

# CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this 13<sup>th</sup> day of June 2019, by and between the Idaho Public Charter School Commission (the “Authorizer”), and White Pine 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 5, 2015, the Authorizer approved a petition for the transfer of the School’s charter to the Authorizer; and

WHEREAS, the School began operations in the year 2003; 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: **Success for Every Student.**
- B. Grades Served.** The School may serve students in **grades K-12.**
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- White Pine Charter School (grades K-8) utilizes a Core Knowledge framework taught in a warm and dynamic environment. We believe that effective learning is hands-on where students are taught to be critical thinkers and life-long learners.**
- **Provide a strong foundation in basic reading, writing, mathematics, science, social studies and technological skills.**
  - **Provide a technology-rich environment, encouraging the effective use of technology as a tool in the workplace of the 21st century.**
  - **Lead students to develop the following personal habits important in the work place: accepting responsibility for personal decisions and actions; honesty, courage, and integrity; a healthy lifestyle; empathy, courtesy, and respect for differences among people; self-confidence; concentration and perseverance; responsible time management; assuming a fair share of the workload; and working cooperatively with others to reach group consensus.**
- 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 **1049 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.** **2959 John Adams Parkway, Ammon, ID 83406, and 2664 1<sup>st</sup> Street, Ammon, ID 83406.** 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: **Bonneville Joint School District 93 and Idaho Falls School District 91.**

**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

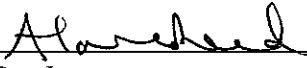
and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix D.


- 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.

  
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Alan Reed  
Chairperson, Idaho Public Charter School Commission

  
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Tony Lima  
Chairperson, White Pine Charter School 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**

# WHITE PINE 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.

<b>Academic</b>	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.
<b>Mission-Specific</b>	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.
<b>Operational</b>	The operational section considers whether schools are operating in compliance with federal and state law, authorizer requirements, and the provisions of their performance certificates.
<b>Financial</b>	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.

<b>Honor</b>	Schools achieving at this level in all sections are guaranteed renewal. Replication and expansion proposals are likely to succeed.
<b>Good Standing</b>	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.
<b>Remediation</b>	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.
<b>Critical</b>	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**

<b>Mission Statement</b>	Success for Every Student.		
<b>Key Design Elements</b>	<p>White Pine Charter School (grades K-8) utilizes a Core Knowledge framework taught in a warm and dynamic environment. We believe that effective learning is hands-on where students are taught to be critical thinkers and life-long learners.</p> <ul style="list-style-type: none"> <li>● Provide a strong foundation in basic reading, writing, mathematics, science, social studies and technological skills.</li> <li>● Provide a technology-rich environment, encouraging the effective use of technology as a tool in the workplace of the 21st century.</li> <li>● Lead students to develop the following personal habits important in the work place: accepting responsibility for personal decisions and actions; honesty, courage, and integrity; a healthy lifestyle; empathy, courtesy, and respect for differences among people; self-confidence; concentration and perseverance; responsible time management; assuming a fair share of the workload; and working cooperatively with others to reach group consensus.</li> </ul>		
<b>School Location</b>	2959 John Adams Parkway, Ammon, ID 83406	<b>School Phone</b>	208-522-4432
<b>Surrounding District</b>	Bonneville School District		
<b>Opening Year</b>	2003		
<b>Current Term</b>	July 1, 2019 -June 30, 2024		
<b>Grades Served</b>	K-12		
<b>Enrollment (Approved)</b>	1049	<b>Enrollment (Actual)</b>	

**SCHOOL LEADERSHIP**


**STUDENT DEMOGRAPHICS**

	School	State	Surrounding	Neighboring
<b>Non-White</b>				
<b>Limited English Proficiency</b>				
<b>Special Needs</b>				
<b>Free and Reduced Lunch</b>				

**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	

<b>GO-ON RATE (Post-secondary enrollment within 12 months of graduation)</b>	
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ACADEMIC	Measure	Points Possible	Points Earned	Points Possible	Points Earned	Points Possible	Points Earned	Points Possible	Points Earned
		K-8	K-8	9-12	9-12	K-12	K-12	Alternative	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			WPCS has chosen not to include mission-specific measures.
	2			
	3			
	4			
	5			
	6			
Total Mission-Specific Points		0	0	
% of Mission-Specific Points				

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	Total Financial Points	2d	50	0
	3b	25	0			400	0
	3c	25	0		% of Financial Points		0%
	3d	25	0				
	3e	25	0				
	3f	25	0				
School Environment	4a	25	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.			
Additional Obligations	4b	25	0				
	5a	25	0				
Total Operational Points		400	0				
% of Operational Points			0%				

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

INDICATOR 2: DISTRICT PROFICIENCY COMPARISON					
<b>Measure 2a</b>	<b>Do math (or similar subject area) proficiency rates meet or exceed the district average?</b>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> </table>	Result	Points Possible	Points Earned
Result	Points Possible	Points Earned			
<b>Math Proficiency Rate Comparison to District</b>	<b>Exceeds Standard:</b> The school's proficiency rate in math either exceeds the district average by 16 percentage points or more, or is at least 80%.	<table border="1"> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> </tbody> </table>		50	0
	50	0			
	<b>Meets Standard:</b> The school's proficiency rate in math is equal to the district average, or exceeds it by 1 - 15 percentage points.	<table border="1"> <tbody> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> </tbody> </table>		30 - 45	0
	30 - 45	0			
	<b>Does Not Meet Standard:</b> The school's proficiency rate in math is 1 - 15 percentage points lower than the district average.	<table border="1"> <tbody> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> </tbody> </table>		15 - 29	0
	15 - 29	0			
	<b>Falls Far Below Standard:</b> The school's proficiency rate in math is 16 or more percentage points lower than the district average.	<table border="1"> <tbody> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> </tbody> </table>		0 - 14	0
	0 - 14	0			
<b>Notes</b>	The district average will be determined using the same grade set as is served by the public charter school. Bonneville Joint School District will be used for comparison purposes.				
<b>Measure 2b</b>	<b>Do ELA (or similar subject area) proficiency rates meet or exceed the district average?</b>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> </table>	Result	Points Possible	Points Earned
Result	Points Possible	Points Earned			
<b>ELA Proficiency Rate Comparison to District</b>	<b>Exceeds Standard:</b> The school's proficiency rate in ELA either exceeds the district average by 16 percentage points or more, or is at least 80%.	<table border="1"> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> </tbody> </table>		50	0
	50	0			
	<b>Meets Standard:</b> The school's proficiency rate in ELA is equal to the district average, or exceeds it by 1 - 15 percentage points.	<table border="1"> <tbody> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> </tbody> </table>		30 - 45	0
	30 - 45	0			
	<b>Does Not Meet Standard:</b> The school's proficiency rate in ELA is 1 - 15 percentage points lower than the district average.	<table border="1"> <tbody> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> </tbody> </table>		15 - 29	0
	15 - 29	0			
	<b>Falls Far Below Standard:</b> The school's proficiency rate in ELA is 16 or more percentage points lower than the district average.	<table border="1"> <tbody> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> </tbody> </table>		0 - 14	0
	0 - 14	0			
<b>Notes</b>	The district average will be determined using the same grade set as is served by the public charter school. Bonneville Joint School District will be used for comparison purposes.				



INDICATOR 3: CRITERION-REFERENCED STUDENT GROWTH (GRADES K-8)				
<b>Measure 3a</b>	<b>Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade?</b>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
<b>Criterion-Referenced Growth</b>				
<b>Math</b>	<b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth in math. <b>Meets Standard:</b> Between 70% and 84% of students are making adequate academic growth in math. <b>Does Not Meet Standard:</b> Between 50% and 69% of students are making adequate academic growth in math. <b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth in math.		39-50	0
			26-38	0
			13-25	0
			0-12	0
<b>Notes</b>				0
<b>Measure 3b</b>	<b>Are students making adequate academic growth to achieve English Language Arts proficiency within 3 years or by 10th grade?</b>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
<b>Criterion-Referenced Growth</b>				
<b>ELA</b>	<b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth in ELA. <b>Meets Standard:</b> Between 70% and 84% of students are making adequate academic growth in ELA. <b>Does Not Meet Standard:</b> Between 50% and 69% of students are making adequate academic growth in ELA. <b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth in ELA.		39-50	0
			26-38	0
			13-25	0
			0-12	0
<b>Notes</b>				0

INDICATOR 4: NORM-REFERENCED STUDENT GROWTH (GRADES 9-12)																	
<b>Measure 4a</b>	<b>Are students making expected academic growth in math compared to their academic peers?</b>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> </table>	Result	Points Possible	Points Earned												
Result	Points Possible	Points Earned															
<b>Norm-Referenced Growth</b>																	
<b>Math</b>	<p><b>Exceeds Standard:</b> The school's median student growth percentile in math falls between the 66th and 99th percentile.</p> <p><b>Meets Standard:</b> The school's median student growth percentile in math falls between the 43rd and 65th percentile.</p> <p><b>Does Not Meet Standard:</b> The school's median student growth percentile in math falls between the 30th and 42nd percentile.</p> <p><b>Falls Far Below Standard:</b> The school's median student growth percentile in math falls below the 30th percentile.</p>	<table border="1"> <tbody> <tr> <td></td> <td>39-50</td> <td>0</td> </tr> <tr> <td></td> <td>26-38</td> <td>0</td> </tr> <tr> <td></td> <td>13-25</td> <td>0</td> </tr> <tr> <td></td> <td>0-12</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>		39-50	0		26-38	0		13-25	0		0-12	0			0
	39-50	0															
	26-38	0															
	13-25	0															
	0-12	0															
		0															
<b>Notes</b>	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.																
<b>Measure 4b</b>	<b>Are students making expected academic growth in English Language Arts compared to their academic peers?</b>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> </table>	Result	Points Possible	Points Earned												
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<b>ELA</b>	<p><b>Exceeds Standard:</b> The school's median student growth percentile in ELA falls between the 66th and 99th percentile.</p> <p><b>Meets Standard:</b> The school's median student growth percentile in ELA falls between the 43rd and 65th percentile.</p> <p><b>Does Not Meet Standard:</b> The school's median student growth percentile in ELA falls between the 30th and 42nd percentile.</p> <p><b>Falls Far Below Standard:</b> The school's median student growth percentile in ELA falls below the 30th percentile.</p>	<table border="1"> <tbody> <tr> <td></td> <td>39-50</td> <td>0</td> </tr> <tr> <td></td> <td>26-38</td> <td>0</td> </tr> <tr> <td></td> <td>13-25</td> <td>0</td> </tr> <tr> <td></td> <td>0-12</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>		39-50	0		26-38	0		13-25	0		0-12	0			0
	39-50	0															
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<b>Notes</b>	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**

**Exceeds Standard:** The school's four-year ACGR was at least 90%.  
**Meets Standard:** The school either:  
 a) had a four-year ACGR of 80% - 89% OR  
 b) had a four-year ACGR of at least 66% AND met its progress goal.  
**Does Not Meet Standard:** The school met its progress goal but had a four-year ACGR below 66%.  
**Falls Far Below Standard:** The school did not meet its progress goal and had a four-year ACGR below 66%.

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.

**Notes**

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.)

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.

