate		Points Possible
Comparison to District	Exceeds Standard: The school's proficiency rate in math either exceeds the district average by 16 percentage points or more, or is at least 80%.	Points Earned
	Meets Standard: The school's proficiency rate in math is equal to the district average, or exceeds it by 1 - 15 percentage points.	
	Does Not Meet Standard: The school's proficiency rate in math is 1 - 15 percentage points lower than the district average.	
	Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the district average.	
Notes	The district average will be determined using the same grade set as is served by the public charter school. Nampa School District will be used for comparison purposes.	
Measure 2b	Do ELA (or similar subject area) proficiency rates meet or exceed the district average?	Result
ELA Proficiency Rate		Points Possible
Comparison to District	Exceeds Standard: The school's proficiency rate in ELA either exceeds the district average by 16 percentage points or more, or is at least 80%.	Points Earned
	Meets Standard: The school's proficiency rate in ELA is equal to the district average, or exceeds it by 1 - 15 percentage points.	
	Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 15 percentage points lower than the district average.	
	Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the district average.	
Notes	The district average will be determined using the same grade set as is served by the public charter school. Nampa School District will be used for comparison purposes.	

INDICATOR 3: CRITERION-REFERENCED STUDENT GROWTH (GRADES K-8)			
Measure 3a	Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade?	Result	Points PossiblePoints Earned
Criterion-Referenced Growth			
Math	Exceeds Standard: At least 85% of students are making adequate academic growth in math. Meets Standard: Between 70% and 84% of students are making adequate academic growth in math. Does Not Meet Standard: Between 50% and 69% of students are making adequate academic growth in math. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth in math.		39-500 26-380 13-250 0-1200
Notes			
Measure 3b	Are students making adequate academic growth to achieve English Language Arts proficiency within 3 years or by 10th grade?	Result	Points PossiblePoints Earned
Criterion-Referenced Growth			
ELA	Exceeds Standard: At least 85% of students are making adequate academic growth in ELA. Meets Standard: Between 70% and 84% of students are making adequate academic growth in ELA. Does Not Meet Standard: Between 50% and 69% of students are making adequate academic growth in ELA. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth in ELA.		39-500 26-380 13-250 0-1200
Notes			

INDICATOR 4: NORM-REFERENCED STUDENT GROWTH (GRADES 9-12)			
Measure 4a	Are students making expected academic growth in math compared to their academic peers?	Result	Points PossiblePoints Earned
Norm-Referenced Growth			
Math	Exceeds Standard: The school's median student growth percentile in math falls between the 66th and 99th percentile. Meets Standard: The school's median student growth percentile in math falls between the 43rd and 65th percentile. Does Not Meet Standard: The school's median student growth percentile in math falls between the 30th and 42nd percentile. Falls Far Below Standard: The school's median student growth percentile in math falls below the 30th percentile.		39-500 26-380 13-250 0-1200
Notes	Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.		
Measure 4b	Are students making expected academic growth in English Language Arts compared to their academic peers?	Result	Points PossiblePoints Earned
Norm-Referenced Growth			
ELA	Exceeds Standard: The school's median student growth percentile in ELA falls between the 66th and 99th percentile. Meets Standard: The school's median student growth percentile in ELA falls between the 43rd and 65th percentile. Does Not Meet Standard: The school's median student growth percentile in ELA falls between the 30th and 42nd percentile. Falls Far Below Standard: The school's median student growth percentile in ELA falls below the 30th percentile.		39-500 26-380 13-250 0-1200
Notes	Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.		

INDICATOR 5: COLLEGE & CAREER READINESS (GRADES 9-12)																				
Measure 5a	Are students graduating from high school on time?																			
Four-Year Adjusted Cohort Graduation Rate	<p>Exceeds Standard: The school's four-year ACGR was at least 90%.</p> <p>Meets Standard: The school either:</p> <p>a) had a four-year ACGR of 80% - 89% OR</p> <p>b) had a four-year ACGR of at least 66% AND met its progress goal.</p> <p>Does Not Meet Standard: The school met its progress goal but had a four-year ACGR below 66%.</p> <p>Falls Far Below Standard: The school did not meet its progress goal and had a four-year ACGR below 66%.</p>																			
	<p>The school's graduation rate progress goal will be established by the state accountability system. If such goals are not established by the state accountability system in any given year, the school's graduation rate progress goal will be established as follows: The progress goal will represent the school's most recent four-year ACGR plus one-sixth of the amount of growth needed to decrease the rate of non-graduates by 50% within 6 years, using the most recent school year as the baseline year. If the school does not have baseline data, its progress goal will initially be based on the surrounding district average graduation rate.</p>																			
Notes	<p>Graduation rates are calculated on a 4-year-plus-summer cohort; for this reason, data availability will always run one year behind (that is, annual reports will contain graduation rate data from the cohort preceding the most recent school year. For example, 2015-16 ACGRs will be reflected in 2017 reports.)</p> <p>The 66% "floor" established by the bottom two categories is based on ESSA's mandatory inclusion in Targeted Support of any school that graduates fewer than 2/3 of its students on time.</p>	<table><tr><th>Result</th><th>Points Possible</th><th>Points Earned</th></tr><tr><td></td><td>125</td><td></td></tr><tr><td></td><td>100</td><td></td></tr><tr><td></td><td>75</td><td></td></tr><tr><td></td><td>0-65</td><td>0</td></tr><tr><td></td><td></td><td>0</td></tr></table>	Result	Points Possible	Points Earned		125			100			75			0-65	0			0
Result	Points Possible	Points Earned																		
	125																			
	100																			
	75																			
	0-65	0																		
		0																		

OPERATIONAL

INDICATOR 1: EDUCATIONAL PROGRAM			
Measure 1a	Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?	Result	Points Possible Points Earned
Implementation of Educational Program	<p>Meets Standard: The school implements the material terms of the mission, vision, and educational program in all material respects, and the implementation of the educational program reflects the essential elements outlined in the charter and performance certificate. A cohesive professional development program is utilized.</p> <p>Partially Meets Standard: The school partially implements the material terms of the mission, vision, and educational program. However, implementation is incomplete, not cohesive, inconsistent, unclear, and/or unsupported by adequate resources and professional development.</p> <p>Does Not Meet Standard: The school has deviated from the material terms of the mission, vision, and/or essential elements of the educational program as described in the performance certificate, without an approved amendment, such that the program provided differs substantially from the program described in the charter and performance certificate.</p>		25 15 0
Notes			0
Measure 1b	Is the school complying with applicable educational requirements?	Result	Points Possible Points Earned
Educational Requirements	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to educational requirements, including but not limited to: Instructional time requirements, graduation, and promotional requirements, content standards including the Common Core State Standards, the Idaho State Standards, state assessments, and implementation of mandated programming related to state or federal funding.</p> <p>Partially Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to educational requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to educational requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>		25 15 0
Notes			0

OPERATIONAL

Measure 1c	Is the school protecting the rights of students with disabilities?	Result	Points Possible	Points Earned
Students with Disabilities	Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral, appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provisions of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to school's facility and programs; appropriate use of all available applicable funding.		25	
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.		0	
	Notes			0
Measure 1d	Is the school protecting the rights of English Language Learner (ELL) students?	Result	Points Possible	Points Earned
English Language Learners	Meets Standard: The school materially complies with applicable laws, rules, regulations , and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting students from ELL services; and ongoing monitoring of exited students.		25	
	Partially Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.		0	
	Notes			0

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT			
Measure 2a	Is the school meeting financial reporting and compliance requirements?	Result	Points Possible
Financial Reporting and Compliance	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable) periodic financial reports as required by PCSC, and any reporting requirements if the board contracts with an Education Service Provider; on-time completion and submission of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>		25
			15
			0
Notes			0
Measure 2b	Is the school following General Accepted Accounting Principles (GAAP)	Result	Points Possible
GAAP	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit option, an audit devoid of significant findings and conditions, material weakness, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit. Any matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>		25
			15
			0
Notes			0
Measure 2c	Is the school successfully enrolling the projected number of students?	Result	Points Possible
Enrollment Variance	<p>Meets Standard: Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year.</p> <p>Partially Meets Standard: Enrollment variance was between 90 and 95 percent in the most recent fiscal year.</p> <p>Does Not Meet Standard: Enrollment variance was less than 90 percent in the most recent fiscal year.</p>		25
			15
			0
Notes	Enrollment variance is calculated by dividing actual mid-term enrollment by the enrollment projection in the school's board-approved budget, as submitted to the SDE at the beginning of the fiscal year.		0

INDICATOR 3: GOVERNANCE AND REPORTING			
Measure 3a	Is the school complying with governance requirements?	Result	Points Possible Points Earned
Governance Requirements			
Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.			25
Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.			15
Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.			0
Notes			0
Measure 3b	Is the board fulfilling its oversight obligations?	Result	Points Possible Points Earned
Board Oversight			
Meets Standard: The school's board practices consistent, effective oversight of the school, including but not limited to frequent review of the school finances and academic outcomes. Board meeting agendas, packets, and minutes reflect competent oversight practices and actions to foster academic, operational, and financial strength of the school, including ongoing board training, policy review, and strategic planning. The school's board has adopted and maintains a complete policy book.			25
Partially Meets Standard: Some of the school board's oversight practices are underdeveloped, inconsistent, incomplete, or reflect a need for additional training. Board meeting agendas, packets, and minutes reflect meaningful efforts toward self-evaluation and improvement. The school's policy book may be substantially complete but require additional maintenance.			15
Does Not Meet Standard: The school's board fails to practice consistent, effective oversight of the school, and/or documentation of competent oversight practices and actions is not maintained. The school's policy book may be incomplete, unmaintained, or non-existent.			0
Notes			0

OPERATIONAL

Measure 3c	Is the school complying with reporting requirements?	Result	Points Possible	Points Earned
Reporting Requirements				
<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; and additional information requested by the authorizer.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>			25	
			15	
			0	
Notes				0
Measure 3d	Is the school complying with public transparency requirements?	Result	Points Possible	Points Earned
Public Transparency				
<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency, including but not limited to: maintenance of its website, timely availability of board meeting minutes, and accessibility of documents maintained by the school under the state's Freedom of Information Act, Open Meeting Law, Public Records Law, and other applicable authorities.</p> <p>Partially Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency. Any instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>			25	
			15	
			0	
Notes				0

OPERATIONAL

		Result	Points Possible	Points Earned
Measure 3e	Is the school meeting employee credentialing and background check requirements?			
Credentialing & Background Checks	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification and background check requirements.</p> <p>Partially Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification and background check requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to state and federal certification and background check requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
Notes				0
		Result	Points Possible	Points Earned
Measure 3f	Is the school handling information appropriately?			
Information Handling	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of student records under the Family Educational Rights and Privacy Act and other applicable authorities; storing and transferring student and personnel records; and securely maintaining testing materials.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
Notes				0