Result	Points Possible	Points Earned
	125	
	100	
	75	
	0-65	0
		0

OPERATIONAL

INDICATOR 1: EDUCATIONAL PROGRAM																	
<p><b>Measure 1a</b> <b>Implementation of Educational Program</b></p>	<p><b>Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?</b></p> <p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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> <p>Notes</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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	25																
	15																
	0																
		0															
<p><b>Measure 1b</b> <b>Educational Requirements</b></p>	<p><b>Is the school complying with applicable educational requirements?</b></p> <p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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> <p>Notes</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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	25																
	15																
	0																
		0															

OPERATIONAL

Measure 1c	Is the school protecting the rights of students with disabilities?	Result	Points Possible	Points Earned
Students with Disabilities	<p><b>Meets Standard:</b> 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.</p> <p><b>Partially Meets Standard:</b> 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.</p> <p><b>Does Not Meet Standard:</b> 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.</p>		25	
Notes				0
Measure 1d	Is the school protecting the rights of English Language Learner (ELL) students?	Result	Points Possible	Points Earned
English Language Learners	<p><b>Meets Standard:</b> 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.</p> <p><b>Partially Meets Standard:</b> 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.</p> <p><b>Does Not Meet Standard:</b> 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.</p>		25	
Notes				0

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT																	
<p>Measure 2a Financial Reporting and Compliance</p>	<p><b>Is the school meeting financial reporting and compliance requirements?</b></p> <p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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	15																
	0																
		0															
Notes																	
<p>Measure 2b GAAP</p>	<p><b>Is the school following General Accepted Accounting Principles (GAAP)</b></p> <p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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Notes																	
<p>Measure 2c Enrollment Variance</p>	<p><b>Is the school successfully enrolling the projected number of students?</b></p> <p><b>Meets Standard:</b> Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year.</p> <p><b>Partially Meets Standard:</b> Enrollment variance was between 90 and 95 percent in the most recent fiscal year.</p> <p><b>Does Not Meet Standard:</b> Enrollment variance was less than 90 percent in the most recent fiscal year.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
Result	Points Possible	Points Earned															
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		0															
Notes	<p>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.</p>																

INDICATOR 3: GOVERNANCE AND REPORTING																	
Measure 3a	Is the school complying with governance requirements?	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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Governance Requirements																	
<p><b>Meets Standard:</b> 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.</p>																	
<p><b>Partially Meets Standard:</b> 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.</p>																	
<p><b>Does Not Meet Standard:</b> 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.</p>																	
Notes																	
Measure 3b	Is the board fulfilling its oversight obligations?	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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Board Oversight																	
<p><b>Meets Standard:</b> 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.</p>																	
<p><b>Partially Meets Standard:</b> 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.</p>																	
<p><b>Does Not Meet Standard:</b> 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.</p>																	
Notes																	

OPERATIONAL

Measure 3c	Is the school complying with reporting requirements?	Result	Points Possible	Points Earned
<b>Reporting Requirements</b>	<p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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	
<b>Notes</b>				0
Measure 3d	Is the school complying with public transparency requirements?	Result	Points Possible	Points Earned
<b>Public Transparency</b>	<p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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	
<b>Notes</b>				0



OPERATIONAL

Measure 3e	Is the school meeting employee credentialing and background check requirements?	Result	Points Possible	Points Earned
<b>Credentialing &amp; Background Checks</b>	<p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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	
<b>Notes</b>				0
Measure 3f	Is the school handling information appropriately?	Result	Points Possible	Points Earned
<b>Information Handling</b>	<p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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	
<b>Notes</b>				0

INDICATOR 4: SCHOOL ENVIRONMENT																	
Measure 4a	Is the school complying with transportation requirements?	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
Result	Points Possible	Points Earned															
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Transportation	<p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to transportation; and/or provides an incomplete form of transportation services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> 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>																
Notes																	
Measure 4b	Is the school complying with facilities requirements?	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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Public Transparency	<p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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>																
Notes																	

INDICATOR 5: ADDITIONAL OBLIGATIONS				
Measure 5a	Is the school complying with all other obligations?	Result	Points Possible	Points Earned
Additional Obligations	<p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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>		25	
			15	
			0	
Notes				0

FINANCIAL

INDICATOR 1: NEAR-TERM			Result	Points Possible	Points Earned
<b>Measure 1a</b> <b>Current Ratio</b>	<b>Current Ratio: Current Assets divided by Current Liabilities</b>  <b>Meets Standard:</b> 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>  <b>Does Not Meet:</b> 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.  <b>Falls Far Below Standard:</b> Current ratio is less than or equal to 0.9.			50 10 0	0
Notes					
<b>Measure 1b</b> <b>Cash Ratio</b>	<b>Current Ratio: Cash divided by Current Liabilities</b>  <b>Meets Standard:</b> 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).  <b>Does Not Meet:</b> Cash Ratio is between 0.9 and 1.0 OR Cash Ratio equals 1.0 and one-year trend is negative.  <b>Falls Far Below Standard:</b> Cash ratio is equal to or less than 0.9.			50 10 0	0
Notes					
<b>Measure 1c</b> <b>Unrestricted Days Cash</b>	<b>Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense/365)</b>  <b>Meets Standard:</b> 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>  <b>Does Not Meet:</b> Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.  <b>Falls Far Below Standard:</b> Fewer than 15 Days Cash.			50 10 0	0
Notes					
<b>Measure 1d</b> <b>Default</b>	<b>Default</b>  <b>Meets Standard:</b> 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.  <b>Does Not Meet:</b> School is in default of financial obligations.			50 0	0
Notes					

FINANCIAL

INDICATOR 2: SUSTAINABILITY																	
<p><b>Measure 2a</b></p> <p><b>Total Margin and Aggregated</b></p> <p><b>3-Year Total Margin</b></p> <p><b>Notes</b></p>	<p><b>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues.</b></p> <p><b>Meets Standard:</b> 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><b>Does Not Meet:</b> Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard".</p> <p><b>Falls Far Below Standard:</b> 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> <p>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.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50			30			0				0
Result	Points Possible	Points Earned															
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<p><b>Measure 2b</b></p> <p><b>Debt to Asset Ratio</b></p> <p><b>Notes</b></p>	<p><b>Debt to Asset Ratio: Total Liabilities divided by Total Assets</b></p> <p><b>Meets Standard:</b> Debt to Asset Ratio is less than 0.9.</p> <p><b>Does Not Meet:</b> Debt to Asset Ratio is between 0.9 and 1.0</p> <p><b>Falls Far Below Standard:</b> Debt to Asset Ratio is greater than 1.0</p> <p>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.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50			30			0				0
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<p><b>Measure 2c</b></p> <p><b>Cash Flow</b></p> <p><b>Notes</b></p>	<p><b>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</b></p> <p><b>Meets Standard:</b> 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></p> <p><b>Does Not Meet:</b> Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p><b>Falls Far Below Standard:</b> Multi-Year Cumulative Cash Flow is negative.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50			30			0				0
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<p><b>Measure 2d</b></p> <p><b>Debt Service Coverage Ratio</b></p> <p><b>Notes</b></p>	<p><b>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</b></p> <p><b>Meets Standard:</b> Debt Service Coverage Ratio is equal to or exceeds 1.1</p> <p><b>Does Not Meet:</b> Debt Service Coverage Ratio is less than 1.1</p> <p>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.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50			0				0			
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**Appendix C: Charter**

# WHITE PINE CHARTER SCHOOL

## WHITE PINE STEM ACADEMY

Available to all Idaho students with a primary attendance area consisting of Idaho Falls School District #91 and Bonneville Joint School District #93

Transferred to authorization  
under the PCSC on April 5, 2007

Current Charter approved  
by the PCSC on April 11, 2013

*Charter Amendment Approved by the PCSC on  
October 11, 2018*

### **Main Office**

2959 John Adams Parkway  
Ammon, ID 83406

### **Contacts:**

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Ammon, ID 83406  
208-522-4432

### **Tony Lima, Board Chair**

4609 W 65th S,  
Idaho Falls, ID 83402  
(208) 313-2679

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## II. Executive Summary

The workforce of the future is constantly changing, and the demand for technically savvy learners and scientifically literate citizens is increasing. The next generation needs to possess and use knowledge, skills, innovative thinking, problem-solving, and positive attitudes to pursue productive career paths and lead healthy and happy lives.

White Pine Charter School (“WPCS”) seeks to build on its track record of success in grades K-8 with a Charter expansion to create an innovative science, technology, engineering and mathematics (“STEM”) Academy, serving grades 7 through 12. The White Pine STEM Academy (“STEM Academy”) complete the White Pine educational program and will be Eastern Idaho’s premier STEM school for discerning parents and students wanting a rigorous, relevant, and 21<sup>st</sup> Century education to prepare students for college, career, and beyond.

WPCS’s broad-based educational program in grades K-8 gives students a well-rounded context for advanced and rigorous learning opportunities at the STEM Academy. The Academy will teach 21<sup>st</sup> century workforce skills, cutting edge Science, Technology, Engineering, and Mathematics (STEM), while integrating English Language Arts, Social Studies, and Humanities in a rich inquiry, problem-solving, mastery, and project-based learning environment.

As with the WPCS elementary programs, the STEM Academy’s curricular activities will be research-based and provide a learning environment where student achievement is unbounded to maximize individual growth. The curriculum will be rigorous and continuously made relevant through community partnerships with the College of Eastern Idaho, the Idaho National Laboratory, key area employers, and other STEM partners. Our mission will be accomplished when students develop into motivated learners, analytical thinkers, and innovative problem-solvers.

The STEM Academy will recruit highly qualified teachers and staff, with a preference given to real world experience in STEM-related fields. Content, curriculum, and projects will be aligned with State content standards, but teachers will partner with local colleges and universities, STEM industries, and local and regional employers to create real world STEM projects. These projects will give students meaningful and relevant opportunities to learn and develop the hands-on experience and cognitive skills that will propel them to success in their career path and/or post-secondary education. Students will direct their own learning to achieve content mastery, and will work with teachers and fellow students on dynamic, engaging, and innovative projects.

WPCS will maintain its current campus, expanding its grade level capacity to three classes per grade in K-8. In our Phase 1 expansion, the STEM Academy will transition 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade students and recruit additional students for grades 9 and 10 for the 2019-2010 school year, with a target of 124 students in grades 7-10, including 64 9<sup>th</sup> and 10<sup>th</sup> grade students. WPCS will use existing classrooms and either lease appropriate commercial facilities or contract for innovative and well-designed modular classrooms to accommodate initial growth until permanent facilities can be purchased and constructed/renovated. In Phase 2, the STEM Academy will expand to grades 11, using additional leased facilities or modular learning spaces, with a target of 94 a target of 180 students in grades 7-12, including 94 high school students. In Phase 3, the STEM Academy will have ideally purchased and

constructed/renovated permanent facilities near the College of Eastern Idaho, and within convenient driving distance of its existing facilities. In Phase 3, the STEM Academy intends to accommodate up to 237 students in grades 7-12, with capacity for 564 secondary students by 2026. By Phase 3, the WPCS elementary building will reach its target capacity of 540 students in grades K-6.

Although various enrollment scenarios exist for break-even in year 1, WPCS anticipates needing grants or other private donations to bridge probable operational deficits in the first 3 years of operation, with potential needs beyond year 3 for programmatic enhancements.

The WPCS elementary program and new STEM academy will challenge and inspire students, preparing them for productive lives and successful careers.

### **III. Vision & Mission**

WPCS is a well-established, well-regarded, and successful public charter school with a proven track record of academic and operational success. WPCS seeks to build on its track record with an innovative high school expansion to create Eastern Idaho’s premier science, technology, engineering and mathematics (“STEM”) high school. This expansion will be known as the **White Pine STEM Academy (“STEM Academy”)**.

#### **A. White Pine Vision**

The White Pine Charter School, through our CORE Knowledge Elementary and the White Pine STEM Academy, will strive to be the school of choice for discerning parents and motivated students in grades K through 12. Our vision is

- a) To create a dynamic and challenging educational institution with high academic standards, providing all students opportunities to develop into motivated learners, analytical thinkers and competent leaders.
- b) To effectively utilize research-based practices and provide a progressive learning environment which maximizes individual student achievement.
- c) To practice a positive and compassionate teaching environment in which educators communicate, share and grow in a professional learning community focusing on unlimited potential for all students and educators.

By building and maintaining proactive community partnerships with local colleges and university, employers, and other STEM partners, we will become the preferred institution for middle and high school students seeking advanced opportunities to graduate early, earn dual credit, and develop 21<sup>st</sup> Century skills and critical habits for success in STEM and other career fields.

#### **B. White Pine Mission**

Our institutional motto is **“Success for Every Student!”** To maximize our student’s success, our mission is to provide a dynamic, safe, and challenging learning environment, holding students to the highest academic standards and behavioral expectations. We utilize research-based

practices and provide a progressive learning environment to maximize individual student achievement. We will cultivate a positive and passionate teaching and learning culture in which teachers and students communicate, collaborate, share, and grow in a mutual, collegial, and professional learning community, with unlimited potential for all students and staff.

This mission results in a broad-based education in grades K-6, giving students a well-rounded context for advanced and rigorous learning opportunities at the STEM Academy, which will prepare them for success in the 21<sup>st</sup> Century Workforce. The WPCS mission will be achieved in grades 8-12 at the STEM Academy by challenging, inspiring and preparing students for productive lives and successful careers. We will do this by teaching 21st century skills, cutting edge Science, Technology, Engineering, and Mathematics (STEM), and integrating English Language Arts, Social Studies, and Humanities in a rich inquiry, problem-solving, mastery, and project-based learning environment. The curriculum will be rigorous and continuously made relevant through community partnerships with area colleges and universities, the Idaho National Laboratory, area employers, and other STEM partners. Our mission will be accomplished when students develop into motivated learners, analytical thinkers, and innovative problem-solvers.

#### **IV. Authorizer**

WPCS is presently authorized by the Idaho Public Charter School Commission, a statutorily authorized entity under Idaho Code § 33-5202A(1). WPCS was originally authorized by Bonneville Joint School District 93, but WPCS petitioned to change its authorizer to the Commission, which transfer was approved on April 5, 2007.

#### **V. Educational Program**

WPCS's K-8 program has a proven track record of academic success. Since its inception, WPCS has used the CORE Knowledge curriculum to develop strong content knowledge and skills in reading, writing, math, science, and social studies. Enhanced with foreign language, art, music, health and physical education, the purpose of the WPCS K-8 program is to produce well-rounded students with broad-based content knowledge that equips them for accelerated learning and success at the secondary level and beyond.

The STEM Academy will build on this progress, to integrate Science, Technology, Engineering and Mathematics into every subject in grades 7-12, incorporating mastery- and project-based learning to empower and engage students in directing their own education. The goal of the STEM Academy is to increase students' interest in science, engineering, and math through technology, and to prepare them for success in the 21st Century workforce.

##### **A. Educational Philosophy**

White Pine's philosophy is grounded in the belief that highly challenging content in a safe environment creates the setting for accelerated learning. We believe that students learn when:

- a) students are taught to be life-long learners;
- b) students construct meaning;
- c) students see the connection between what they learn and the real world;
- d) students are actively engaged in purposeful tasks;
- e) activities are integrated and meaningful;
- f) students are allowed differentiated learning opportunities;
- g) students are encouraged to explore and master learning skills;
- h) students work individually and as members of a group;
- i) students are encouraged to apply their personal interest in classroom assignments;
- j) students are expected and encouraged to learn;
- k) students and faculty have time built into the schedule for consistent and continual collaboration on class assignments and educational program;
- l) students dress to focus on the school objectives;
- m) students are given assignments to seek understanding of others beliefs, opinions and cultures;
- n) all students have advanced learning opportunities; and
- o) students see themselves as part of the community and find ways to serve the community.

To achieve these conditions, staff and faculty will succeed when:

- a) Create a highly-personalized, open, and trusting learning environment for all students and their families;
- b) Expect students to produce high quality work that is presented to the public;
- c) Create a school culture where character counts, and exploration, reflection, and learning through failure is a part of the learning process;
- d) Weave science, technology, engineering, and mathematics into every subject;
- e) Integrate the study of English Language Arts and Social Studies into STEM subjects;
- f) Engage students in inquiry-based, problem-solving, and project-based learning using compelling projects;
- g) Incorporate fieldwork, local expertise and service learning;
- h) Ensure that curriculum is rigorous and relevant through intensive STEM community involvement—Students shouldn't be left asking, "When are we ever going to use this?"
- i) Empower students to direct their own learning and create an environment where students learn together and from each other;
- j) Help students understand how they learn best, by working in teams, and producing meaningful individual outcomes; and
- k) Build a network of teachers, advisors, parents, business and community leaders, and mentors to inspire and support students to achieve success in the local STEM community and beyond;

- l) Create an environment where students develop academic and personal skills and habits for success.

WPCS and the STEM Academy will be the greenhouse to nurture and grow a new generation of technically savvy learners and scientifically literate citizens who will possess and use knowledge, skills, creative thinking, and positive attitude to pursue technical training, post-secondary education, productive career paths, and healthy and happy lives.

## **B. Student Academic Achievement Standards**

### **1. Content Standards**

WPCS and the STEM Academy will use the state adopted Idaho Content Standards as a minimum threshold for the content delivered to its students. All curriculum will be aligned with state standards, and will emphasize developing skills and key competencies in:

- a) Personal Responsibility. Students will have positive attitudes and perceptions about creating quality work, striving for excellence and positive interpersonal skills.
- b) 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 knowledge, classify and organize information, support inferences, and justify conclusions appropriate to the context and audience.
- c) 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.
- d) Thinking and Reasoning Skills. Students will utilize, evaluate, and refine the use of multiple strategies to solve a variety of problems.
- e) 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.

WPCS and the STEM Academy will maintain high expectations for student achievement. Real success is ultimately difficult to measure, with non-traditional, longitudinal metrics better reflecting real life outcomes; data on college graduation rates, job placement, average income, and lifelong happiness will only be measured, if at all, long after they leave WPCS. Yet, WPCS firmly believes that when performance is measured, performance improves. When performance is measured and reported, the rate of improvement accelerates. And when performance is measured, reported, and recognized/rewarded, we can optimize achievement.

WPCS will measure student progress through standardized testing, formative and summative teacher assessments, and student self-evaluation. Learning outcomes will be written and transparent, in student friendly statements. The WPCS and STEM Academy Principals will ensure that essential knowledge and skills for student learning are defined for each program, and communicated to students and parents in simple, student-friendly language. The Principal will work with the WPCS Board of Directors and STEM community partners to ensure that all curriculum and learning objectives are meaningful and relevant to the 21<sup>st</sup> Century workplace and meeting the needs of local and regional colleges, universities, and STEM employers.

Classroom assessment and grade reporting will be meaningful and reflect student growth and student demonstration of proficiency on content standards and core competencies. Assessments will occur in a variety of ways, including: student self-evaluation, performance, verbal and written.

## **2. Student Portfolios and Self-Evaluation**

Students will also engage in regular self-assessment and create academic portfolios, to help them reflect on what they've learned and memorialize and report on their own growth. Beginning in kindergarten, students will be asked to evaluate their own work, helping them reflect on their own strengths and weaknesses. Students will also build their portfolios using technology and incorporating evidence from their individual work and project-based group work. Students will display and defend their portfolios during academic fairs and other public events, as well as through peer and teacher evaluations. Student self-assessment will help students understand their own accomplishments and learn to set personal learning goals. Their self-assessment and goal setting will be shared with parents twice a year during conferences. When students become the center of the learning they become actively engaged in the entire process and progress is accelerated.

## **3. Student-Led Conferences and Grade Reporting**

WPCS and the STEM Academy will conduct student-led conferences at least twice a year, and report cards will be sent home at the end of each term or reporting period. Parents may inquire at any point in time about a student's progress. The WPCS student information system will give parents access to continuous information about their child's progress.

## **4. Assessments and Standardized Testing**

WPCS will use formative and summative assessments to demonstrate that the school is meeting performance standards outlined by the state and the WPCS school board. Formative and summative evaluations are the basis of valid and reliable assessment. 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. Performance will be assessed on at least three levels:



- a) Performance will be assessed relative to state-developed standards including any adopted testing
- b) Student progress relative to previous performance will be assessed through portfolios, oral presentations, written reports, individual and group projects.
- c) Attitudes and personal/academic habits will be assessed through student evaluation of individual goals, teacher evaluations of projects, presentations and parental input.

In addition to teacher-designed classroom assessments, students will be required to participate in the Idaho Assessment Program, including any assessment required by law or helpful to WPCS school improvement strategies. The following are examples of the types of tests that may be administered:

- a) Idaho Reading Indicator (IRI);
- b) English Language Proficiency (ELP);
- c) Idaho Standards Achievement Test Comprehensive Assessment System (ISAT);
- d) National Assessment of Educational Progress (NAEP);
- e) Science End of Course Exams (EOC);
- f) Civics Assessment (CA);
- g) College Entrance Exams (SAT); and the
- h) WIDA Access 2.0/ Idaho English Language Assessments.

WPCS will assess students and record and analyze data to drive instruction, and give parents, teachers, and the school a normed perspective on individual student abilities and personal academic habits, as well as the efficacy of WPCS programs.

## **5. Student Outcomes and Objectives**

Based on these assessments, WPCS's primary and general measure of success will be growth each year for individual students and student cohorts.

WPCS's baseline objective, at all grade levels, will be to meet or exceed the State in overall percentage of students scoring proficient or above on standardized testing in Reading, Math and English Language Arts.

Beyond this fundamental objective, WPCS will also strive to achieve the following academic goals:

- a) 75% of continuously enrolled students in grade K-3 will be proficient in reading on the state IRI or other state required standardized test;
- b) 70% of continuously enrolled students will be proficient in math on required state standardized tests.
- c) 70% of continuously enrolled students will be proficient in language arts on required state standardized tests.
- d) Students will demonstrate proficiency in 75% of all core content material

(English, Science, Math, and Social Studies).

- e) Students will develop the prerequisite knowledge and skills to advance to higher grade levels.

A “continuously enrolled student” is one with 90% attendance during the school year in which the standardized test is completed.

In addition, the STEM Academy expects the following for students in grades 7-12:

- a) All students in grades 9-12 will complete a course in career exploration, including a career internship in a STEM-related field, before graduation;
- b) Graduating juniors or seniors will prepare to apply to a continuing education program after graduation (i.e., college, vocational/technical school);
- c) 80% of all students in grades 7-8 will complete at least one Advanced Opportunity available to middle school students (e.g., an overload, online, or high school level course);
- d) 100% of all students in grades 9-12 will attempt at least one Advanced Opportunity, and 90% will successfully complete at least one Advanced Opportunity available to high school students, including but not limited to
  1. Successfully completing at least one Dual Credit or Concurrent Enrollment course to earn college credit while in high school;
  2. Passing at least one Advanced Placement exam with a score of three or higher before graduation;
  3. Completing at least one career-technical or professional certification for potential employment after high school or helpful to career advancement;
  4. Taking overload or online courses to graduate early to enroll in early college opportunities; or
  5. Participating in directed, scholarly research and writing and/or publishing a scholarly work in an academic journal concerning a STEM topic.

## **C. Key Educational Design Elements**

### **1. General Elements**

Students attending WPCS and the STEM Academy will see substantive differences from other area educational opportunities, including:

- a) An Extended academic day;
- b) Study of a second language;
- c) Required Homework;
- d) Written and signed disciplinary policy; and
- e) Required dress code.

All academic programs are differentiated through a team approach, allowing

teachers to teach from their strengths. Teachers may specialize in subject areas, allowing them to focus on teaching as well as exposing students to different teaching personalities. Time will be scheduled to provide teachers with time to collaborate and participate in professional development to assure team success.

WPCS will leverage the local community resources and opportunities for experiential learning through community involvement, expeditionary/field learning, service projects, and internships. The school intends for each student to obtain a sense of community and neighborhood that will provide a lifelong sense of belonging and confidence.

The curriculum of WPCS will contain both traditional academic subjects and an additional language that make the Charter unique. The Idaho State Department of Education's standards serve as benchmarks. The CORE Knowledge curriculum areas include reading, writing, math, science, and social studies. They are enhanced with a foreign language, art, music, health and physical education.

WPCS's core values are reflected in its philosophy and mission statement. It is highly important for students to be challenged, to be taught as individuals, and to learn in a safe, educational environment that allows them to learn about today's world and equips them with the tools to reshape and improve the world of tomorrow.

WPCS intends to meet the goal of producing students who possess the academic and personal habits and attitudes desired of an educated citizen in the 21<sup>st</sup> century. Goal attainment will be assessed by ongoing student testing and staff professional development. The receiving teacher will have intimate knowledge of curriculum and the strengths and weakness of the students. The school will know if it accomplishes its goals by the continuing success rate of its students and by their scores on standardized tests.

## **2. Curriculum and Methods**

### **a) Overview**

WPCS will align its curriculum with state approved Content Standards. The curriculum contains both traditional academic subjects and additional language areas that make the Charter unique. The Idaho State Department of Education's standards will be enhanced with unifying themes and other creative methods.

### **b) K-6 Curriculum**

In grades K-6, WPCS will continue to use the CORE Knowledge sequence, or similar curriculum, to drive instruction. The CORE Knowledge Sequence 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. However, WPCS adds innovative learning methods and tools to increase the efficiency of this sequence, and to provide the opportunity for

drills, which are sometimes necessary.

1. 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 information, not just to have instant recall and possession of the information.
2. The Individualized Learning Method attempts to personalize the learning process to the interests of the individual by allowing students to develop goals for self-study. The reasons for learning thus become intrinsic--one's own curiosity and personal applicability of the information learned.
3. 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.

The subjects that make up the K-6 curriculum are listed and briefly discussed below. Traditional core curriculum areas—reading, writing, math, science, history and social studies-- are strongly emphasized. They are enhanced with a second language, music, art, health, and physical education.

- (1) Language Arts (English and Foreign). The literature-based curriculum develops learners who are effective communicators, who love literature, and are lifelong readers and writers. Comprehensive skills, grammar, and vocabulary are integrated within the literature program. Dramatization and memorization of accelerated vocabulary is a motivational aspect of the language arts experience. Writing includes goal setting and self-assessment through a personal journal, book reports, research reports as well as creative and expository writing. Communication skills include speaking and writing, and expand into presentation skills, using modern technological tools. The CORE Knowledge curriculum will be 50% of the language arts program.
- (2) Science and Health. The science curriculum is a multiyear sequence that 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 Grade 3 students will focus on the basic science process skills of observing, inferring, measuring, communicating, classifying, and predicting. Grades 4 through 8 students will add the integrated science process skills of identifying variables, constructing tables or data, constructing graphs, describing relationships between variables, acquiring and processing data, constructing hypotheses, and designing investigations.

- (3) Mathematics. Kindergarten through Grade 6 students will master grade appropriate arithmetic processes of addition, subtraction, multiplication, and division of whole numbers, fractions, and decimals, as well as the basics of algebra and geometry. Teachers will provide opportunities for concept and manipulative experiences that engage students in exploring, conjecturing, and thinking. Students will view and use math as a tool for reasoning and problem solving in purposeful ways.
- (4) Social Studies. Kindergarten through Grade 6 will follow the CORE Knowledge Curriculum and align with the Idaho State Achievement Standards. We will seek out ways for the students to discover and experience responsibilities and rights as members of our democratic community.
- (5) Environmental Education and Community Service. There will be a strong emphasis on community service in Grade 6 as students apply their understanding of and their contributions to the world around them. Learners will participate in hands-on projects intended to form an awareness of the ever-changing diversity of our community.
- (6) Technology. Technology will be used to support a child's natural way of learning through individual and group discovery and seeking solutions to real-life challenges. WPCS will provide our learners with technology skills that prepare them for future employment.