INDICATOR 4: SCHOOL ENVIRONMENT			
Measure 4a	Is the school complying with transportation requirements?	Result	Points Possible Points Earned
Transportation	<p>Meets Standard: The school provides student transportation within its primary attendance area and materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to transportation.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to transportation; and/or provides and incomplete form of transportation services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board; and/or the school does not provide transportation.</p>		25 15 0
Notes			0
Measure 4b	Is the school complying with facilities requirements?	Result	Points Possible Points Earned
Public Transparency	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds, including but not limited to: Americans with Disabilities Act, fire inspections and related records, viable certification of occupancy or other required building use authorization, and documentation of requisite insurance coverage. The school facility is clean, well-maintained, and adequate for school operations.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Additional facility maintenance and/or updates have been recommended by DBS.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the school facilities and grounds; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. The school facility may be in need of modification or repair required by DBS.</p>		25 15 0
Notes			0

INDICATOR 5: ADDITIONAL OBLIGATIONS		
Measure 5a	Is the school complying with all other obligations?	ResultPoints PossiblePoints Earned
Additional Obligations	<p>Meets Standard: The school materially complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to statute and administrative rule; requirements of the State Department of Education; and requirements of the accrediting body.</p> <p>Partially Meets Standard: The school largely complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	25150
Notes		0

FINANCIAL

INDICATOR 1: NEAR-TERM																	
Measure 1a Current Ratio Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i> Does Not Meet: Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative. Falls Far Below Standard: Current ratio is less than or equal to 0.9. Notes		<table> <tr> <th>Result</th><th>Points Possible</th><th>Points Earned</th></tr> <tr> <td></td><td>50</td><td></td></tr> <tr> <td></td><td>10</td><td></td></tr> <tr> <td></td><td>0</td><td></td></tr> <tr> <td></td><td></td><td>0</td></tr> </table>	Result	Points Possible	Points Earned		50			10			0				0
Result	Points Possible	Points Earned															
	50																
	10																
	0																
		0															
Measure 1b Cash Ratio Meets Standard: Cash Ratio is greater than 1.0 OR Cash Ratio is equal to 1.0 and one-year trend is positive (current year ratio is higher than last year's). Does Not Meet: Cash Ratio is between 0.9 and 1.0 OR Cash Ratio equals 1.0 and one-year trend is negative. Falls Far Below Standard: Cash ratio is equal to or less than 0.9. Notes		<table> <tr> <th>Result</th><th>Points Possible</th><th>Points Earned</th></tr> <tr> <td></td><td>50</td><td></td></tr> <tr> <td></td><td>10</td><td></td></tr> <tr> <td></td><td>0</td><td></td></tr> <tr> <td></td><td></td><td>0</td></tr> </table>	Result	Points Possible	Points Earned		50			10			0				0
Result	Points Possible	Points Earned															
	50																
	10																
	0																
		0															
Measure 1c Unrestricted Days Cash Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense/365) Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i> Does Not Meet: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative. Falls Far Below Standard: Fewer than 15 Days Cash. Notes		<table> <tr> <th>Result</th><th>Points Possible</th><th>Points Earned</th></tr> <tr> <td></td><td>50</td><td></td></tr> <tr> <td></td><td>10</td><td></td></tr> <tr> <td></td><td>0</td><td></td></tr> <tr> <td></td><td></td><td>0</td></tr> </table>	Result	Points Possible	Points Earned		50			10			0				0
Result	Points Possible	Points Earned															
	50																
	10																
	0																
		0															
Measure 1d Default Default Meets Standard: School is not in default of financial obligations. Financial obligations include, but are not limited to: nonpayment, breach of financial representation, non-reporting, non-compliance, financial judgements, loan covenants, and/or tax obligations. Does Not Meet: School is in default of financial obligations. Notes		<table> <tr> <th>Result</th><th>Points Possible</th><th>Points Earned</th></tr> <tr> <td></td><td>50</td><td></td></tr> <tr> <td></td><td>0</td><td></td></tr> <tr> <td></td><td></td><td>0</td></tr> </table>	Result	Points Possible	Points Earned		50			0				0			
Result	Points Possible	Points Earned															
	50																
	0																
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INDICATOR 2: SUSTAINABILITY			
Measure 2a	Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues.	Result	Points Possible Points Earned
Total Margin and Aggregated			
3-Year Total Margin	<p>Meets Standard: Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i></p> <p>Does Not Meet: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard".</p> <p>Falls Far Below Standard: Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR the most recent year Total Margin is less than -10 percent.</p>	50	
		30	
		0	
			0
Notes	Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.		
Measure 2b	Debt to Asset Ratio: Total Liabilities divided by Total Assets	Result	Points Possible Points Earned
Debt to Asset Ratio			
	Meets Standard: Debt to Asset Ratio is less than 0.9.	50	
	Does Not Meet: Debt to Asset Ratio is between 0.9. and 1.0	30	
	Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0	0	
			0
Notes	Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.		
Measure 2c	Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One -Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash	Result	Points Possible Points Earned
Cash Flow			
	Meets Standard: Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i>	50	
	Does Not Meet: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"	30	
	Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative.	0	
			0
Notes			
Measure 2d	Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)	Result	Points Possible Points Earned
Debt Service Coverage Ratio			
	Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1	50	
	Does Not Meet: Debt Service Coverage Ratio is less than 1.1	0	
			0
Notes	Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.		

Appendix C: Charter

LIBERTY CHARTER SCHOOL

“...We held on to our central truth - that it is not possible to change significantly what happens in schools unless you change significantly the nature of the human relationships that form the educational experiences.” *-Olds & Pearlman, Designing the New American School*

INTRODUCTION

This proposal was made possible by Idaho Code, Chapter 52, Title 33, passed by the Idaho Legislature in 1998. It provides opportunities for teachers, parents, pupils and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

- Improve pupil learning;
- Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low-achieving; (Attachment 1: ISAT scores for lower achieving students)
- Encourage the use of different and innovative teaching methods;
- Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site;
- Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system;
- Hold the school established under this plan accountable for meeting measurable pupil outcomes, both behaviorally and academically.

We respectfully submit this proposal to the Idaho Public Charter School Commission to sponsor Liberty Charter School, which will allow parents the opportunity to qualify for the lottery in accordance with the Charter legislation.

Our proposal for a charter school is an alternative educational opportunity that offers students the promise of a Kindergarten through Grade 12 education which will lead to a successful post high school experience and/or admission to an institution of higher education. This promise is made with the understanding that an education is a shared responsibility of the public schools, the parents, the community and the individual learners. The authors of this Charter value the commendable energy, dedication and success of all schools.

We believe that our charter school status provides a unique and additional opportunity to address the educational needs and desires of our children.

Unique Aspects

The distinctive aspects of Liberty Charter include the addition of seventh through twelfth grade,
Amended May 2015

the study of a second language, piano lessons for Kindergarten through third-grade students, enriched gifted and talented services, high school humanities opportunity, career guidance and development, integration of community, school and family service into the learning process.

Seventh/Eighth Grade Opportunity - Realizing that the junior high years are critical to a child's self esteem, the focus of the seventh and eighth grades is to provide a different environment where students experience less stress. There is less movement from room to room, fewer teachers and students, therefore a smaller arena that is not as threatening to a student's self esteem when taking risks or making mistakes.

High School Humanities Opportunity – Students enter high school with a multitude of budding dreams and desires. At the heart of Liberty Charter High School is encouraging the imagination, curiosity and inspiration in students to enable them to create meaning and purpose from their knowledge, the willingness to grapple with concepts and information until they're their own, and the gaining of a self-respect and initiative. And at the heart of the high school is the opportunity to expand upon essential content standards, at the state and district level, using substantial technology, and a myriad of hands-on/application experiences in order for high-level understanding and life skills to also become the goals of each student. On a broader scale, the empowering goal of the high school is to provide a substantial academic foundation so that all its graduates possess key advantages upon entering college or applicable to any post-high school/professional field.

Foreign Language - The study of a foreign language is an integral and distinguishing aspect of the Liberty Charter curriculum. Research demonstrates that the study of a second language boost English proficiency, improves memory and self-discipline and enhances verbal and problem-solving skills. Studies also show that learning a foreign language actually contributes to better SAT and ACT scores. Most colleges and universities require a second language for incoming students. In addition:

- ...knowledge of a second language is essential in over 60 occupations
- ...each of the major U.S. corporations routinely employs 500 to 5,000 persons abroad
- ...commercial language schools now have waiting lists, due to increased demands in business and industry for people with strong language skills
- ...1,261 companies surveyed reported 60,687 positions requiring a second language

The initial emphasis was with intermediate level learners (ages 9-13), but now starts at the second-grade level. At the high school level, French, Spanish and Sign Language classes are available to our students. An expected outcome is that learners will communicate and interact effectively in a second language.

Music; Piano Lessons - Kindergarten through third grade. .5 hours per week - It is our belief that early musical training - particularly on the piano - will dramatically boost a child's brain power, building the kind of skills necessary to succeed in high level math and science. Recent studies of California and Wisconsin showed that after only six months, pre-school piano students

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out-performed those who had not studied by 35% on measured intelligence tests. Further studies have shown the best time to boost brainpower through music is between the ages of two and ten.

The explanation for this phenomenon is simple: when a child makes music, brain cells begin firing in patterns - linking with each other and forming a network of lasting connections. This exercises and strengthens the same bridges in the brain that are believed to lay the framework for logic, order, and abstract reasoning.

Therefore, we have created a piano lab where primary students (grades K - 3) learn the basics of playing the keyboard. High school students have continued their musical instruction through expanded jazz choir and instrument programs. It has not been our intent to turn every child into a Mozart or an Einstein. But it has been our desire to stimulate as much brain activity as possible, for the stimulus a child receives early in life will determine how well their brain functions through life.

Gifted and Talented Enrichment - In a society based on democratic principles, each person has the right to learn at the most appropriate level where growth will take place. Because gifted and/or talented students have special needs, they have been provided educational experiences that have met those needs in the regular classroom. The Harbor Method is a direct instruction method which requires teachers to teach above grade level and provides multiple opportunities for students to reach higher learning levels. Students are also encouraged to pursue challenges beyond the scope of the regular curriculum, including Hall of Fame, Famous I, Famous II, and Famous III, regardless of their areas of giftedness or talents. At the high school level, this is accomplished through, but not limited to, clustering, competitions, consultations, curriculum compacting, concurrent credit college courses, and career exploration.