### **3. STEM Academy with Mastery and Project-Based Learning**

The key curricular feature of the STEM Academy is the integration of Science, Technology, Engineering and Mathematics into every subject in grades 7-12, incorporating mastery- and project-based learning to empower and engage students in directing their own education. The STEM Academy will nurture student's interest in STEM subjects, with a focus on helping students develop 21st Century skills that are in growing demand in today's workforce and the workforce of the future.

Traditional education places students into age groups and lets them advance based on seat time: students learn on the teacher's schedule and all students progress at the same rate. Teachers teach to the middle, with some students either lost and left behind, or bored and wanting for more. Mastery-based education gives students the ability to direct their own learning and advance as they demonstrate proficiency in course content. A motivated learner could master entire subjects in less time, moving on to more advanced topics without having to wait for the rest of the class. Teachers in this environment facilitate learning, teaching students how to learn using curated resources, and then focusing their efforts on the students who need small group or differentiated instruction. The STEM Academy will work to implement mastery-based learning for course content in all core subjects.

Unlike pure mastery-based learning, which focuses purely on content knowledge, the STEM Academy will help students apply what they learn and develop key cognitive skills

through the integration of core academic subjects with project-based learning (PBL). Teachers will lead inquiry-based explorations, where student learning will be driven by a guiding question in a real-world application of knowledge. Students will work individually and in groups on projects that demonstrate knowledge, innovation, creativity, communication skills, collaboration, and problem-solving ability. Some projects will be created and/or curated by teachers, some will be conceived by the students themselves, and many will come from STEM community partnerships and local industries and community leaders, giving students an opportunity to learn by solving real world problems.

The STEM Academy curriculum will include rigorous lessons in science and mathematics, including engaging, inquiry-based, hands-on, and real-world projects. These projects will be designed by the faculty and/or students, with guidance from faculty advisors using the State content standards and 21<sup>st</sup> Century workforce cognitive skills as a framework.

Through real-world projects, students will conduct an inquiry-based exploration of STEM topics, making hypotheses and engaging in the design process to conduct research and problem-solve. They will analyze data, identifying patterns and relationships, and model real life scenarios and solutions. They will use evidence, compare/contrast and interpret data. They will evaluate and critique others, make arguments and counterclaims, write about, speak on, and explain complex subjects. They will discuss, collaborate, and present on topics of import to STEM industries and the local community.

STEM Projects will:

- a) Focus on real-world issues and problems derived from STEM community partners;
- b) Be guided by the engineering design process (EDP), which students will use innovate and find solutions to real- world problems;
- c) Immerse students in exploratory learning and hands-on inquiry where students will direct their own learning with open-ended with constraints;
- d) Give students time to collaborate in teams and learn from one another;
- e) Integrate rigorous math and science content across other core subjects to create interdisciplinary projects that show that science and math are not standalone courses; and
- f) Allow for multiple correct answers and include failure as a necessary part of the learning cycle and create a culture where students can explore and experiment without fear of making mistakes.

#### **4. Virtual and Blended Programs**

Digital and self-directed learning is a growing component of education in the 21<sup>st</sup> Century. University classrooms use digital and distance learning technologies as a core part of instruction. Corporate training uses online learning management platforms,

often in a self-directed environment. WPCS's goal is not only to educate students on what they need to know, but to teach them how to learn, giving them the skills and tools to teach themselves new topics. This new generation of digital learners use technology every day, and WPCS will integrate a digital learning management system into its program.

WPCS knows that sound training to become a responsible digital citizen is a core 21<sup>st</sup> Century skill. Students will learn to use digital tools to access curriculum and demonstrate proficiency. Teachers will still teach, but they will become facilitators to learning, and not the sole fount of all knowledge in the classroom. In this way, teachers will spend more time as mentors, guiding project-based learning and working with students to demonstrate what they've learned.

## **5. Learning Management System**

Key to WPCS's mastery learning program at the STEM Academy, WPCS will implement a digital, secure, and cloud-based Learning Management System ("LMS"). An LMS is software for the administration, documentation, tracking, reporting and delivery of curriculum. WPCS will select and purchase (or utilize free or open-source) LMS, such as BUZZ, PowerSchool Unified Classroom, Schoology, Blackboard, HotChalk, Moodle, OpenOLat, Summit Learning, Google Classroom, or a similar LMS.

Teachers will build and upload lesson plans, course content, and assessments into the LMS, making it available to students, teachers, support staff, and parents anytime and anywhere they have access to a computer and an Internet connection. Course content will be laid out and scheduled according to a minimum pace, with students able to move through core content at their own pace. Teachers will introduce topics through engaging, hands-on learning activities, and then allow students to explore and move through curated content in a largely self-directed, but scaffolded environment. Students will take assessments when they are ready to demonstrate mastery, and teachers will monitor progress, focusing time and intervention strategies on those students struggling to stay on pace or having difficulty understanding course content.

The LMS will also be used to present and track projects, integrated as a part of STEM project-based learning. Project summaries, expectations, benchmarks, and outcomes will be presented to students using the LMS, with progress and feedback recorded and monitored in near real-time.

## **6. Curriculum Development and Approval**

WPCS will review curriculum and curriculum development on an ongoing basis, directed by the Administrator with the approval of the Board of Directors. The curriculum will be implemented and evaluated through observations of teachers and students, with follow-up discussions with the Administrator to include written future goals. The efficacy of curriculum will be assessed in light of standardized test performance.

Prior to opening the STEM Academy, WPCS will enlist staff and third parties to aid in the purchase and/or development of project- and mastery-based curriculum for upper grades. WPCS will start with the State content standards to outline the content for each course and grade level. WPCS will then purchase/acquire and/or compile curated content resources that align with state content standards, including standard textbooks and treatises; available digital content from reputable curriculum publishers; and open source, digital educational content from reputable organizations and sources, like the The University of Idaho Doceo Center for Innovation + Learning (UIDC), CK-12.org, OpenStax CNS (Rice University), Khan Academy, SAS Curriculum Pathways, PhET Science Simulations (University of Colorado Boulder), CourseRA, MIT Open Courseware, and others.

WPCS will also adopt a slate of research-based competencies (e.g., skills) and rubrics on which to assess students in the STEM Academy. Examples of such competencies include but are not limited to:

- **The State of Idaho IMEN COMPETENCIES**
  - o Reading Critically
  - o Expressing Ideas
  - o Investigating through Inquiry
  - o Reasoning Quantitatively
  - o Designing Solutions
  - o Building Networks
  - o Using Sources
  - o Learning independently
  - o Leading Teams
  - o Navigating Conflict
  - o Sustaining Wellness
  - o Engaging as a Citizen
- **Big Picture Learning Goals**
  - o Empirical Reasoning
  - o Communication
  - o Empirical Reasoning
  - o Quantitative Reasoning
  - o Empirical Reasoning
  - o Social reasoning
  - o Empirical Reasoning
  - o Personal Qualities: Self-Management, Organization
  - o Personal Qualities: Leadership, Cooperation
  - o Social Reasoning; Personal Qualities: Responsibility, Empathy, Cooperation
  - o Personal Qualities: Responsibility, Empathy, Cooperation; Social Reasoning
  - o Personal Qualities: Enhance my Community



- **Workforce Readiness Skills**
  - o Critical Thinking/Creative Problem Solving; Digital Literacy
  - o Oral/Written Communication
  - o Critical Thinking/Creative Problem Solving
  - o Critical Thinking/Creative Problem Solving
  - o Critical Thinking/Creative Problem Solving
  - o Professionalism/Work Ethic
  - o Digital Literacy
  - o Leadership; Teamwork/Collaboration
  - o Teamwork & Collaboration
  - o Knowledge of Core Subjects
- **Learning What Matters (B-21)**
  - o Reading Informational; Reading Literature
  - o Collaborative Discussions; Writing Arguments; Writing Informational; Writing Narratives;
  - o Leading Science Investigation
  - o Mathematical Problem Solving, Mathematical Argumentation; Data Analysis
  - o Conducting Research
  - o Take Civic Action

Working with industry partners, WPCS staff will develop real-world projects, activities, and exercises that will provide a context for content learning and development of the core competencies, and that provide opportunities for students to demonstrate proficiency in both content knowledge and identified competencies associated with each project, performance task, or exercise.

The process for developing individual projects, performance tasks and assessments is the same expected of teachers in preparing lesson plans in traditional classes. Teachers and staff will be expected to review and curate course material (whether in a traditional textbook or in digital format); identify class and lesson objectives and ensure alignment with state content standards; determine methods and procedures for delivering instruction and/or facilitating learning; design projects and activities that align with content standards and WPCS competencies; determine and prepare methods for assessment; outline the sequence and timing of lessons and activities; identify the materials and resources needed for each lesson/project; and collaborate with other teachers for cross-curricular integration.

Teachers will be expected to create course materials in digital format and upload syllabi, lesson plans, instructions, assessments, and other course materials into the LMS. Teachers will be trained on how to use the LMS, although many common LMS interfaces are web-based and have similar features and user-experience to familiar school productivity applications such as Google Docs/Sheets, Google Classroom, Microsoft Word, PowerSchool, etc.

As with new teachers in a traditional classroom environment, preparatory work to implement mastery- and project-based learning is front-loaded, will require training, professional development, and upfront effort, including necessitating individual forethought and collaboration among WPCS staff.

When hiring staff for the STEM Academy, WPCS will seek individuals with experience in mastery- and project-based learning, and/or provide ongoing professional development opportunities for staff to successfully understand the expectations and methodologies of successful mastery and project-based learning environments. As needed, WPCS will also engage staff and third parties in advance of the opening of the STEM Academy, including over the summer breaks, to continually refine and improve content, curricula, assessments, and projects.

Teachers will be given preparation time and workdays before school is in session and throughout the school year to facilitate their professional development and to provide additional time to prepare digital lesson plans and course materials.

## **7. Thoroughness Standards**

The WPCS will also strive to meet the Thoroughness Standards described in Idaho Code § 33-1612. WPCS will achieve these Standards through its basic curriculum and the unique aspects of the school. Instruction of the curriculum will be accomplished using an aligned proactive method. A combination of a strong emphasis on kindness and a reward system which honors children who are hardworking, responsible, honest, and respectful creates an environment allowing students to maximize their learning potential. We will incorporate memorization and dramatization of classic poetry, quotations and other literary materials noted in the CORE Knowledge Curriculum.

Multiple learning opportunities are afforded the WPCS 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 practice new skills by tackling both real world problems and problems simulated to model the current work world.

WPCS's learning program is built on the belief that all children can learn. It recognizes that talent is individual and that children may excel in any or all the academic areas. All academic talent will be encouraged.

In keeping with WPCS's mission, we recognize that education 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. The Charter School emphasizes both the acquisition and application of knowledge.

The staff at WPCS will model essential traits of good character and will ensure a safe, kind environment allowing students to acquire essential information and

attitudes that will help them lead productive lives. The learning program supports WPCS's mission of developing lifelong learners. It is designed to stimulate the desire to learn, and is based on the belief that all learners possess an innate and unique creativity that can be developed given the appropriate environment. It allows for the joy of knowledge, self-statement, and the thrill of exploration. It is flexible to accommodate the individuality of learners and to evolve as WPCS learns and grows. WPCS ensures that children are not penalized for the rate at which they learn. The faster learner is continuously presented with new challenges, while the slower learner benefits from an academic improvement plan.

a) A safe environment conducive to learning is provided.

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

**Objectives:** WPCS will:

1. Provide a written disciplinary policy to every student, parent, faculty and staff member, who will be required to sign a contract that will state they have received a copy of the policy and have reviewed the content. Parents of younger children will be asked to review the policy with the child and sign the contract.
2. Develop a staff/student handbook to provide rules and guidelines for physical safety. These guidelines will include, but not be limited to the procedures for fire drills, reporting unsafe equipment, methods for checking students in and out of school, notification of parents' rights, and staff monitoring responsibilities.
3. Provide a facility and adopt policies that satisfy all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools, and is inspected as required to ensure the safety of students and staff.
4. Establish, publish, and enforce policies that define acceptable and unacceptable behavior, including zero tolerance for weapons, violence, gangs, and use or sale of alcohol and drugs.
5. Create an environment that encourages parents and other adults to visit the school and participate in the school's activities.

b) Educators are empowered to maintain classroom discipline.

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

**Objectives:** WPCS will:

1. Provide a written disciplinary policy to every student, parent, faculty and staff member. The above-mentioned individuals will be required to sign a contract that will state they have received a copy of the policy and have reviewed the

content. Parents of younger children will be asked to review the policy with the child and sign the contract.

2. Develop a student handbook providing a code of conduct including clear expectations and consequences for unacceptable behavior, and a process for teachers to handle minor and major infractions in the classroom setting.
3. Teach appropriate behaviors and foster responsible decision-making skills.
4. Establish and maintain consistent rules aligned throughout the school.

c) The basic values of honesty, self-discipline, unselfishness, respect for authority, and the central importance of work is emphasized.

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

**Objectives:** WPCS will:

1. Provide a written disciplinary policy to every student, parent, faculty and staff member. The above-mentioned individuals will be required to sign a contract that will state they have received a copy of the policy and have reviewed the content. Parents of younger children will be asked to review the policy with the child and sign the contract.
2. Emphasize the importance of adults modeling important values at school.
3. Help students build personal bonds and carry out responsibilities to one another and to the faculty and staff.
4. Develop a sense of community and service within the school, and between the school and the larger community. Community service instills a sense of individual, social, and civic responsibility and enables the student to use newly found knowledge to solve community problems.

d) The skills necessary to communicate effectively are taught.

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

**Objectives:** WPCS will:

1. Emphasize meaningful language experience in reading, writing, and spelling, enhanced by dramatization and memorization.
2. Provide a technology supported environment that enhances communication.
3. Provide instruction in a foreign language. Knowledge of a second language is essential in many occupations and post-secondary degrees. In addition, knowledge of a second language boosts English proficiency, improves memory and self-discipline, and enhances verbal and problem-solving skills.

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

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

**Objectives:** WPCS will:

1. Use the Idaho State Department of Education Standards
2. Enhance curriculum by unifying themes and other creative methods.
3. Use a variety of methods to ensure student learning, including the CORE Knowledge Curriculum; teaching of math through direct instruction, math manipulative, timed tests, and hands-on experimentation for science learning; and emphasis on community service in social studies.
4. Student, parent, and educator together develop a Personalized Learning Goal for each student considering the student's strengths and weaknesses. The faster learner is continuously presented with new challenges. The slower learner benefits from extra adult help, multiple methods, and multiple environments.
5. Emphasize environmental responsibility and an understanding of the relationships between the manmade and the natural environment.
6. Field trips and career development opportunities will be used, as needed.

f) The skills necessary for the students to enter the workforce are taught.

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

**Objectives:** WPCS will:

1. Provide a strong foundation in basic reading, writing, mathematics, science, social studies and technological skills.
2. Provide a technology-rich environment, encouraging the effective use of technology as a tool in the workplace of the 21st century.
3. Lead students to develop the following personal habits important in the work place: accepting responsibility for personal decisions and actions; honesty, courage, and integrity; a healthy lifestyle; empathy, courtesy, and respect for differences among people; self-confidence; concentration and perseverance; responsible time management; assuming a fair share of the work load; and working cooperatively with others to reach group consensus.

g) The students are introduced to current technology.

**Goal:** Provide students with a technology-rich environment.

**Objectives:** WPCS will:

1. Use interactive technology as tools in an integrated educational program rather than as primary instructional delivery systems.
2. Emphasize the acquisition of basic computer skills as a supplementary medium of communication and research to complement other approaches.
3. Use computers as tools for such activities as accessing research information, authoring, computation, record keeping and data storage, and communication.
  - h) The importance of students acquiring the skills to enable them to be responsible citizens of their homes, schools, and communities is emphasized.

**Goal:** Provide students with the skills and understanding necessary to become responsible citizens in their respective jobs and communities of the 21st century.

**Objectives:** WPCS will:

1. Provide on-going opportunities of community service.
2. Encourage students to develop habits of responsible citizenship

## **8. Strategies for Effectively Serving All Students**

WPCS is committed to providing a thorough, free, and appropriate education to all students, regardless of individual circumstance. Students with disabilities, limited English proficiency, homeless students (including unaccompanied minors), and gifted and talented students are afforded all the rights provided by state and federal law, including the Individuals with Disabilities Education Improvement Act (“IDEA”), Section 504 of the Rehabilitation Act (“Section 504”) and the Americans with Disabilities Act (ADA), the McKinney-Vento Homeless Assistance Act, etc. WPCS will not discriminate against any student on any basis prohibited by state or federal law.

WPCS has adopted policies and procedures for the provision of special education services to students with disabilities, and it employs and supervises appropriately certificated personnel to implement student IEPs and Section 504 Plan accommodations, provide equal access to homeless and unaccompanied minors, and make education accessible to ELL students. WPCS staff participate in training opportunities provided by the state regarding these policies and procedures.

WPCS will participate in all monitoring activities conducted by the Idaho State Department of Education, and WPCS staff, administrators, and Board of Directors will apply policies and procedures adopted by the Board for Special Education, and/or contained in the Idaho Special Education Manual. WPCS will collect appropriate data from standardized testing and student performance to ensure that teachers and staff adhere to individual education plans and other accommodations

and that annual plan goals are discussed, reported, and achieved.

WPCS will provide all special education services to eligible students with disabilities who enroll in the school. If WPCS is unable to provide the required services for a student, we will contract with an outside agency to provide such services, (e.g., speech, occupational therapy, and psychological testing).

- a) *Nondiscriminatory enrollment procedures.* WPCS will not deny enrollment to a student with a disability solely because of that student's need for special education or related aids and services. Students with disabilities are required to follow the admission procedures provided by Idaho Law, including IDAPA 08.02.04.203, or its successor.
- b) *Child Find activities and evaluations.* WPCS will conduct regular child find activities and evaluations for students admitted through the equitable selection process and may otherwise partner with local school districts on Child Find activities and evaluations.
- c) *Develop, review and revise IEPs.* Charter School personnel will participate in the testing, review and revision of any IEPs. Such review and revision will be in accordance with adopted procedures described in the Idaho Special Education Manual.
- d) *Provide special education and related services identified on student IEPs using qualified personnel.* WPCS will provide special education and related services identified on enrolled student IEPs using qualified personnel. If White Pine personnel are not qualified or unable to deliver the specific required services White Pine will contract with a qualified provider.
- e) *Meet LRE requirements.* Based on the needs of the student as defined in the IEP either the WPCS special education teacher or contracted independent agency will provide special education and related services in the Least Restrictive Environment.
- f) *Implement IDEA discipline procedures.* The discipline procedures adopted and defined by WPCS Policy and the Idaho Special Education Manual, will be utilized in disciplinary matters for students with disabilities. These adopted policies and procedures referred to as the Code of Conduct will comply with the requirements of IDEA.
- g) *Protect student and parent rights.* All protection of rights for both students and parents will be extended to eligible students and parents.
- h) *Provide a professional development plan.* Based on the needs of the student population, WPCS will hire Special Education Faculty and staff. Faculty and staff will attend state training and activities that are designed to meet the needs of students with disabilities who attend the Charter School.
- i) *A plan for ensuring access.* In compliance with the Americans with Disabilities Act (ADA), WPCS ensures that its new facility and program, when viewed in its entirety, is readily accessible to and usable by individuals with

disabilities. The Charter School ensures that the new construction planned for the facility will meet the standards specified in Title II of the ADA and Section 504 of the Rehabilitation Act.

j) *A Transportation plan.* White Pine will provide transportation for special education students who may, because of the nature of their disabilities, be entitled to specialized transportation as a related service. Transportation will be provided for special education only when indicated in the IEP.

k) *In the event of a formal complaint is made.* WPCS will notify the authorizing entity in the event that a formal complaint or due process hearing request is filed by or on behalf of a WPCS student.

l) *Services for Gifted and Talented Students.* Students having been identified through established school policies and current research-based procedures as being gifted and or talented in intellectual, specific academic, leadership, creativity, and/or visual/performing arts areas will be afforded increased learning and enrichment opportunities at WPCS. Such opportunities will include classroom differentiation strategies and any additional programs the Board of Directors, Administrator, and staff determine necessary to promote and lead students in the development of their “demonstrate or potential abilities that give evidence of their high-performing capabilities.”

m) *Services for Limited English Proficient Students.* A limited English proficient student is defined as an individual who has a native language other than English and comes from an environment where a language other than English is dominant; or is a Native American and comes from an environment where a language other than English has had a significant impact on such individual’s level of English language proficiency; and who has difficulty speaking, reading, writing or understanding the English language whose difficulties may deny such individual the opportunity to learn successfully in classrooms where the language instruction is English.

(1) WPCS will provide English language development services for eligible LEP students who enroll, and LEP designation may not be a factor in enrollment lottery procedures.

(2) When WPCS enrolls LEP students they will assess the students for their level of language proficiency and place them in a program if services are needed.

(3) WPCS will also provide the following:

- a) Identification of limited English proficiency through a Home Language Survey (HLS) given to all new students upon registration
- b) Development of a LEP plan for meeting needs of LEP students
- c) Submission of an annual LEP plan update to the state LEP



- program
- d) Provision of notifications to parents, translated to the extent practicable
  - e) Provision of parental outreach opportunities
  - f) Provision of continuous program monitoring
  - g) Provisions of comprehensive professional development to all teachers and paraprofessionals that is applicable for serving LEP students
  - h) Provision of annual reports to the LEP program at the State Board of Education Essential Educational Components of an LEP Program
  - i) WPCS second language instruction will be integrated into the overall curriculum, be responsive to cultural differences, and maintain high learning and achievement standards.
  - j) WPCS will instruct all LEPs students in all content areas in a manner that will be comprehensible.
  - k) Finally, all LEP students should receive specific English language development appropriate for linguistic abilities. This added instruction will help each student benefit from instruction in the classroom and simultaneously achieve appropriate academic levels.

WPCS will administer the Idaho English Language Assessment to evaluate LEP students' oral, reading, and writing proficiency. The assessment provides information for student evaluation regarding growth and proficiency in the English language. The State Board of Education will provide the IELA annually every spring for LEAs to administer in order to measure the progress of the LEP students they are serving. An IELA placement assessment is a separate assessment provided by the State Board of Education and is used to determine placement into an LEP Program.

## **9. School Calendar and Daily Schedules.**

WPCS will generally be in session from the third or fourth week of August through Memorial Day, with breaks scheduled the week of Thanksgiving, two weeks around Christmas and through New Year's Day, and Spring Break around the third week of March. In addition, students and staff may be out of session on certain Holidays, as may be determined by the Board, such as Labor Day, Thanksgiving Day, Christmas Day, New Year's Day, Martin Luther King/Civil Rights Day, Presidents' Day, and Memorial Day. This results in approximately 165 to 170 student days. Teachers will have a corresponding 172 to 185 certified contract days, as the Board may establish or negotiate.

WPCS intends to start each school day no later than 8:30 am, releasing students at or before 3:30 pm most days, or later for the STEM Academy. This extended day will give teachers more time to deliver core instruction, provide differentiated and/or needed

intervention, and provide students with more time to learn, work, and develop habits of success.

WPCS will, so long as practicable, release students early one day each week. In addition, WPCS intends to provide 8 to 12 teacher work days. On early release or teacher work days, staff have dedicated time for faculty meetings, professional development, parent meetings, and staff collaboration. Students are not present at school during these times, except by appointment.

#### **10. Dual Credit, Virtual, or Blended Programs.**

WPCS, through the STEM Academy, plans to graduate more college-ready, technology savvy, scientifically literate, and career-oriented students who will have taken advantage of low cost dual credit, AP, career-technical, and other advanced opportunities. Through the Idaho State Department of Education “Advanced Opportunities” program, WPCS currently allows middle school students to get a jump start on their high school classes and, through the STEM Academy, will give high school students opportunities to earn college credit and take career technical classes at no cost to the student. The primary vehicle for these early college opportunities has been the Idaho Digital Learning Academy.

WPCS believes many students and their families don’t participate in Advanced Opportunities because of relatively minor barriers that can be overcome with information and a little facilitation. Through the STEM Academy, WPCS wants to increase involvement in Advanced Opportunities by educating students and families on the opportunity and the process, removing barriers and facilitating access to early college and career-technical opportunities.

WPCS will use its Counselor, or appoint an Advanced Opportunities Coordinator, to market and facilitate student participation in advanced opportunities. This Coordinator will help aggregate resources, build networks, and develop an Advanced Opportunity program to inform parents and students, remove barriers to participation, and facilitate the enrollment process for all students. The Coordinator will develop personal education plans for each student, and collaboratively create a roadmap to help students navigate the transition from middle-school, to high school, to early college.

In addition, WPCS will leverage relationships with area higher education institutions to open doors to additional opportunities for students to take college classes and earn career technical certifications while still in high school. Additionally, WPCS will allocate resources to incentivize WPCS teachers, through stipends and Leadership Premium bonuses, to become endorsed to teach dual credit and/or AP courses on site, in a less intimidating and convenient environment. These measures, along with WPCS’s existing program, will facilitate greater dual credit, early college, and career-technical participation.

WPCS will encourage middle school students, starting in summer after 6th grade, to take summer and overload high school courses, onsite and through the Idaho Digital Learning Academy (“IDLA”). These courses are above and beyond their regular full class schedule and allow them to earn early high school credits. This opens the door for some students to graduate early and receive Idaho’s Early Graduation Scholarship, which awards roughly \$1,500 for each student graduating at least one full year early.

Finally, through the implementation of mastery-based education in grades 7 through 12, WPCS will allow advanced students to move at their own pace and encourage self-directed learning. This program also creates opportunities for students to earn more credits towards graduation than they otherwise could, based on seat-time alone. If given the chance, many students will move faster than traditional classrooms allow.