Liberty Charter School has used the following outline of identification procedures for gifted and talented program:

1. Intellectual/Academic – see attached matrix (Attachment 2)
2. Specific Academic – see attached student profile (Attachment 2)
3. Creativity – see attached student profile (Attachment 2)
4. Visual/Performing Arts - portfolio/audition; expert recommendation; teacher rating form
5. Leadership - portfolio; teacher recommendation; parent questionnaire; student questionnaire.

Career Development and Guidance - Participating in a myriad of job-shadowing opportunities, Liberty Charter High School has enabled students to receive and formally document and develop job-skills portfolios. Special time and attention has been devoted to scholarship application and experience, on-going resume development, as well as career studies completed by each student.

Community, School and Family Service - Community service is a vital and distinctive element of the Liberty Charter curriculum. Learners reap the rewards that come from being active, contributing community members. They experientially discover the interrelationships of

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community members. They feel the satisfaction of seeing their activity produce positive changes in their community and their lives. Moreover, it is critical that our children develop into young adults who possess a deep sense of loyalty and responsibility for the family that has invested in them. Daily homework include students being expected to invest back into their families by voluntarily satisfying needs within their homes, as well as complete specific projects with or for their families. Additionally, students are expected to find ways to invest back into their school by applying to work for various staff in order to learn how to be responsible to job-related expectations. The purpose of School Service is also to help our students realize that the excellence of any school is dependent on a *team* of workers, of which the students constitute key members.

The community, school and family service requirement are designed to instill a sense of individual, social, and civic responsibility. It enables learners to become whole people whose presence in society is valuable because of their development of values and newly found knowledge to solve for the needs of others. Specifics of the program are determined by the learners and school staff during the initial weeks of each school year, based on current community needs and interaction with parents, community and governmental leaders.

Technology - Technology provides learners with skills that prepare them for future employment. The term “technology” includes learning tools such as computers, interactive video equipment, audio-visual aids, scientific equipment and networks linked to local and nationwide resources. These tools help students guide their own education. They support a child’s natural way of learning through individual and group discovery, and through seeking solutions to real life challenges. “Learning how to learn” is the real purpose of education. Those who succeed in this goal become lifelong learners. Interactive technologies properly used for this goal leap the barriers of time, space and limited attention span and bring the world to our fingertips. Computers will be tools used for activities such as:

- Research - Access information via electronic reference books, databases, networks, etc.
- Career Development – Exploring professional / workplace requirements, opportunities and investigation; job-skill assessments; formal portfolio development.
- Instruction – Using visual manipulation with technology such as SmartBoards to personalize study and allow for daily, efficient integration of content areas.
- Authoring - Create and illustrate stories and reports to share with others in media such as printed documents videos and digital film.
- Drill, Practice, Remediation - Computers take over tedious routines, providing instant feedback on mistakes and how to correct them. It is possible to evaluate learning needs and take learners back to foundation knowledge they may have missed.
- Computation - Learning mathematical skills through spreadsheets and other software applications helps prepare learners for future careers.
- Record Keeping and Storage - Charter learners discover that computer databases

are effective tools for tracking school and business records, schedules, inventories, etc.

- Communication - Network link learners at school with their homes, other schools and national resource centers.

ELEMENT ONE: EDUCATIONAL THOROUGHNESS STANDARDS FULFILLED

The Educational Learning Program is accomplished within the context and focus of the Thoroughness Standards as defined in section 33-1612, Idaho Code. The architects of the Liberty Charter School understand that a “thorough system of public schools” in Idaho is one in which:

- A safe environment conducive to learning is provided.
- Educators are empowered to maintain classroom discipline.
- The basic values of honesty, self-discipline, unselfishness, respect for authority and the central importance of work are emphasized.
- The skills necessary to communicate effectively are taught.
- A basic curriculum necessary to enable students to enter academic or vocational post secondary educational programs are provided.
- The skills necessary for students to enter the work force are taught.
- The students are introduced to current technology.
- The importance of students acquiring the skills to enable them to be responsible citizens of their homes, schools and communities is emphasized.

Liberty Charter School achieves the Thoroughness Standards through its basic curriculum and the unique aspects, which includes the unique aspect of technology integration in all major high school subject areas. The instruction of the curriculum is accomplished by using an aligned proactive method. A combination of a strong emphasis on kindness, the “golden rule”, and a reward system (Citizen of the Week and Citizen of the Month) which honors children who are hard working, responsible, honest, respectful, etc., creates an environment allowing for student peace of mind which then maximizes learning potential. We will focus on the memorization and dramatization of classic poetry rich in moral education. Through daily recitation, discussion, and application to life situations, this aligned proactive approach will create sensitivity for mankind in staff and students. (Attachment 3)

Liberty Charter School’s curriculum is taught, reviewed, and practiced within the context of the mission, ***“Liberty Charter School’s mission is to develop students who are competent, confident, productive, and responsible young adults who possess the habits, skills and attitudes to succeed in life and be offered the invitation of a post-secondary education and satisfying employment.”***

This mission seeks to develop an educated citizenry for the 21st century through a dynamic, interactive, academic program where pacing is driven by student capabilities, not textbooks. Our students will be well grounded in the basics, such as, reading, writing, math, science and social studies. In addition, our students will evolve into citizens who will develop the following

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academic habits:

- ...curiosity;
- ...lifelong learning;
- ...clear oral and written communication;
- ...thinking creatively, thoughtful reflection, and purposeful investigation
- ...cooperative and independent problem solving
- ...thinking logically and making informed judgments;
- ...effectively using technology as a tool;
- ...adapting to new situations and responding to new information;
- ...finding, selecting, evaluating, organizing and using information from various sources;
- ...making easy and flexible connections among various disciplines of thought;

They will develop personal habits and attitudes of:

- accepting responsibility for personal decisions and actions;
- investment in and awareness of the needs of others;
- academic honesty and the ability to face challenges with courage and integrity;
- a healthy lifestyle;
- empathy and courtesy for others and respect for differences among people and cultures;
- self-confidence and willingness to risk setbacks in order to learn;
- concentration and perseverance;
- seeking a fair share of the workload
- managing time in a responsible manner
- working cooperatively with others, which includes the ability to listen, share opinions, negotiate, compromise and help a group reach consensus.

The development of the above noted habits and attitudes require a climate that is conducive for learning. The philosophy of the Liberty Charter School is that learning occurs when:

- ...learners construct meaning;
- ...learners see connections between what they learn and the real world;
- ...learners are actively engaged in purposeful tasks;
- ...activities are integrated and meaningful;
- ...learners are allowed to make mistakes in order to achieve success;
- ...a positive and productive learning environment is provided;
- ...learners are given opportunities to build new knowledge;
- ...learners are given time to reflect on the value and purpose of what they learn;
- ...learners work individually and as members of a group;
- ...learners work side-by-side with community and family members to develop solutions and opinions on issues that can be presented to local policy makers;
- ...learners are expected and encouraged to learn with their hearts as well as their minds;
- ...learners internalize that what they learn and do in school makes a positive change in

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- the community;
- ...challenged learners have an individual plan and support is an intrinsic part of the educational program;
- ...learners are supported with coaches, mentors and advocates;
- ...all learners have advanced learning opportunities.

The- philosophy of the Liberty Charter School is grounded in the belief that when there is low threat and content is highly challenging, accelerated learning takes place.

Each child has the right to come to school without fear of taunting, teasing or violence. Each parent has the right to expect a school to provide a safe, kind environment for his/her child. Each staff member has the right to teach without fear of violence. Students, parents and teachers will experience peace of mind in the Liberty Charter School setting. We believe that a “kind” environment should be extended through the potentially tumultuous junior high years.

A BASIC CURRICULUM:

In keeping with the Liberty Charter School’s mission to prepare learners to be functional citizens of the 21st century, we recognize that such preparation is more than the assimilation of facts. Proficiency in a discipline means that the learner becomes a capable practitioner and has a sufficient foundation to pursue advanced study. Liberty Charter emphasizes the exploration, acquisition and application of knowledge.

The Liberty Charter curriculum contains both traditional academic subjects and additional language areas that make the charter unique. The Idaho State Department of Education’s curriculum serves as the starting point and is enhanced with unifying themes and other creative methods.

The subjects that comprise the curriculum are listed and briefly discussed below. The traditional core curriculum areas - language, arts, math, science, social studies - remain strongly emphasized. They are augmented by music, theater, art, health, physical, and environmental education. Liberty Charter School utilizes the basic elements of the Idaho State Department of Education adopted Standards and Benchmarks.

CORE CURRICULUM

Language Arts (English and Foreign) - The goal is to develop learners who are effective communicators, who love literature, and are lifelong readers and writers. The curriculum is literature based. Comprehensive skills, grammar and vocabulary are integrated within the literature program. Specifically, Spalding Writing Road to Reading is used in Phonics and Spelling Grade K – 8. Shurley Method Program is used for English Grade 1 – 8.

Dramatization and memorization of accelerated vocabulary is a motivational aspect of the language arts experience. Writing includes self analysis connected with student learning goals
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through a personal journal, as well as, creative, expository and professional writing. Communication skills include speaking and writing, and expand into presentation skills, using modern technological tools.

Science and Health - The Liberty Charter science curriculum is a multi-year sequence, which emphasizes hands-on experimentation and functional knowledge of scientific phenomena. Science must take students beyond the factual approach of reading, reciting, drilling and testing science to actually “doing” and “feeling”. This process approach lets students experience the excitement of science so they can better understand facts and concepts.

Kindergarten through third-grade students focus on the basic science process skills of observing, inferring, measuring, communicating, classifying and predicting. Fourth through eighth-grade students add the integrated science process skills of identifying variables, constructing tables of data, constructing graphs, describing relationships between variables, acquiring and processing data, constructing hypotheses and designing investigations. Ninth through twelfth-grade provide more academically and individually challenging situations in which to use the above skills by having students conduct individual and team lab studies.

Math - Kindergarten through eighth grade students will master the arithmetic processes of addition, subtraction, multiplication, and division of whole numbers, fractions, and decimals through Hall of Fame Drills. Our math program has been developed by the Liberty teachers, K – 8. The program is taught in a fast-paced, direct teaching method. However, since mathematical learning is not a spectator sport, we will continue to have concept and manipulative experiences that engage students in exploring, conjecturing and thinking. This is taught using manipulative materials compiled from a variety of sources. Through these hands-on activities, students view and use math as a tool for reasoning and problem solving in purposeful ways.

Social Studies and Community Service - Kindergarten through eighth grade follow the basic elements of the state adopted standards and benchmarks. Social Studies is taught utilizing grade level reading novels taught through a thematic approach. In addition, there is a strong emphasis on community service in the seventh and eighth grades as students apply their understanding of and their contributions to the world around them. We seek out ways for the students to discover and experience responsibilities and rights as members of our democratic community. Our community service starts at the school site.