**D. Professional Development Plan**

WPCS has built and will continue to nurture an environment of professionalism, high expectations, and continuous improvement. Increasing the capacity of our staff through meaningful and relevant professional development will positively impact student achievement, teacher performance, and school culture. Teacher development and evaluation are designed for improvement and growth. Our professional development program is a “comprehensive, sustained, and intensive approach to improving teachers’ and principals’ effectiveness in raising student achievement.” See Section 9101 (34) of the Elementary and Secondary Education Act. WPCS will offer a range of professional learning opportunities for staff, aligned with the Professional Learning Plans and the needs and objectives of WPCS, to ensure including the expansion to STEM-focused, mastery- and project-based learning. WPCS training may include (but are not limited to):

- a) CORE Knowledge Curriculum
- b) Character Education
- c) School Culture & Mission
- d) Project-Based Instruction
- e) Mastery-Based Instruction
- f) Differentiated Instruction
- g) Classroom Management
- h) Student Information System/Technology
- i) Learning Management Systems
- j) Time Management
- k) Student Mentoring & Feedback

Because mastery- and project-based education may be new for many secondary teachers, WPCS will focus professional development efforts for STEM Academy staff on helping them understand the expectations and methodologies of successful mastery and project-based learning environments. As appropriate, elementary teachers and staff will receive similar training opportunities, to increase their capacity and to help them implement engaging, hands-on, and enriching activities in the K-6 program.

WPCS will nurture relationships with other STEM schools and foster collaboration and professional development that will build on the knowledge and experience of other successful STEM-based schools. WPCS will also turn to experts and learned treatises on the subjects, including, but not limited to:

- Marzano, Robert J., et al. *A Handbook for Personalized Competency-Based Education*. Marzano Research Laboratory, 2017.
- Lenz, Bob, et al. *Transforming Schools Using Project-Based Learning, Performance Assessment*. John Wiley & Sons, 2015.
- Bender, William N. *Project-Based Learning: Differentiating Instruction for the 21st Century*. Corwin, 2012.
- Larmer, John, et al. *PBL Starter Kit: to-the-Point Advice, Tools and Tips for Your First Project in Middle or High School*. Buck Institute for Education, 2009.

As needed, WPCS will also engage experienced staff and third parties in advance of the opening of the STEM Academy, including over the summer breaks, to continually provide training opportunities and to refine and improve content, curricula, assessments, and projects.

Teachers will be given preparation time and workdays before school is in session and throughout the school year to facilitate their professional development and to provide additional time to prepare digital lesson plans and course materials.

#### **E. Data Management**

WPCS will use keep and use data to track student progress and drive student achievement. Core student information will be recorded and maintained digitally through a secure, cloud-based Student Information System (SIS) such as PowerSchool. The Principal, Counselor, Business Manager, and school secretaries/clerks will be primarily responsible for data entry and maintenance. The SIS will be used to compile student data, including term grades for report cards, for the purpose of complying with regular Federal and State reporting requirements (e.g., through ISEE).

Student formative and summative achievement data will also be recorded, maintained, and tracked through a secure, cloud-based systems that integrates with the SIS, such as Milepost, PowerSchool’s unified classroom, or another Learning Management System. This data will be evaluated regularly by teaching and support staff to shape instruction and drive intervention strategies. The Principal and Counselor will use this data to identify and track at risk students. Aggregate class data will also be used to guide professional development and individual professional learning plans.

WPCS will also use a digital platform, such as TeacherVita, to help teachers build and maintain their professional portfolios, facilitate and integrate Danielson Framework teacher evaluations, and to record and actively use Individual Professional Learning Plans, Plans of Improvement (when needed), and aggregated student achievement data, with the goal of helping every teacher become a “Master Teacher” and for continuous school improvement.

Compiled data will be used for the following purposes:

1. Achieving and maintaining accreditation;

2. Compliance with reporting requirements provided by law;
3. Measuring student progress with Standardized Achievement Tests, benchmark testing, and other metrics to drive instruction.
4. Operating core school functions efficiently;
5. Continuously improving the operational and financial management of the school; and
6. Continuous Improvement Plan.

**F. Continuous Improvement Plan**

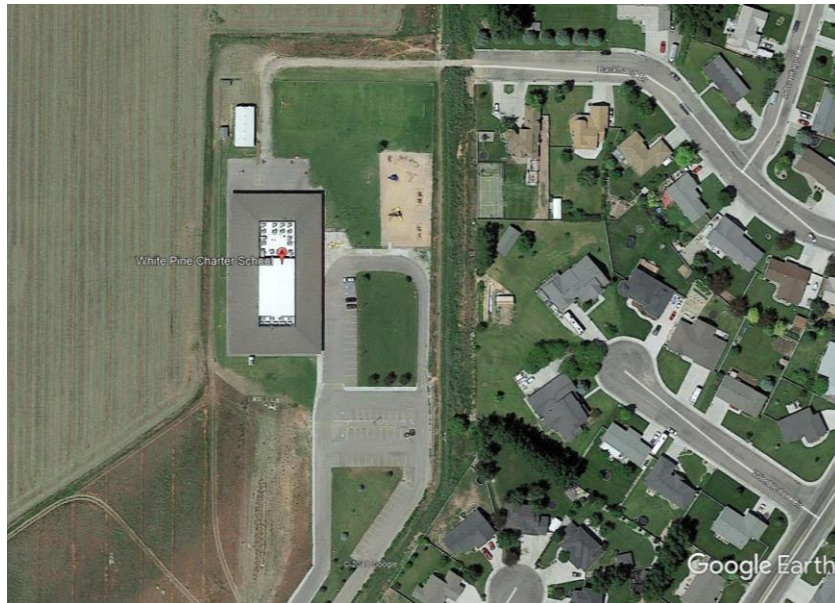
WPCS will continuously strive to strengthen and improve its operations, finances, and academic programs. It will do this through a formal Strategic Plan, also referred to as the Continuous Improvement Plan. The Plan will identify specific goals, metrics, and methods for improving in strategically important areas. The Plan will be submitted to the State Department of Education and the Charter Authorizer as required, and will be a routine reporting item for staff and Board meetings.

The Continuous Improvement Plan will be evaluated using aggregate student achievement data, and other metrics. The Plan will be annually reviewed by the Principal and staff, with formal presentation of the Plan to the Board for approval. The Plan will be a “living document” and will be modified as appropriate to address the school’s needs and focus areas for improvement.

## **VI. Location and Facilities Plans**

**A. Current Facilities**

WPCS will maintain its vibrant K-6 program at its current location at 2959 John Adams Parkway, Ammon, ID 83406, centrally located within its primary attendance area encompassing Bonneville Joint School District 93 and Idaho Falls School District 91. Current facilities offer 21 classrooms, a kitchen, library, a computer lab and commons area, office and gym.



*Figure 1. WPCS's existing facilities.*

Current facilities are owned by WPCS, financed by U.S. Bank and the USDA.

## **B. Facilities Needs**

WPCS will need to expand its facilities to accommodate the new STEM Academy. The new facilities will ideally be located within convenient driving distance of the current K-6 facilities and nearby the College of Eastern Idaho ("CEI"). The WPCS Board is investigating short-term and long-term facilities options, including the use of modular classrooms in initial phases, leasing existing space on or near CEI, and ultimately constructing permanent facilities on land WPCS would purchase, if necessary and feasible. Generally speaking, WPCS will seek to locate the STEM Academy facilities in the general vicinity depicted in Figure 2 below.

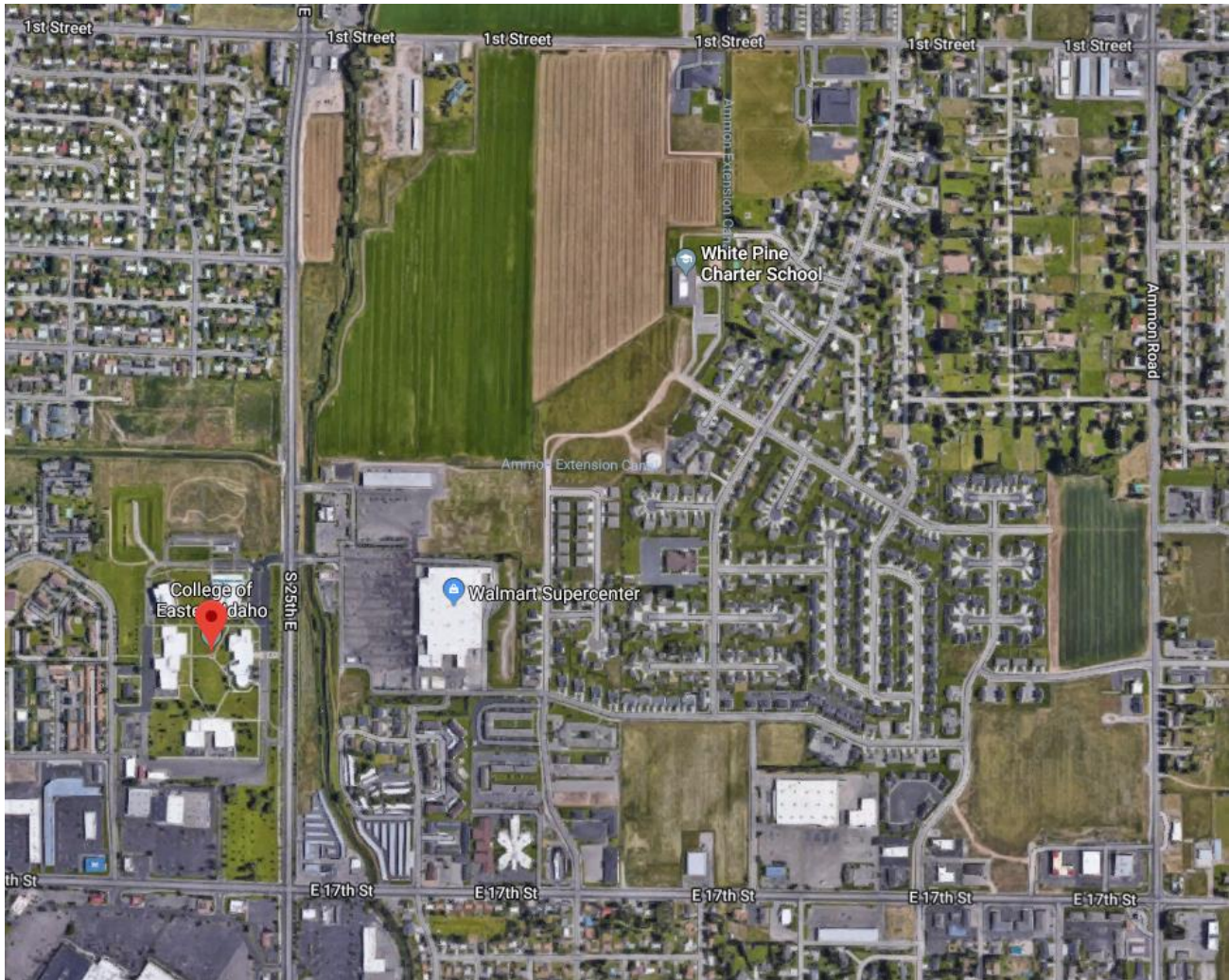


Figure 2. The proposed STEM Academy facilities will ideally be in the vicinity of 25<sup>th</sup> East and 17<sup>th</sup> South, near the College of Eastern Idaho and existing WPCS facilities.

### C. Phase 1 Expansion (lease/modular) to Grades 9-10: 2019-2020

WPCS anticipates that its initial STEM Academy expansion will involve an expansion to 9<sup>th</sup> and 10<sup>th</sup> grades in the 2019-2020 school year, with an estimated enrollment of 64 students. This expansion will require two additional classrooms for the STEM Academy and one to accommodate a third 4<sup>th</sup> grade class. WPCS believes it can locate temporary/modular classrooms with 3 classrooms at its current facilities and can accommodate the additional students with its existing restrooms and cafeteria facilities.

Alternatively, WPCS will look to lease appropriate space in existing commercial facilities or on the campus of CEI.

WPCS projects entering a 30-month lease on a four-classroom modular unit. The lease payment will be \$4,469.57 per month, annualizing to \$53,634.84. WPCS has bids for installation and

setup costs of \$39,584.16, with a projected additional \$11,000 to add fire suppression systems and data/phone wiring. WPCS projects an additional \$25,000 for removal of the modular building at the end of the lease.

**D. Phase 2 Expansion (lease/modular) to Grades 9-11: 2020-2021**

In its second year of expansion, WPCS would plan to purchase or lease an additional modular classroom trailer with 2 classrooms, to accommodate its expansion to 11<sup>th</sup> grades. This phase will result in a potential capacity of 182 students in grades 7-11. This would bring the total of modular classroom need to six, to accommodate basic instructional needs. In addition, WPCS will consider leasing a small office modular to house its excess capacity for its resource room. To keep with the vision for the STEM Academy, WPCS is investigating mobile classrooms with large exterior structures with open floor plans allowing a communal atmosphere and science facilities (labs). These spaces will hopefully include break out rooms, a large conference room, and space for small groups.