Environmental Education – Liberty Charter School emphasizes responsibility towards the health of our cities and our planet. We believe that environmental education starts at home and is more than a once a year activity. Learners will start at the school site, participating in daily activities which will instill lifelong awareness of the critical relationships between the individual and natural environments. Learners will study and debate real life issues such as coping with diminishing resources. Consistent participation in Nampa community projects will show learners how they can affect the future quality of our cities and health of our green spaces.

Technology – Liberty Charter School emphasizes the area of technology. (Attachment 4) This will provide our learners with skills, which will prepare them for future employment. This supports a child’s natural way of learning through individual and group discovery and seeking

solutions to real life challenges. Learning how to learn is not only the real purpose of education, but also leads to our goal of becoming lifelong learners.

ELEMENT TWO: THE EDUCATIONAL LEARNING PROGRAM

All students experience a common core of learning which fulfills the school's mission to produce students who possess the academic and personal habits and attitudes desired of an educated citizen in the 21st century. It is the intent of Liberty Charter School to remain aligned with the general standards and benchmarks of the Idaho State Department of Education.

Our students will be able to:

- develop their aesthetic talents in music, visual arts or performance;
- develop oral and written skills;
- have the opportunity to develop oral and written skills in a non-native language;
- possess the ability to use knowledge and skills, think logically and solve problems related to mathematics;
- use their knowledge of personal strengths and weaknesses in order to create individual processes/methods of study and retain what they learn;
- have sufficient knowledge of science to be responsible users of scientific information;
- participate in a comprehensive program of community service that reflects responsible citizens in a democratic society and an inter-dependent world;
- understand and apply the knowledge, concepts, principles and themes embedded in each of the social studies - history, geography, political science and economics.

Liberty Charter School's learning program is built on the belief that all children can learn, but not in the same way, or equally well from the same sources. It recognizes that children are variously gifted. It is based on the work of Howard Gardner of Harvard, who has identified the following seven capabilities or "intelligences":

- linguistic
- mathematical/logical
- intrapersonal (self)
- interpersonal (others)
- bodily-kinesthetic
- spatial
- musical

Although all seven areas will be examined and encouraged through instruction and the gifted and talented program, Liberty has retained the traditional focus on linguistic and mathematical/logical areas, and has implemented a unique musical component, a piano lab.

The staff and parents of Liberty Charter School believe that children do not develop character in a vacuum. Character education is provided through expectation training, memorization and

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dramatization of classic poetry and historical passages, as well as staff who model essential traits of good character. The staff at Liberty Charter School has ensured a safe, kind environment which has allowed students to acquire essential information and attitudes that will help them lead productive lives.

Methods

Liberty Charter School is distinguished by the multiplicity of ways in which it seeks to ensure student learning. Some of these are highlighted in the sections that follow. Not all students have equally successful outcomes. The charter uses uncommon means to achieve common ends. Through its multiple methods, all students are successful, capable of fulfilling their potential.

The *Subject Matter Method* presumes that an educated learner needs to know clearly-defined skills and concepts that can best be learned in an organized sequential fashion. Traditionally, this approach has been predominately lecture based. Liberty has added computer-based learning to increase the efficiency of this method and provide the opportunity for drill, which is sometimes necessary.

The *Inquiry and Problem Solving Method* suggests that learning occurs when individuals think critically and solve problems. The predominant premise of this method is that it is important to know how to retrieve and use the information, not just to have instant recall and possession of the information. *Dimensions of Learning* will be the centerpiece of this method.

The *Individualized Learning Method* attempts to personalize the learning process to the interests of the individual, by allowing students to develop goals for their self-study. The reasons for learning thus become one's own curiosity and personal applicability of the information learned.

The *Discussion Method* encourages learning through sharing of information and concepts within a group, with the thinking process playing an important role. A discussion leader is prepared to recognize each learner's level of understanding and can respond at the level most helpful to the learner.

Learning Opportunities

The most significant learning opportunity for our students is the number of times they have to learn any given concept. The general principle which our teachers impress upon the learners is ***"If you don't get it today, you'll get it tomorrow. If you don't get it tomorrow, you'll get it next month. If you don't get it next month, you'll get it next year."*** This learning advantage alleviates student anxiety, the feeling of desperation if the student doesn't get it quickly enough.

Other learning opportunities are afforded Liberty students. Some are familiar, some are novel, but all strive to make learning relevant and purposeful and to actively engage the learner.

Problem-solving groups apply knowledge they have acquired and to practice new skills by

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tackling both real world problems and problems stimulated to model the current work-world. Peer teaching provides an opportunity for learners to become educators and reinforce their own knowledge and mastery of new skills through presentation of their own work and “learning buddy” activities.

ELEMENT THREE: THE MEASURABLE STUDENT EDUCATIONAL STANDARDS

Liberty Charter School lists below the standards, which are driven by the philosophy and mission of the charter. Liberty’s guiding coalition has clearly defined the essential knowledge and skills for student learning in each program area making standards subject specific and focusing on one subject area at a time. The technology unique aspect strand will be evidenced throughout the following standards.

STANDARDS

Personal Responsibility

Students will have positive attitudes and perceptions about creating quality work, striving for excellence and interpersonal skills.

Students will develop strategies and techniques to use self-regulation, critical, and creative thinking when presented with a task.

Expanding and Integrating Knowledge

Students will acquire and integrate knowledge and experiences from different subject areas.

Students will gather and use subject area information effectively in order to gain new information and knowledge, classify and organize information, support inferences, and justify conclusions appropriate to the context and audience.

Communication Skills

Students will communicate with clarity, purpose, and an understanding of audience using a variety of communication forms and skills.

Students will develop their talents in music, visual arts, and/or performance.

Students will develop oral and written skills in a non-native language.

Thinking and Reasoning Skills

Students will utilize, evaluate, and refine the use of multiple strategies to solve a variety of problems.

Students will reflect on, reconsider and re-evaluate the significance of information and their own learning.

Social Responsibility and Skills

Students will deal with disagreement and conflict caused by diversity of opinions and beliefs.

Students will evaluate and manage their behavior as group members.

Students will participate in community service that reflects responsible citizens in a democratic society.

ASSESSMENT

The purpose of assessment is to support and guide the learning process. It is a tool to recognize accomplishment and certify that knowledge has been gained. Assessment also discerns those areas where understanding is still incomplete and enables students to focus their efforts where they will produce the greatest benefit.

Assessment is a means of measuring each learner's progress according to clearly recognizable standards. It is a tool for helping students learn more about their own strengths and weaknesses without intimidation, fear, or feeling there are winners and losers. It is a source of motivation for the learners and a guide for helping them achieve personal mastery.

Standards and standardization are the basis of assessment. Learners are shown exemplary performances for given tasks. An assessment of their efforts reflects how closely it matches this performance. The goal is not only to give a grade, but also to encourage students to do their personal best and show them their own improvement throughout the year.

Self-assessment is a unique learning opportunity for Liberty Charter students. As active participants in assessment of their own work, learners are encouraged to develop intrapersonal understanding of their strengths and deficiencies and an objective view of their accomplishments. In addition, a score on a piece of work can be improved if the learner is willing to accept the challenge for improvement put forth by the assessment.

Performance will be assessed on at least three levels. Student progress relative to previous performance will be assessed through portfolios of video taped oral presentations, written reports, individual and group projects and via computer learning packages. In addition, we will assess the attitudes and personal /academic habits listed in Element 2 through teacher evaluations of projects and video presentations, as well as parental input. Performance will be assessed
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relative to state developed standards. Liberty Charter School will assess our students on the assessments implemented statewide at the direction of the Idaho State Board of Education.

ELEMENT FOUR: METHOD STUDENT PROGRESS MEASURED

Liberty Charter School learners are exposed to some traditional examination methods. As required by the Charter, student performance is assessed relative to other learners of the same age, up through the twelfth grade, through state and national testing.

Students at Liberty Charter School will:

- ...meet the statewide performance standards developed by the Idaho Department of Education. These standards include the subjects of Language Arts, Mathematics, Science, Social Studies and Physical Education;
- ...achieve developed standards for age levels, content areas and outcomes addressed by the State Department of Education. These standards will be measured by student products, performances, exhibitions and any future tests developed by the Idaho State Department of Education.

We will meet the goals identified in this Charter petition when students demonstrate the following;

- score in the top quartile on standardized tests on the national, state, and district levels;
- reading at grade level by 3rd grade;
- computing math at grade level by 3rd grade;
- student absenteeism is less than 4%;
- student tardies are less than 2%;
- 7th through 12th grade students will receive a positive evaluation when completing the community service piece of the charter which is designed to instill a sense of individual, social, and civic responsibility where learners will use new found knowledge of solve community problems;
- samples of student work depicting acquired, integrated, extended, refined and meaningful utilization of knowledge.
- students reflect positive growth on self-assessment surveys done yearly on attitudes and habits toward task performance.

Special Note: Those students not reading at grade level or computing grade level math will be identified and receive a variety of services including, Special Education, Title 1 (if funded), tutoring by volunteers, and the opportunity with parental support to attend school during one or more intercessions.

Annual reports will be made to the Charter Commission, providing formative and summative
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data to demonstrate that the school is meeting all the performance standards prescribed by the State. The data will include emerging Idaho State Department Education standards, benchmarks and Liberty Charter School developed criteria.

ELEMENT FIVE: STANDARDIZED TESTING

Liberty Charter School students will be tested with the same standardized tests as other public school students.

ELEMENT SIX: STATE ACCREDITATION

Liberty Charter School will be accredited by the Idaho Department of Education as provided by rule of the Idaho State Board of Education. A copy of the Accreditation Certificate will be provided annually to the authorizing entity.

ELEMENT SEVEN: THE GOVERNANCE STRUCTURE OF THE SCHOOL

The Governing Board will direct Liberty Charter School and will be organized and managed under the Idaho Nonprofit Corporation Act. There are five members of the Governing Board. Each governing board position will be appointed as provided by and in accordance with Idaho Non-profit Corporation law. Board members will serve a three-year term.

The Liberty Charter School Governing Board is legally accountable for the operations of the school as required by Idaho Code 33-5205(3)(f).

Liberty Charter School is on a modified year-round, single-track schedule. The calendar will be presented to the Idaho Public Charter School Commission.

Ancillary support personnel, including clerical and custodial, are hired and supervised by the administrator employed by the charter school. The state funding formula will provide the money to hire staff through the regular budgetary process. Volunteers, particularly parent volunteers, will provide additional help.

ELEMENT EIGHT: PARENTAL INVOLVEMENT

Parents of the students who attend Liberty Charter School will be involved at many levels. Parents bring an in-depth understanding of their children's personalities, learning styles and strengths and weaknesses.