WPCS projects incurring an additional \$105,000 to purchase/lease, move, setup, and outfit an additional modular buildings, with up to 4 additional classrooms in Phase 2, to accommodate the total classrooms needed for Phase 1 and 2.

WPCS believes it can accommodate the increased enrollment with existing restroom and cafeteria facilities. During this year, WPCS will purchased land and/or facilities, and will begin construction or renovation of the facilities for the 2021-2022 school year. Ultimately, WPCS will need space for a potential 564 students, suggesting a need for at least 19 classrooms, labs, restrooms, offices, conference rooms, storage, kitchen/cafeteria space, and assembly/multi-purpose study space. WPCS will engage an architect for possible structure designs and space planning.

WPCS has identified vacant land near its existing facilities and near CEI as potential sites for new construction. In addition, WPCS has identified existing commercial space that may be available for lease or purchase. A first option is vacant, undeveloped land adjacent to existing WPCS facilities. A second option is to search for other open ground near the WPCS property or adjacent to CEI. The WPCS Board is conducting due diligence on these options, including investigating financing options for purchase, construction, and/or renovation of land and facilities.

**E. Phase 3 Expansion with new Permanent Facilities: 2021-2022**

By the fall of 2021, WPCS anticipates having completed the purchase, construction, and or renovation of facilities near its existing facilities and near CEI at one of the options described above. By 2021, WPCS anticipates having up to 241 students in grades 7-12, with a need for at least 8 finished classrooms, restrooms, office space, storage, and kitchen/cafeteria space. WPCS is working with the College of Eastern Idaho for a potential dual-use site on the CEI campus, as well as with the City of Ammon on a potential dual use site adjacent to WPCS's current facilities. A third option for facilities is the old Odyssey Charter school property



## **F. Expansion Contingency**

In the event that permanent facilities are not yet constructed, WPCS will attempt to acquire additional modulars on site with features to accommodate science education and group activities.

The WPCS Board's expansion to create the STEM Academy and expand to grades 9-12 is conditioned on successfully securing supplemental funding, financing, and facilities to accommodate the expansion. In the event that the Board is delayed or unable to secure these resources, the Board may delay, modify, or postpone indefinitely the expansion plans, with notice to the authorizer, in which case, the STEM enhancements will be modified and implemented in the existing K-8 programs.

## **VII. Financial and Business Plan**

### **A. Fiscal Philosophy**

WPCS has 15 years' experience as a steward of taxpayer money and the public trust. Throughout that time, the WPCS Board and administration have taken seriously the obligation to plan for every dollar, and to spend as if every dollar matters, because it does. Strategic planning, conservative budgeting, and restraint in spending are the hallmarks of the WPCS fiscal philosophy. In addition to planning for anticipated needs, WPCS prioritizes building and maintaining a 3 to 6-month operating reserve as a fund balance, to ensure that the school has the resources to address unanticipated needs and fiscal emergencies.

Over time, the Board of Directors has benefited from broad experience in a range of private business management and public administration. Directors have included business owners, accountants, engineers, realtors, and a host of other professions, each bringing their expertise to bear in providing meaningful and engaged oversight of school administration.

WPCS's core mission and values drive strategic planning, budgeting, and spending decisions. Spending priorities focus on empowering teachers, increasing their capacity, and giving students meaningful opportunities to learn in a safe and nurturing environment. Recruiting and retaining quality teachers and staff who are compensated fairly is a foundational priority. Providing a safe, clean, and welcoming facility is also fundamental. Access to research-based methods, curricula, and instructional technology is also a core spending priority. Finally, providing opportunities for professional development and training, to increase teacher capacity, fuels continuous school improvement and directly impacts student outcomes. Which each spending decision, WPCS Board members ask, "How does this help students?" and "Will this expenditure help us realize our vision and achieve our mission?"

## **B. Financial Management Plan**

The budget and all expenditures are ultimately approved by the Board. However, board fiscal policy is ultimately implemented by the WPCS Principal and Business Manager. The Principal's primary focus is to ensure that Board policy, Charter directives, and applicable law are faithfully implemented in the classroom, in a professional manner, achieving desired outcomes, and doing so under budget. The WPCS Business Manager is the guardian of that Budget, and serves as the gatekeeper for all expenditures. The Business Manager oversees all reporting, particularly reporting tied to revenue, and is responsible to keep and maintain all financial and accounting records, and to make such records accessible by WPCS constituents and the public, as required by law. Further, the Principal and Business Manager will regularly report all financial activities to the Board with candor and full transparency.

Assisting the Business Manager, WPCS will employ one or more clerks/administrative assistants to help implement routine accounting processes, including accounts receivable, accounts payable, and payroll. Financial or accounting transactions initiated by one staff member must be reviewed and ultimately approved by another, to maintain a system of checks and balances, with key duties appropriately segregated. Expenditures are initiated with approval memorialized with both the Principal and Business Manager's review and signature. Once authorized, the Business Manager makes orders, with accounts paid upon receipt of an invoice. The Business Manager confirms delivery of purchased goods/services, and maintains an appropriate inventory of supplies, furniture, and equipment, consistent with generally accepted accounting principles for public charter schools.

The Business Manager trains the board members, when needed, on how to read, interpret, and use basic financial reports to make informed decisions. The Business Manager regularly makes timely, accurate and comprehensible reports to the Principal and the Board, including

- Balance Sheet;
- Income and Expense Statements; and
- Budget versus Actual Reports.

Derivatives of these reports, including various iterations required by law, are published on WPCS's web page and made available to the public for inspection upon request.

## **C. Operating Budget**

The annual operating budget is the core component of the WPCS Business Plan, and outlines revenues (including verified/committed sources), projected expenses, and projected surplus or deficit. Revenues include state ADA and entitlement funding, federal grants, private commitments. Expenditures include salaries, benefits, rent/mortgage, books/curriculum, supplies, purchased services, professional training, utilities, insurance, etc.) for each year.

### **1. Budget Hearing**

The budget is crafted in April of each year and presented to the Board in a

publicly noticed, Budget Hearing each May or June. The Budget is approved, according to law, at the budget hearing, or within 15 days of the budget hearing at a special meeting of the Board. Notice of the Budget hearing is posted for at least 10 days prior to the hearing, with such notice also published in the Post-Register newspaper at least once, not less than 10 days prior to the hearing. The Budget hearing occurs no less than 28 days before the Board's annual meeting in July.

## **2. WPCS Budget History**

WPCS has a track-record of conservative budgeting, with revenues well more than \$2.5 million in each of the prior four years. Strategic planning and frugal spending have allowed WPCS to retain an unappropriated balance in most years, sufficient to build required debt reserves and a reasonable fund balance over time, in excess of \$600,000 at the time of this petition. Expenditures in excess of annual revenues, requiring dipping into the fund balance, are limited to emergency needs, school safety, critical facility needs, and strategic expenditures.

## **3. Five-Year Revenue and Expenditure Projections**

WPCS's current operations and enrollment for grades K-8 are sufficient to continue current operations. WPCS projects that its STEM Academy expansion will achieve stabilization during the 3rd year, such that enrollment will establish state funding entitlements sufficient to support projected operating expenses. In the first two years of expansion, WPCS anticipates that expenses will exceed traditional state and federal funding because of up front staffing, facilities, supplies, and equipment needs. WPCS recognizes the need to raise money through public or private grants and/or community partnerships to sustain operations during the first two to three years until enrollment in grades 9-12 is stabilized and break-even operations occurs during year 4. With current enrollment projections and a conservative expansion budget, WPCS anticipates an operational shortfall of between \$350,000 and \$500,000 in year 1 of the expansion, diminishing to a shortfall of between \$35,000 and \$150,000 in year 2, and up to \$75,000 deficit in year 3, with break-even occurring in year 4. This underscores the need to secure additional grant support or private funding in the initial years of expansion. Appendix A4 and the table below shows current enrollment, revenue, and expenditure projections.

<b>Six-Year Budget Projection</b>								
White Pine Charter School K-12 Expansion								
6-Year Projection w/out Fundraising or Grants								
	Pre-Expansion 2018-2019	EXPANSION Year 1 2019-2020	Year 2 2020-2021	Year 3 2021-2022	Year 4 2022-2023	Year 5 2023-2024	Year 6 2024-2025	
<b>Enrollment Assumptions</b>	515	579	670	764	824	888	951	
K-6 Enrollment	431	455	482	506	528	528	528	
7-8 Enrollment	84	60	88	119	125	157	180	
9-12 Enrollment	0	64	100	139	171	203	243	
<b>REVENUES</b>								
State Funding	\$ 2,907,415	\$ 3,766,277	\$ 4,534,944	\$ 5,183,892	\$ 5,725,120	\$ 6,184,633	\$ 6,822,860	
Fundraising Sources	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Title I		\$ 62,864	\$ 72,744	\$ 82,950	\$ 89,464	\$ 96,413	\$ 103,253	
Title II		\$ 13,905	\$ 16,091	\$ 18,348	\$ 19,789	\$ 21,326	\$ 22,839	
IDEA Part B		\$ 100,754	\$ 116,589	\$ 132,947	\$ 143,387	\$ 154,524	\$ 165,487	
<b>Total Federal Funding</b>	<b>\$ 142,500</b>	<b>\$ 224,586</b>	<b>\$ 273,823</b>	<b>\$ 312,240</b>	<b>\$ 336,762</b>	<b>\$ 362,918</b>	<b>\$ 388,666</b>	
<b>Total Revenues</b>	<b>\$ 3,049,915</b>	<b>\$ 3,990,863</b>	<b>\$ 4,808,767</b>	<b>\$ 5,496,132</b>	<b>\$ 6,061,882</b>	<b>\$ 6,547,551</b>	<b>\$ 7,211,526</b>	
Per Pupil Funding:	\$ 6,615.87	\$ 6,892.68	\$ 7,177.26	\$ 7,193.89	\$ 7,356.65	\$ 7,373.37	\$ 7,583.10	
Per Pupil State Facilities Funding:	\$ 466	\$ 466	\$ 466	\$ 466	\$ 466	\$ 466	\$ 466	
<b>EXPENDITURES</b>								
Salaries	\$ 1,786,526	\$ 2,210,458	\$ 2,482,392	\$ 2,790,912	\$ 3,083,395	\$ 3,413,869	\$ 3,722,442	
Benefits	\$ 329,964	\$ 677,284	\$ 760,606	\$ 855,136	\$ 944,752	\$ 1,080,148	\$ 1,215,005	
Other Operating Expenses	\$ 747,998	\$ 714,821	\$ 775,456	\$ 724,046	\$ 616,138	\$ 659,530	\$ 724,383	
Transportation	\$ 106,961	\$ 134,339	\$ 155,452	\$ 177,262	\$ 191,183	\$ 206,032	\$ 220,650	
Nutrition	\$ 53,681	\$ 63,589	\$ 73,583	\$ 83,906	\$ 90,496	\$ 97,525	\$ 104,444	
Facilities Maint. & Utilities	\$ -	\$ 480,453	\$ 541,277	\$ 668,130	\$ 675,930	\$ 683,964	\$ 510,193	
Facilities Rent	\$ -	\$ 89,116	\$ 91,789	\$ 189,085	\$ 194,758	\$ 200,601	\$ 206,619	
<b>TOTAL EXPENDITURES</b>	<b>\$ 3,025,130</b>	<b>\$ 4,444,007</b>	<b>\$ 4,958,720</b>	<b>\$ 5,570,994</b>	<b>\$ 5,882,578</b>	<b>\$ 6,431,171</b>	<b>\$ 6,796,837</b>	
<b>NET INCOME</b>	<b>\$ 24,785</b>	<b>\$ (453,144)</b>	<b>\$ (149,953)</b>	<b>\$ (74,862)</b>	<b>\$ 179,304</b>	<b>\$ 116,379</b>	<b>\$ 414,689</b>	
<b>FUNDRAISING/GRANT SUPPORT NEEDED</b>		<b>\$ 453,144</b>	<b>\$ 149,953</b>	<b>\$ 74,862</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	
Per Pupil Expenditures:	\$ 6,562	\$ 7,675	\$ 7,401	\$ 7,292	\$ 7,139	\$ 7,242	\$ 7,147	
Per Pupil Facilities Cost:	\$ -	\$ 984	\$ 945	\$ 1,122	\$ 1,057	\$ 996	\$ 754	
Facilities as % of cost:	0%	13%	13%	15%	15%	14%	11%	

Figure 3. WPCS 6-Year Budget Projection.

WPCS will work with and solicit the support of public agencies and private foundations who support educational innovation and the replication and expansion of successful charter schools, and whose mission and vision aligns with WPCS. WPCS has worked with the Joe and Kathryn Albertson Foundation, BLUUM, and other STEM partners, whom WPCS believes are potential supporters of this K-12 expansion.