The process to ensure parental involvement will be as follows:

1. Parents sign the following eight specific policy letters: fighting and its consequences, Amended May 2015

liability issues concerning supervision on the premises, field trips, bus safety, insurance and student injuries, homework policy, dress guidelines, and the discipline plan.

2. Parents are encouraged to attend two parent teacher conferences a year, as well as attend annual student presentations, specifically at the high school level, which provides a forum for conveying and evaluating the school's commitment to its mission, and to celebrate each student's academic achievement.
3. Parents will complete one survey each year addressing one of the following issues; Student safety, classroom discipline, school-wide discipline, child's response to classroom atmosphere, parent's perception of the learning environment, or the positive impact of their high school child's investment in family teamwork projects.

In addition, parents will be encouraged to provide an appropriate learning environment at home for their child to study, to volunteer at the school setting, and to participate in home-projects with their child.

ELEMENT NINE: QUALIFICATIONS TO BE MET BY INDIVIDUALS TO BE EMPLOYED BY THE CHARTER

All individuals to be employed by Liberty Charter School must possess the personal characteristics, knowledge base and successful experiences in the responsibilities and qualifications identified in the posted job description. Administrative and instructional staff will be certified teachers as required by Idaho Code Section 33-1201 or a waiver or another certification option will be obtained as provided by rule of the State Board of Education. The charter school will follow the same personnel policies, procedures, and practices, including recruitment, selection and hiring of the Idaho Code. Liberty Charter School will follow the supervision, evaluation, and dismissal as detailed in the Idaho Code.

ELEMENT TEN: HEALTH AND SAFETY OF PUPILS AND STAFF

Liberty Charter School will follow procedures to ensure the health and safety of pupils and staff as required by Idaho Code 33-5205(3)(h). (Attachment 6) Each new employee having contact with minor pupils and not possessing a valid Idaho State Teaching Credential must submit two sets of fingerprints to the State Department of Law Enforcement for the purpose of obtaining a criminal background check. This requirement is a condition of employment.

ELEMENT ELEVEN: ADMISSION REQUIREMENTS

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Admission Preferences I.C. 33-5206 & 33-5205(3)(j)

Liberty Charter School has established an admission preference for students residing within the primary attendance area of the school. In addition, Liberty has established admission preferences for returning students, for children of founders and full-time employees of the school, for siblings of students already attending the school, for students seeking to transfer from Legacy Charter School in Nampa (subsequent enrollments, beginning 2015-2016), and for students residing outside the primary attendance area.

Priority of Admission Preferences

Preferences for admission to Liberty Charter School shall be as follows:

- a. First, to pupils returning to Liberty in the second or any subsequent year of operation. Returning students are automatically enrolled in the appropriate grade and do not need to be selected by a lottery.
- b. Second, to children of founders and full-time employees provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of Liberty Charter School.
- c. Third, to siblings of pupils already enrolled in Liberty Charter School.
- d. Fourth, to students seeking to transfer from Legacy Charter School in Nampa, and who have been enrolled at Legacy for at least one year, so long as there is an existing written agreement in place for this preference between Liberty and Legacy Charter Schools.
- e. Fifth, to prospective students residing in the primary attendance area of Liberty Charter School, defined as:
 North Boundary: The center of Lake Lowell Avenue (turning into E. Amity Avenue) to include only property on south side of road(s). [Approx. 3 miles north of school.]
 East Boundary: The center of Happy Valley Rd. to include only property on west side of the road. [Approx. 3 miles east of school.]
 South Boundary: The center of Missouri Rd/Kuna Rd to include only property on north side of road(s). [Approx. 2 miles south of school.]
 West Boundary: The center of Midland Rd to include only property on east side of road. [Approx. 2 miles west of school.]
- f. Sixth, to prospective students residing outside the primary attendance area of Liberty Charter School.

Equitable Selection Process for the Liberty Charter School Waiting List

Liberty Charter School will comply with Idaho State Board of Education Rules Governing Public Charter Schools IDAPA 08.02.04 for the Equitable Selection Process.

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Notification and Acceptance Process

Liberty Charter School will comply with Idaho State Board of Education Rules Governing Public Charter Schools IDAPA 08.02.04 for the Notification and Acceptance Process.

Prior to admission, all parents/guardians will sign a letter indicating they understand the Charter outcomes, philosophy and program. An admissions test will not be required.

ELEMENT TWELVE: REQUIREMENT FOR ANNUAL AUDIT AND PROGRAMMATIC OPERATION OF LIBERTY CHARTER SCHOOL

Liberty Charter School will follow the requirements set forth by Idaho Statutes regarding an annual audit.

The accounting records will be kept in accordance with generally accepted accounting principles as dictated by Idaho Statutes. Liberty Charter School will follow the requirements set forth by the Idaho Department of Education. The same format for account numbering will be used as set forth by the Department of Education.

Liberty Charter School will submit to the Charter Commission copies of all accounting reports that are required to be submitted within the same time frame as required by the Department of Education. Budget reports will be submitted to the School will present a programmatic operation report on or before the November monthly board meeting to the Charter Commission. Liberty Charter School will be responsible and accountable for the learning program, student standards, measurable educational standards, and unique aspects of the contract.

ELEMENT THIRTEEN: PROCEDURES FOR THE SUSPENSION AND EXPULSION OF LIBERTY CHARTER SCHOOL PUPILS

The procedures for suspension and expulsion at Liberty Charter School will follow Idaho Code 33-205 and 33-206.

ELEMENT FOURTEEN: THE MANNER BY WHICH LIBERTY CHARTER SCHOOL STAFF MEMBERS WILL BE COVERED BY PERSI OR FEDERAL SOCIAL SECURITY

All employees are currently members of PERSI and will continue their participation. Employees will contribute at the rate established by PERSI. All employees shall contribute to the Social Security System. Liberty Charter School will make all employer contributions as required by PERSI and Federal Social Security. Liberty Charter School will pay for workers compensation insurance, unemployment insurance and any other payroll obligations of an employer.

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ELEMENT FIFTEEN: PUBLIC SCHOOL ATTENDANCE ALTERNATIVE

This element is not applicable as Liberty Charter School is not a conversion charter school and/or its attendance area is the Nampa School District.

ELEMENT SIXTEEN: TRANSFER RIGHT OF EMPLOYEES

Any current school district employee in Idaho who becomes an employee of Liberty Charter School, certificated and non-certificated, will not be considered employees of any other school district and therefore do not have transfer rights. If a Liberty Charter employee wishes to return to another school district, he or she must apply through that district's employment procedures for new employees.

ELEMENT SEVENTEEN: COLLECTIVE BARGAINING AND MINIMUM SALARY BENEFITS

The certified staff of Liberty Charter School will be considered a separate unit not associated with any other school district for purposes of collective bargaining.

The members of an education association and non-union members of the charter school staff will have at minimum the same salary and health benefits as the state's allocation.

ELEMENT EIGHTEEN: PROCEDURES RESOLVING DISPUTES RELATING TO THE PROVISIONS OF THE CHARTER CONTRACT

The Charter Commission shall retain the right to evaluate at any time the degree to which the Charter School is meeting the terms of the contract. The Commission may identify an independent evaluator to:

1. Visit the charter school to observe day-to-day operations;
2. Review the charter school records and data;
3. Directly survey the charter school's parents/guardians, students, employees;
4. Audit the books of the charter school;
4. Review, evaluate, and coordinate the administration, scoring, and distribution of the testing program to assure consistency with the Idaho State Dept. of Education.

Liberty Charter School will ensure a prompt exchange of pupil records, follow local school districts' practices and procedures in the areas of transitioning students from elementary schools into middle schools and middle schools into high schools. Liberty Charter School will provide
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transcripts identifying only those courses which the student achieved at least 1 credit in order for other district high schools to accurately determine course placement. At the high school's request, the student's Academic File (actual work achieving objectives) and Objectives File (actual objectives with completion identified) can also be sent.

ELEMENT NINETEEN: STUDENT SERVICES OF THE CHARTER SCHOOL POPULATION

Liberty Charter School will identify special needs students, including LEP (Limited English Proficient), special education, gifted and talented, compensatory education, and provide successful special needs education for them and adopt and comply with the "Special Education Manual" from the State Department of Education as now adopted or as amended.

The Liberty Charter School Special Education administrator will be the Section 504 Compliance Officer.

If a student at Liberty Charter School is found to be eligible for special education services at the charter school, services will be provided for that student in one or more of the following ways:

Liberty Charter School will form a multidisciplinary team to consider a student's eligibility for special education. If a team determines the need for an evaluation by personnel, such as a school psychologist, speech therapist, or occupational therapist, not currently employed by the Liberty Charter School, such evaluations will be contracted with a private provider.

A certificated special education teacher will be responsible to monitor Individual Education Plans (IEPs) and supervise the implementation as written. The special education teacher, or an educational assistant under his/her guidance, will provide services in an inclusion or a pull-out model depending on the degree of intervention necessary to meet the student's needs. The special education teacher will consult with the general education staff to utilize effective classroom interventions, adaptations, and modifications.

Related services, such as speech or language therapy, occupational therapy, or transportation, refer to those services necessary for a student to benefit from their special education. The Liberty Charter School will contract with a private provider for the provision of related services. Direct speech, language, or OT services may be provided by a paraprofessional under the direct supervision of a licensed therapist. The supervision of paraprofessionals will be outlined in the student's IEP.

The disciplinary policies of the school shall apply to special education students unless the infraction is disability based. Special education students on an IEP will not be suspended

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from school until a team meeting, including a parent, has been conducted and a Manifest Determination completed. If a student exhibits a consistent inappropriate behavior, Liberty Charter School will employ a variety of techniques to address the behavior. A team meeting, including the parent, is called. A student may be put on a behavior plan. If the team determines that the behavior is disability based, the team will determine if this plan needs to be added to the IEP through an amendment.

Daily discipline is handled through the classroom teacher in conjunction with the special education teacher in order to determine, based on the student's disability, the best way to address issues with the student.

In the event that the IEP team determines that the student's academic needs cannot be met on site, the Liberty Charter School will contract with a local school district to provide services.

ELEMENT TWENTY: LIBERTY CHARTER SCHOOL FACILITIES

The primary learning space is 37,000 square feet building located at 1063 East Lewis Lane, Nampa, Idaho. The facility, built in 2002, will be maintained to code and will ensure that all existing codes are met. The facility will be open to the public at large for inspection at any time.

ELEMENT TWENTY ONE: ADMINISTRATIVE SERVICES

The Governing Board shall employ an administrator to operate the school on a day to day basis. The administrator will have all the responsibilities of the superintendent and principal. (Attachment 8)

ELEMENT TWENTY TWO: POTENTIAL CIVIL LIABILITY

Liberty Charter School will be liable for all acts, omissions, debts or other obligations. Liberty Charter School shall defend, hold harmless and indemnify the Board against any claim, action, loss, damage, injury liability, cost or expense of any kind or nature, including, but not limited to, attorney's fees and court costs, arising out of the operation of Liberty Charter School and/or arising out of the acts or omissions of the agents, employees or contractors of Liberty Charter School.

There will be no liability for the approving authority, the Idaho Public Charter School Commission. Liberty Charter School may sue or be sued, purchase, receive, hold and convey real and personal property for school purposes, and borrow money for such purposes, to the same extent and on the same condition as a public school district. All employees, directors and officers shall enjoy the same immunities as employees, directors and officers of public schools.

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ELEMENT TWENTY THREE: IDAHO NONPROFIT CORPORATION ACT

The Governing Board of Liberty Charter School is organized and managed under the Idaho Nonprofit Corporation Act. The Governing Board has provided copies of the articles and bylaws of this to the Idaho Public Charter School Commission. (Attachment 9) The Governing Board is deemed the public agents to control Liberty Charter School. The Governing Board has all the power and duties afforded to a Board of Trustees. Liberty Charter School will be considered a public school for all purposes and, as such, shall be responsible to identify and comply with all statutory requirements affecting the operation of a public school. Therefore, the Governing Board meetings follow the open meeting laws, keeping accurate minutes and making said minutes available to the public.

Upon the dissolution of the Corporation, the assets of the Corporation shall be distributed to creditors pursuant to Sections 30-3-114 and 30-3-115 of the Idaho Code. Upon winding up the dissolution of this corporation, after paying or adequately providing for the debts and obligations of the corporation, the remaining assets shall be distributed to a nonprofit fund, foundation, or corporation which is organized and operated exclusively for charitable, education, religious, and or scientific purposes and which has established its tax exempt status under section 501(c)(3) of the Internal Revenue Code. In addition to the requirements contained in Idaho Code, the Governing Board shall include in its plan for dissolution 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.

ELEMENT TWENTY FOUR: INSURANCE FOR LIABILITY AND PROPERTY LOSS

Liberty Charter School will maintain insurance for liability, errors and omissions, and property loss. Documentation of insurance coverage will be filed with the Idaho Public Charter School Commission by August 1 of each year.

ELEMENT TWENTY FIVE: GIFTED AND TALENTED STUDENTS

The Liberty Charter School environment allows areas to be pursued beyond the scope of the regular curriculum – regardless of the students’ areas of giftedness or talents. The use of a direct instruction method where teachers teach above grade level provides multiple opportunities for students to reach higher learning levels. Students are also encouraged to pursue challenges beyond the scope of the regular curriculum, including Hall of Fame, Famous I, Famous II, and Famous III. At the high school level, this is accomplished through, but not limited to, clustering, competitions, consultations, curriculum compacting, honors classes, concurrent credit college courses.

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Liberty Charter School uses the following outline of identification procedures for our gifted and talented program:

- Intellectual/Academic
- Specific Academic
- Creativity – see attached student profile
- Visual/Performing Arts portfolio/audition; expert recommendation: teacher rating form
- Leadership – portfolio; teacher recommendation; parent questionnaire; student questionnaire

ELEMENT TWENTY SIX: PARTICIPATION IN DUAL-ENROLLMENT

Eligible Liberty Charter School students will participate in dual-enrollment in local school districts in which they reside as provided for in Chapter 2, Title 33, Idaho Code and Liberty Charter School's policies regarding dual enrollment. When appropriate the students will enroll in the non-charter school or charter school within their attendance zone. Transportation will be provided to students by their parents when exercising dual-enrollment opportunities. Reimbursement when appropriate for these dual enrollment opportunities will be the same amount as all students who enroll from private schools, home schools, and other public schools.

ELEMENT TWENTY SEVEN: LIMITED ENGLISH PROFICIENCY SERVICES

Liberty Charter School will identify LEP (Limited English Proficient) and provide a successful education for them.

Liberty Charter School's potential LEP students will use a home-language survey upon the student's registration. In addition, the "Woodcock Munoz" test will determine the student's eligibility and language level – L1, L2, and L3. The "Woodcock Munoz" test will be used as a pre-post test to document the progress in both content areas and English language development.

Once identified, the Liberty Charter School Special Education teacher will administer the LEP program. If a student at Liberty Charter School is found eligible for services will be provided onsite in an inclusion method.

ELEMENT TWENTY EIGHT: TRANSPORTATION FOR SPECIAL NEEDS STUDENTS

Transportation is provided to Liberty Charter School students who reside in the school's attendance area, or contiguous area, defined as the Nampa School District. If a special needs

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student residing in the defined contiguous area needs transportation while attending Liberty Charter School, it will be provided if the student is not capable of getting to school in the same manner as other students.

ELEMENT TWENTY NINE: INTERNET SAFETY POLICY

The attached parent/student/staff agreement internet procedure for minors includes the operation of a technology protection measure with respect to all computers at Liberty Charter School with Internet access that protects against access through computers to visual depictions that are obscene, child pornography, and /or harmful to minors. (Attachment 11)

ELEMENT THIRTY: STUDENT ENROLLMENT OF THE CHARTER SCHOOL

The enrollment capacity will be 500 students at Liberty Charter School.

ELEMENT THIRTY ONE: ADDITIONS, DELETIONS, AMENDMENTS, & MODIFICATIONS OF THE CHARTER

Any material revisions of the Charter must be approved by the Idaho Public Charter School Commission. Any element of the Charter that, through legislation or legal ruling, is deemed to be outside the intent of Idaho Code, Section 33-5205, shall be removed from the Charter.

ELEMENT THIRTY TWO: REVOKING THE CHARTER

The Liberty Charter School Charter may be revoked by the authorizing entity if the charter school:

1. Fails to substantially meet one or more of the student educational standards identified in the charter contract.
2. Commits a material violation of any condition, standard or procedure set forth in the charter petition or contract.
3. Fails to meet generally accepted accounting standards of fiscal management.
4. Loses substantial support of the school's parents, staff, and/or community; or violates any provision of law.

ELEMENT THIRTY THREE: HIGH SCHOOL PROGRAM ADDITION

All teachers will be accredited in one of the following fields: mathematics, science, language arts or social studies. Additionally, all coursework (e.g. content) will be designed in light of Northwest Regional accreditation and state standards. The emphasis of the high school's curriculum will be humanities, allowing for consistent integration of literature, writing and

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reading with historical study. Science and mathematics will likewise be consistently integrated in both group and individual lab study projects in order for students to explore, analyze and solve for community needs. Students' learning in every curricular area will be most notably advanced using independent learning projects in order to achieve the individualized learning goals of each student. Mini-labs, conducted weekly in small groups, will specifically address student needs in the areas of reading, vocabulary, spelling and writing mechanics. Additional assessment and academic challenge opportunities include Advanced Placement exams in areas of Composition, Literature and U.S. History. Students will also be encouraged and given opportunities to pursue and satisfy dual enrollment requirements for local universities. It is the goal of the high school to ensure that each graduating student who has college as a goal will have obtained a minimum of 9 college credits.

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

Appendix D: Public Charter School Closure Protocol



CLOSURE PROTOCOL

August 2013

Background

This Closure Protocol is aligned to Idaho statute and rule and is designed to reflect best practices for managing the school closure process in an organized manner that protects the state, students and the community.

The Idaho Public Charter School Commission Closure Protocol is based on the Colorado Charter School Sample Closure Framework released in 2011 and publicly available at www.charterschoolquality.org. The Colorado Sample Closure Framework was created through the collaborative work of the Colorado Department of Education, the Colorado League of Charter Schools, and the Colorado Charter School Institute.

The Colorado Charter School Sample Closure Framework incorporated information from the following sources:

1. *Accountability in Action: A Comprehensive Guide to Charter School Closure*. Edited by Kim Wechtenhiser, Andrew Wade, and Margaret Lin. National Association of Charter School Authorizers (2010).
2. Colorado Charter School Institute Closure Project Plan (2010).
3. *Charter Renewal*. Charter Schools Institute, The State University of New York (SUNY).
4. *Pre-Opening Checklist and Closing Checklist*. Office of Education Innovation, Office of the Mayor, City of Indianapolis.
5. *2010-2011 Charter Renewal Guidelines*. District of Columbia Public Charter School Board.

During the revision process, the following additional sources were integrated into the Idaho Public Charter School Commission Closure Protocol:

6. *Navigating the Closure Process*. Matthew Shaw. Authorizing Matters Issue Brief, May 2011. National Association of Charter School Authorizers (2011).

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Introduction

Charter school closures happen when a school’s charter is revoked, non-renewed, or relinquished. A number of factors can lead to closure of the school, including poor academic performance, finances, governance, or safety issues. Regardless of the reasons for closure, the board of directors of the public charter school is responsible for managing the closure and dissolution process.² Cooperation between the public charter school board and administrator, authorizer, and other state entities can allow for the facilitation of a smooth process that “minimize[s] disruption for students while ensuring that public funds are used appropriately.”³

The closure process should begin as soon as the authorizer or the charter school board takes initial action to close the school, regardless of whether an appeals process has been completed or the decision has been finalized. This allows the school and authorizer to discuss the potential closure, identify a tentative timeline for the final decision, and work together to establish a closure team and clear paths of communication with each other, stakeholders, and the community.

Whenever possible, the authorizer and public charter school should work together to ensure that the school is able to operate through the completion of the regularly-scheduled school year. Under most circumstances, this should allow adequate time to complete all closure tasks. More importantly, it minimizes instructional gaps for students. However, there are occasions when it is necessary for a school to close mid-year. In these cases, students’ educational transitions should be the highest priority. The school, authorizer, and other state entities must also identify the appropriate closure team and work closely together to prioritize closure tasks and manage their completion in as organized and efficient manner as possible.

Though individual schools should develop closure plans that are tailored to their situation, resources, and needs, all schools should keep the following primary goals in mind:

1. Providing educational services in accordance with the charter and performance certificate until the end of the school year, or the agreed upon date when instruction will stop.
2. Reassigning students to schools that meet their educational needs.
3. Addressing the school’s financial, legal and reporting obligations.

The closure process has many tasks, which are illustrated in the chart below. Based on the circumstances surrounding the closure, not all tasks in this protocol may apply. When the charter school, authorizer, and other state entities meet at the outset of the closure process, they should refer to the Closure Protocol and identify which tasks will be required or necessary. During this meeting, responsible parties and completion dates should be agreed upon to ensure a transparent and smooth closure. The template that follows includes the basic tasks that will usually need to be addressed to close a school; the format allows for the insertion of responsible parties and task deadlines.

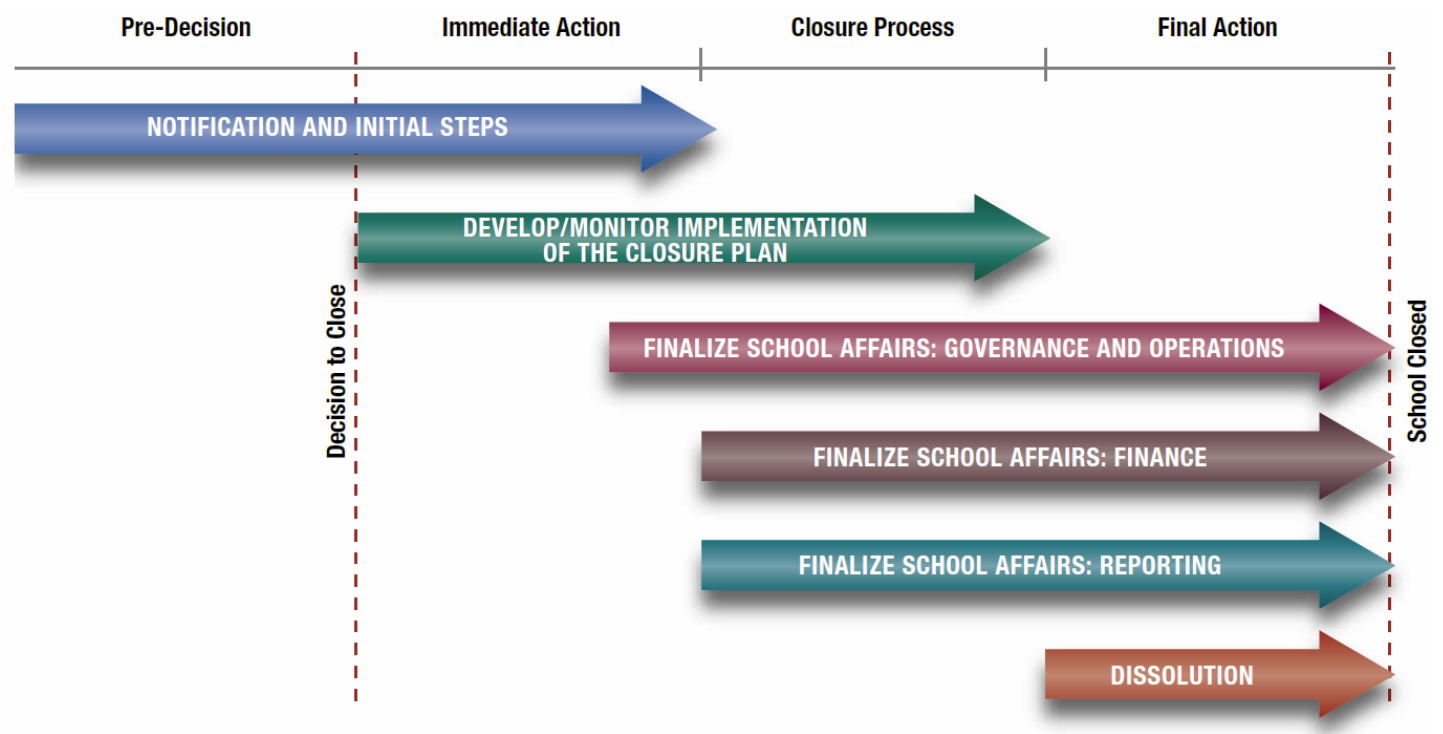
Endnotes

¹ Peyser, J. and Marino, M. “Why Good Authorizers Should Close Bad Schools.” Accountability in Action: A Comprehensive Guide to Charter School Closure. National Association of Charter School Authorizers (2010). Pages 6 and 9.

² I.C. § 33-5212

³ Shaw, M. “Navigating the Closure Process.” Authorizing Matters Issue Brief, May 2011. National Association of Charter School Authorizers (2011). Pages 2-3.

A Conceptual Timeline for Closure



Notification and Initial Steps

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Meet with PCSC and SDE staff Within 3 business days of the authorizer's or school's initial / intended closure decision, the charter school administrator and a representative of the school's board will meet (in-person or via telephone or web conference) with staff representatives of the PCSC and SDE to: <ol style="list-style-type: none"> 1. Review the remaining process for finalizing the closure decision as applicable 2. Review the Closure Protocol and tasks and clarify critical deadlines 3. Identify points of contact for media or community questions 4. Draft communication to staff, families, and affected districts 	School, PCSC, SDE			
Notify Parents / Guardians of Potential Closure <ol style="list-style-type: none"> 1. Within one week of the authorizer's or school's initial / intended closure decision, the charter school will send letters to enrolled families. Notification should include: <ul style="list-style-type: none"> • The reasons for closure. • If applicable, an explanation of the appeals process and likely timeline for a final decision. • Assurance that instruction will continue through the end of the school year or an estimation of when instruction will cease. • Assurance that after a final decision is reached, parents/students will be notified and assisted in the reassignment process. • Public Charter School Closure FAQ. • Contact information for parents/guardians with questions. 	School, PCSC			
Notify School Districts Materially Impacted <ol style="list-style-type: none"> 1. Within one week of the authorizer's or school's initial / intended closure decision, the charter school will send letters to districts materially impacted by the closure decision. Notification should include: <ul style="list-style-type: none"> • The reasons for closure. • If applicable, an explanation of the appeals process and likely timeline for a final decision. • Copy of the letter sent to parents. • Public Charter School Closure FAQ. • Contact information for questions. 	School, PCSC			
Meet with Charter School Faculty and Staff Administrator and charter board chair meet with the faculty and staff to: <ol style="list-style-type: none"> 1. Discuss reasons for closure, status of appeals process (if applicable), and likely timeline for a final decision. 2. Emphasize importance of maintaining continuity of instruction through the end of the school year. 3. Emphasize need to limit expenditures to necessities. 4. Discuss plans for helping students find new schools and need for teachers and staff to have organized student files prepared for transfer. 5. Identify date when last salary checks will be issued, when benefits terminate, and anticipated last day of work. 6. Describe assistance, if any, that will be provided to faculty and staff to find new positions. 	School			
Review and Report on Finances <ol style="list-style-type: none"> 1. Review budget to ensure that funds are sufficient to operate the school through the end of the school year, if applicable. Communicate with the PCSC and SDE regarding financial status and next steps. 2. Limit expenditures to only those in the approved budget and delay approving expenditures that might no longer be necessary until a revised budget is approved. 3. Communicate with the SDE regarding whether there are any anticipated changes to remaining disbursements from the state. 	School, PCSC, SDE			

<p>Send Additional and Final Notifications</p> <ol style="list-style-type: none"> 1. Notify parents and affected school districts in writing after key events (e.g., denial of an appeal) and when the closure decision is final. 2. The letters notifying staff, parents, and other districts of the final closure decision should include: <ul style="list-style-type: none"> • The last day of instruction. • Any end-of-the-year activities that are planned to make the transition easier for parents and students. • Assistance that will be provided to families in identifying new schools. This may include a list of school options; application deadlines or open house dates for traditional public, public charter, or private schools; or individual meetings with families. • Basic information about the process for access and transfer of student and personnel records. 	<p>School, PCSC</p>			
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Develop/Monitor Implementation of the Closure Plan

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Establish Transition Team, Develop Closure Plan, and Assign Roles 1. Contact appropriate entities to establish a transition team, including: <ul style="list-style-type: none"> • A member of the PCSC staff • A member of the SDE staff • Charter school board chair • Lead administrator from the charter school • Lead finance person from the charter school • Additional members as deemed appropriate 2. Develop plan, review roles of primary entities, identify individuals responsible for closure tasks, and exchange contact information.	School, PCSC, SDE			
Establish a Schedule for Meetings and Interim Status Reports Agree on a meeting schedule to review progress and interim, written status reports to include: <ol style="list-style-type: none"> 1. Reassignment of students and transfer of student records. 2. Identification of long-term storage location of student and personnel records; plan for access and communication to parents regarding access. 3. Notification to entities doing business with the school. 4. The status of the school's finances, including outstanding expenses and payment of creditors and contractors. 5. Sale, dissolution, or return of assets. 6. Submission of all required reports and data to the authorizer and/or state. 	School			
Submit Final Closure Report Submit the completed closure Protocol document and appropriate final closure documents to the PCSC (see the Reporting section for more details).	School			

Finalize School Affairs: Governance and Operations

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Maintain Identifiable Location Maintain the school's current location through the winding up of its affairs or relocate its business records and remaining assets to a location with operational telephone service that has voice message capability.	School			
Protect School Assets Protect the school's assets and any assets in the school that belong to others against theft, misappropriation and deterioration. <ol style="list-style-type: none"> 1. Maintain existing insurance coverage on assets, including facility, until the disposal of such assets in accordance with the closure plan. 2. Negotiate school facility insurance with entities that may take possession of school facility – lenders, mortgagors, bond holders, etc. 3. Obtain or maintain appropriate security services. Action may include moving assets to secure storage after closure or loss of facility. 	School			
Notify Commercial Lenders / Bond Holders (if applicable) If the school has existing loans - Within 10 days after the final decision to close the charter school (after appeals process is complete), notify banks, bond holders, etc., of the school's closure and projected dates for the school's last payment towards its debt and if/when default will occur.	School			
Terminate EMO /CMO Agreement (if applicable) Review the management agreement and take steps needed to terminate the agreement at the end of the school year or prior to the intended closure date. <ol style="list-style-type: none"> 1. The management company should be asked for a final invoice and accounting, including an accounting of any retained school funds and the status of grant funds. 2. The school and the management company should agree upon how the company will continue to provide educational services until the last day of instruction. The school and the management company agree when other services including business services will end.	School			
Notify Contractors and Terminate Contracts <ol style="list-style-type: none"> 1. Notify all contractors, including food service and transportation, of school closure. 2. Retain records of past contracts and payments. 3. Terminate contracts for goods and services as of the last date such goods or services will be needed. 	School			
Notify Employees and Benefit Providers <ol style="list-style-type: none"> 1. Whenever possible, provide employees with formal, written notification of termination of employment at least 60 days before closure to include date of termination of all benefits in accordance with applicable law and regulations (i.e. WARN and COBRA) and eligibility for unemployment insurance pursuant to federal or state law or regulations of the Idaho Department of Labor. 2. Notify benefit providers of pending termination of all employees, to include: <ul style="list-style-type: none"> • Medical, dental, vision plans. • Life insurance. • PERSI, 403(b), or other retirement plans 3. Consult legal counsel as specific rules and regulations may apply to such programs. 	School			

Finalize School Affairs: Governance and Operations (continued)

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Maintain and Organize Records <ol style="list-style-type: none"> Maintain all corporate records related to: <ul style="list-style-type: none"> Loans, bonds, mortgages and other financing. Contracts. Leases. Assets and their sale, redistribution, etc. Grants -- records relating to federal grants must be kept in accordance with 34 CFR 80.42. Governance (minutes, bylaws, policies). Accounting/audit, taxes and tax status, etc. Employees (background checks, personnel files). Employee benefit programs and benefits. Any other items listed in the closure plan. Determine where records will be stored after dissolution. 	School			
Transfer Student Records and Testing Material <ol style="list-style-type: none"> Ensure that all student records are organized and complete Within 10 days of receiving a records request, send student records, including final grades and evaluations, to the students' parent or new district and/or school, including: <ul style="list-style-type: none"> Individual Education Programs (IEPs) and all records regarding special education and supplemental services. Student health / immunization records. Attendance record. Any testing materials required to be maintained by the school. Student transcripts and report cards. All other student records. Document the transfer of records to include: <ul style="list-style-type: none"> Date of transfer (for each individual student file transferred). Signature and printed name of the charter school representative releasing the records. Name and contact information of the receiver's representative. The total number and percentage of general and special education records transferred. 	School			
Inventory Assets and Prepare Federal Items for Pick-up <ol style="list-style-type: none"> Inventory school assets, and identify items: <ul style="list-style-type: none"> Loaned from other entities. Encumbered by the terms of a contingent gift, grant or donation, or a security interest. Belonging to the EMO/CMO, if applicable, or other contractors. Purchased with federal grants or funds (i.e. Charter Start grant) <ul style="list-style-type: none"> Items purchased with federal funds should be listed on the Federal Items Inventory spreadsheet provided by the PCSC. The list should be very detailed and complete, and items should not be sold or re-distributed. Return assets not belonging to school where appropriate documentation exists. Keep records of assets returned. Organize and pack items purchased with federal funds and arrange for PCSC walk-through and pick-up. <ul style="list-style-type: none"> Boxes should be packed, closed, taped, and <i>clearly</i> labeled with name(s) and/or number(s) corresponding to the inventory. PCSC walk-through must be scheduled in advance and must be at least 2 days prior to the scheduled move day. At the time of the walk-through, all federal items must be prepared and distinctly separate from other school assets. If the school's items are not adequately prepared for moving, the PCSC will delay the date for pick-up of federal items. 	School, PCSC			

Finalize School Affairs: Finance

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Maintain IRS 501(c)(3) Status Maintain IRS 501(c)(3) status until final dissolution. Notify IRS regarding any address change(s) and file required tax returns and reports.	School			
Notify Funding Sources / Charitable Partners Notify all funding sources, including charitable partners of school closure. Notify state and federal agencies overseeing grants / programs of school closure.	School			
Review and Revise School Budget <ol style="list-style-type: none"> 1. Review the school's budget and overall financial condition. 2. Make revisions, taking closure expenses into account closure while prioritizing continuity of instruction. Submit budget to PCSC and SDE. 3. Identify acceptable use of reserve funds. 	School, PCSC, SDE			
List all Creditors and Debtors Formulate a list of creditors and debtors and any amounts accrued and unpaid with respect to such creditor or debtor. Note that the creditor list is not the same as the contractor list (above), but should include any contractors with whom the school owes money (based on a contract or invoice). <ol style="list-style-type: none"> 1. Creditors include lenders, mortgage holders, bond holders, equipment suppliers, service providers and secured and unsecured creditors. 2. Debtors include persons who owe the school fees or credits, any lessees or sub-lessees of the school, and any person holding property of the school. 	School			
Notify Debtors and Process Payments Contact debtors to request payment. Process and document received payments.	School			
Determine PERSI Obligations Contact PERSI to determine remaining liabilities for employee retirement program.	School			
Notify and Pay Creditors <ol style="list-style-type: none"> 1. Notify all creditors of the school's closure and request final invoices. 2. Sell appropriate assets. 3. Prioritize and pay creditors in accordance with I.C. § 33-5212(2). Document payments made. 	School			
Itemize Financials Review, prepare and make available the following: <ol style="list-style-type: none"> 1. Fiscal year-end financial statements. 2. Cash analysis. 3. Bank statements for the year, investments, payables, unused checks, petty cash, bank accounts, and payroll reports including taxes. 4. Collect and void all unused checks and destroy all credit and debit cards. Close accounts after transactions have cleared. 	School			
Close Out All State and Federal Grants Close out state, federal, and other grants. This includes filing any required expenditure reports or receipts and any required program reports, including disposition of grant assets.	School, SDE, Fed			
Prepare Final Financial Statement Retain an independent accountant to prepare a final statement of the status of all contracts and obligations of the school and all funds owed to the school, showing: <ol style="list-style-type: none"> 1. All assets and the value and location thereof. 2. Each remaining creditor and amounts owed. 3. Statement that all debts have been collected or that good faith efforts have been made to collect same. 4. Each remaining debtor and the amounts owed. 	School			
Complete Final Financial Audit Complete a financial audit of the school in accordance with statute by a date to be determined by the authorizer. Submit final audit to the PCSC and SDE.	School, PCSC, SDE			
Reconcile with State Reconcile state billings and payments. Reimbursement of funds previously disbursed to the school may be required.	School, SDE			

Finalize School Affairs: Reporting

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Prepare and Submit End-of-Year Reports <ol style="list-style-type: none"> 1. Communicate with the PCSC regarding necessary end-year or annual data or reporting that needs to be submitted and identify deadlines. 2. Prepare and submit annual reports to the authorizer. 	School, PCSC			
Prepare Final Report Cards and Student Records Notice Provide parents / guardians with copies of final report cards and notice of where student records will be sent along with contact information.	School			
Prepare and Submit Final ISEE Report Within 10 days of final closure, submit a final ISEE report to the SDE.	School, SDE			
Prepare and Submit Final Budget and Financial Reporting Within 120 days of final closure, submit a final budget and financial reporting, including final financial audit, to the SDE.	School, SDE			
Prepare and Submit All Other Required State and Federal Reports <ol style="list-style-type: none"> 1. Communicate with the SDE and the federal government to identify any outstanding or final reports required for federal, state, or special programs (special education, Title I, etc.) and confirm deadlines. 2. Prepare and submit reports to the SDE and/or federal government. 	School, SDE			
Prepare and Submit Final Closure Report to the PCSC Submit the completed closure Protocol document and a narrative and/or attachments that outline the following: <ol style="list-style-type: none"> 1. The name and contact information of the individual(s) with whom the PCSC can follow-up after closure if there are questions or issues to be addressed 2. The school's final financial status, including the final independent audit 3. The status of the transfer and storage of student records, including: <ul style="list-style-type: none"> • The school's total enrollment at the start of the final semester • The number and percentage of student records that have been transferred prior to closure • The plan for storage and access to student records after closure, including the signature of the person / entity that has agreed to be responsible for transferring records after closure • A copy of public communication to parents regarding how to access student records after closure 4. The status of the transfer and storage of personnel records, including: <ul style="list-style-type: none"> • The school's total number of staff at the beginning of the final semester • The number and percentage of personnel records that have been distributed to staff and/or new employers • If necessary, the plan for storage and access to personnel records after closure, including the signature of the person / entity that has agreed to be responsible for transferring records after closure • A copy of communication to staff regarding how to access personnel records after closure 5. Additional documentation (inventories, operational info, etc.) may be included with the report 	School, PCSC			

Dissolution

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Dissolve the Charter School (I.C. § 30-3-110) <ol style="list-style-type: none"> 1. Give appropriate notice of the meeting per Open Meeting law and statute, including the intention to vote on the dissolution of the corporation. 2. The charter school board adopts a plan of dissolution indicating to whom the assets of the non-profit corporation will be distributed after all creditors have been paid. (I.C. § 33-5206(9)) 3. Unless otherwise provided in the bylaws, the board of directors votes on the resolution to dissolve. A non-profit corporation is dissolved upon the effective date of its articles of dissolution. (I.C. § 30-3-112) 	School			
Notify the Secretary of State (I.C. § 30-3-112) <ol style="list-style-type: none"> 1. After the resolution to dissolve is authorized, dissolve the corporation by delivering to the Secretary of State for filing articles of dissolution setting forth: <ul style="list-style-type: none"> • The name of the non-profit corporation. • The date dissolution was authorized. • A statement that dissolution was approved by sufficient vote of the board. • If approval of members was not required (commonly true for public charter schools), a statement to that effect and a statement that dissolution was approved by a sufficient vote of the board of directors or incorporators • Such additional information as the Secretary of State determines is necessary or appropriate. 	School			
Notify Known Claimants (I.C. § 30-3-114) Give written notice of the dissolution to known claimants after the effective date of the dissolution. Claimants have 120 days from the effective date of the written notice to submit a claim.	School			
End Corporate Existence (I.C. § 30-3-113) A dissolved non-profit corporation continues its corporate existence, but may not carry on any activities except as is appropriate to wind up and liquidate its affairs, including: <ol style="list-style-type: none"> 1. Preserving and protecting its assets and minimizing its liabilities. 2. Discharging or making provision for discharging its liabilities. 3. Disposing of its properties that will not be distributed in kind. 4. Returning, transferring or conveying assets held by the corporation upon a condition requiring return, transfer or conveyance, which condition occurs by reason of dissolution, in accordance with such condition. 5. Transferring, subject to any contractual or legal requirements, its assets as provided in or authorized by its articles of incorporation or bylaws. 6. Doing every other act necessary to wind up and liquidate its assets and affairs. 	School			
Notify IRS Notify the IRS of dissolution of the education corporation and its 501(c)(3) status and furnish a copy to the authorizer.	School			

“If charter schools are to have any hope of transforming public education, they cannot settle for simply being pretty good or just above average – especially when that average is well below what students need to succeed in the world. From this perspective, charter schools need to be about excellence. Specifically, they need to prove that excellence is possible and achievable at scale and under difficult circumstances, even with students whom others may have given up on.”

“All of those who embark on this perilous journey of hope deserve our deepest gratitude and respect for embracing this challenge with courage, persistence and good faith. But these virtues alone are not enough. Charter schools are not supposed to rest on good intentions and earnest effort; they are supposed to achieve meaningful results demonstrated by a sound body of evidence over the charter term. Charter schools that cannot deliver on that promise, either to their students or the broader public, need to be closed. This is the unpleasant, but imperative responsibility of authorizers.”

-- James A. Peyser and Maura Marino. “Why Good Authorizers Should Close Bad Schools.”¹