#### D. Fundraising

WPCS will engage local community partners, private educational foundations, and public educational agencies to build relationships and identify opportunities for grants and donations to support the STEM Academy expansion.

WPCS has already had discussions with BLUUM and the Joe and Kathryn Albertson Foundation concerning potential financial support for operational needs during the initial years of expansion.

#### E. Transportation Plan

WPCS contracts with Teton Stage Lines to provide student transportation to and from school. WPCS annually evaluates its busing needs and contracts with transportation providers, as appropriate, for student transportation services.

#### F. Food Service Plan

WPCS participate in the National School Lunch Program (“NSLP”), which is a federally assisted meal program operating in public and nonprofit private schools. Through this program, WPCS provides nutritionally balanced, low-cost or free lunches to children each school day. WPCS offers lunch service in accordance with federal requirements. Upon registration, families are informed of the Free and Reduced Lunch program and provided a current copy of the State Department’s Parent Letter and qualification guidelines. Further, additional attempts to communicate the program’s availability are provided throughout the year in various communications with the school’s patrons.

## VIII. Students, Target Market and Primary Attendance Area.

### A. Target Classroom Capacity

Current WPCS operations serve 466 students in Kindergarten through the 8th grade, with a capacity for 522 students. WPCS ultimately plans to be the home to up to 1,100 students in grades K-12, growing from its current 466 students in grades K-8, expanding to 9<sup>th</sup> and 10<sup>th</sup> grades in the 2019-2020 school year, then growing organically to 11<sup>th</sup> grade in 2020-2021, and finally to 12<sup>th</sup> grade in 2021-2022.

Target classrooms will continue to emphasize small class sizes for all grades, with class sizes for grade K-6 as follows:

#### White Pine Charter School

Grade Level	Target Class Size	No. of Classes per Grade-Level	Target Grade-Level Population
K	23	3	69
1	24	3	72
2	24	3	72
3	25	3	75
4	25	3	75
5	26	3	78
6	28	3	84
<b>WPCS K-6 CAPACITY SUBTOTAL</b>			<b>525</b>

Figure 4. WPCS K-6 target classroom size by grade.

The STEM Academy will incorporate grades 7 and 8 to create a middle and secondary capacity of 564 additional students, comprised of the following class sizes:

#### STEM Academy

Grade Level	Target Class Size	No. of Classes per Grade-Level	Target Grade-Level Population
7	30	3	90
8	30	3	90
9	32	3	96

10	32	3	96
11	32	3	96
12	32	3	96
<b>STEM ACADEMY CAPACITY SUBTOTAL</b>			<b>564</b>

Figure 5. WPCS 7-12 target classroom size by grade.

<b>TOTAL WHITE PINE POPULATION</b>	<b>1,089</b>
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Figure 6. WPCS Total target capacity.

WPCS will offer a half-day kindergarten program. Depending on demand and based on financial feasibility, WPCS may offer a full-day kindergarten program.

### B. Projected Enrollment

In anticipation of the expansion, WPCS will continue to add a third classroom for each grade, K-8, adding a third class to 3<sup>rd</sup> grade in 2018-2019, and 4<sup>th</sup> through 6<sup>th</sup> grades in 2019-2020. This organic growth will increase the pipeline of students flowing into the STEM Academy going forward. The STEM Academy will also draw from the pool of other area students attending charter schools, private schools, or who are homeschooled, and whose current schools' offerings end either in 6<sup>th</sup> or 8<sup>th</sup> grade.

Grade Level	EXPANSION Year 1 2019-2020	Year 2 2020-2021	Year 3 2021-2022	Year 4 2022-2023	Year 5 2023-2024	Year 6 2024-2025	Year 7 2025-2026	Year 8 2026-2027
K	69	63	63	63	63	63	63	63
1	72	72	68	68	68	68	68	68
2	75	75	75	73	73	73	73	73
3	76	78	78	78	78	78	78	78
4	54	78	78	78	78	78	78	78
5	54	58	81	81	81	81	81	81
6	55	58	63	87	87	87	87	87
7	30	57	60	65	90	90	90	90
8	30	31	59	60	67	90	90	90
9	32	32	33	62	63	70	95	95
10	32	34	34	35	65	66	74	96
11	0	34	36	36	37	68	69	78
12	0	0	36	38	38	39	71	72
	579	670	764	824	888	951	1017	1049

### C. Enrollment Preference

#### 1. Admission Preference

Pursuant to Section 33-5206 of Idaho Code, WPCS will use the following preference grouping:

- First, to pupils returning to WPCS in subsequent years of its operation;
- 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 the public charter school;

- Third, to siblings of pupils already enrolled or selected by the lottery or other random method.
- Fourth, to students residing within the Primary Attendance Area; and
- Fifth, by an equitable selection process such as by lottery or other random method.

Once enrolled in WPCS, students will not be required to reapply each year thereafter. If a child enrolled at WPCS moves outside the attendance area, they will not forfeit their enrollment status.

WPCS reserves the right to complete a review of an applicant under Idaho Code Section 33-205. Under this process, enrollment of the applicant will be accepted only upon approval by the WPCS Board of Directors.

According to Idaho Code 33-103, the parent or guardian of a child of school age who is enrolled at WPCS shall be allowed to enroll the student in another public school for dual enrollment purposes. WPCS will follow the procedures governing dual enrollment adopted by the student's resident school district. It will be the responsibility of the parent to provide transportation for their student unless otherwise designated on an Individualized Education Program.

## **2. Over-Enrollment Procedures**

WPCS will hold an annual lottery that is advertised in a local newspaper in both English and Spanish. WPCS will also actively participate in Child Find Activities. Prospective students will be given the opportunity to enroll regardless of race, color, national or ethnic origin, religion, sex, social or economic status, or special needs.

WPCS will not discriminate against any student on any basis prohibited by the federal or state constitutions or any federal, state, or local laws.

The equitable selection process will be conducted in accordance with IDAPA 8.02.04.203.

## **D. Primary Attendance Area**

### **1. Target Market**

The WPCS target market includes parents, students, potential business partners and sustaining donors in and around Bonneville County, Idaho. The Primary Attendance Area includes the compact and contiguous areas defined by Bonneville Joint School District 93 and Idaho Falls School District 91 district boundaries. See Figure 7 below

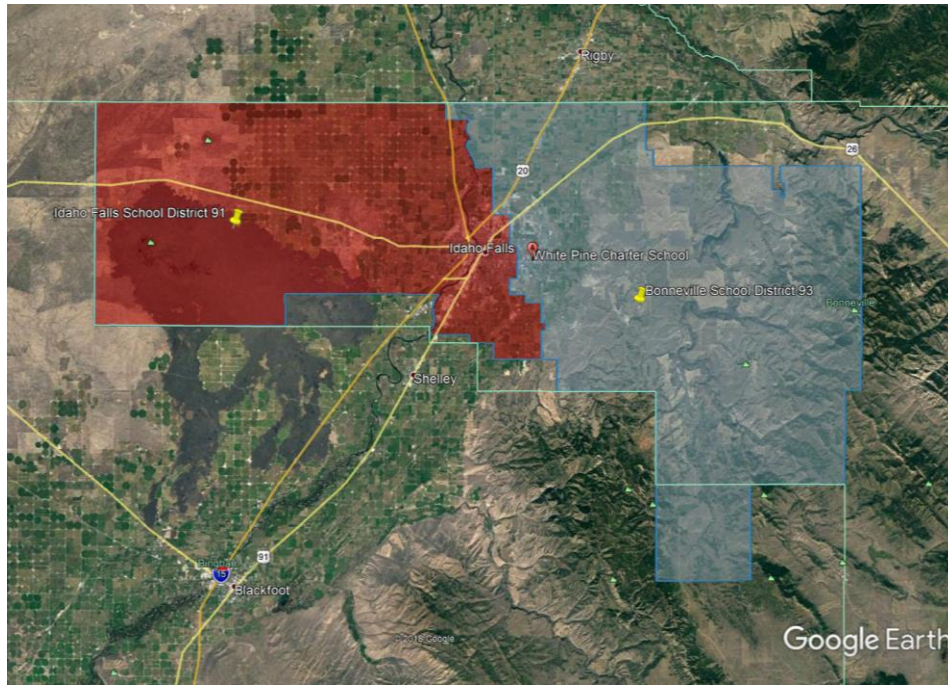


Figure 7. WPCS’s primary attendance area includes the contiguous areas in Idaho Falls School District 91 (red) and Bonneville Joint School District 93 (blue)

This Attendance covers the majority of Bonneville County, Idaho with an estimated 114,595 residents over 786 square miles.<sup>1</sup> According to the Idaho Department of labor, Bonneville County is the fourth largest in the state. It grew over 20 percent from 2005 to 2016, with an average population increase of 1,838 a year for the past ten years. Bonneville County is a medical and retail hub for a large geographic area, and is home to the College of Eastern Idaho, with additional campuses of Idaho State University and the University of Idaho. Idaho Falls is the fourth largest city in the state with a 2016 population of 60,211. The next largest city, Ammon, has more than 15,000 residents.

The primary areas feeding WPCS include ZIP codes 83406 and 83401, with more than 75,000 residents,<sup>2</sup> although many current and expected WPCS students will come from other areas within Bonneville County. Ammon, comprising the bulk of ZIP code 83406 has experienced 9.8% population growth since 2010. Bonneville County generally has seen 7.6% increases during that same time period.<sup>3</sup>

Within ZIP Code 83406, more than 5,700 married couples with children reside, with a median income of \$63,045. The broader 83401 ZIP code includes 9,960

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<sup>1</sup> See United States Census Bureau, QuickFacts: Bonneville County, Idaho; Idaho Falls city, Idaho; Ammon city, Idaho; UNITED STATES, at <https://www.census.gov/quickfacts/fact/table/bonnevillecountyidaho,US/PST120217>.

<sup>2</sup> *Id.*

<sup>3</sup> *Id.*



married couples with children, with a median income of \$48,196.

According to the U.S. Census Bureau, the area residents include 88.1% white (non-Hispanic) and 7.6% Hispanic or Latino, with Asian, African American, and Native populations making up just over 1%. Within ZIP Code 83406, an estimated 3.2% of residents speak Spanish at home.<sup>4</sup>

WPCS has approximately 28% free and reduced lunch population, which is consistent with nearby area high schools, including Hillcrest (21.8%), Bonneville (36.75%), Compass Academy (28.48%), and Idaho Falls (26.28%).<sup>5</sup>

## **2. Community Needs & Community Partnerships or Other local support**

WPCS's ongoing and in-demand elementary program will continue to serve its target market in Bonneville County. However, Bonneville County and Idaho Falls do not currently have a true STEM high school. While District 91's Compass Academy has implemented a strong project-based learning program, including a robust Career-Technical program, they do not incorporate nor market an integrated STEM program. Yet, the area employers include a number of STEM-focused industries. Major employers include government workers working at the Idaho National Laboratory ("INL"), as well as private employers Battelle Energy Alliance, Bechtel BWXT, CenturyLink, Eastern Idaho Regional Medical Center, Melaleuca, Inc., Mountain View Hospital, Wal-Mart and Idaho Steel. Small business, particularly STEM businesses associated with the INL, the Universities, and ancillary industries provide a multiplicity of STEM-related jobs, demanding a highly trained and educated workforce. The abundance of potential STEM community partners not only affects demand for STEM education but provides opportunity for educational collaboration.

The White Pine STEM Academy will fill a unique niche in the community and draw from a broad pool of potential students. WPCS also boasts a proven track record of academic and operational achievement, demonstrating that it is well-positioned to undertake the proposed STEM Academy expansion. Since its opening, but particularly since 2014, WPCS has exceeded the State average of students earning a 3 on the IRI, and those scoring proficient or advanced on the ISAT in both ELA and Math.<sup>6</sup> WPCS has also been recognized by the state of

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<sup>4</sup> Id.

<sup>5</sup> See Idaho State Department of Education, Free and Reduced Lunch by District, at <https://apps.sde.idaho.gov/CnpEligibility/Report>. Compare "2012-2016 American Community Survey 5-Year Estimates [for ZIP 83402]," U.S. Census Bureau, available at <https://factfinder.census.gov/> with "Income and Poverty in the United States: 2016," Table 1, Report Number: P60-259, Jessica L. Semega, Kayla R. Fontenot, and Melissa A. Kollar, U.S. Census Bureau (September 2017), at <https://www.census.gov/data/tables/2017/demo/income-poverty/p60-259.html>.

<sup>6</sup> See "Idaho State Department of Education." Idaho's K-12 Report Card, [apps.sde.idaho.gov/ReportCard/](https://apps.sde.idaho.gov/ReportCard/).

Idaho as a top performing school in math growth.<sup>7</sup>

WPCS is in current discussions with BLUUM, the Albertson Foundation, the Battelle Energy Alliance, and the College of Eastern Idaho to build a shared vision for the expansion of WPCS to include the STEM Academy. WPCS hopes to formalize support for the STEM expansion, including asking CEI to become the authorizer for WPCS. WPCS will work with BLUUM and the Albertson Foundation to leverage their data and expertise in modeling and planning the expansion. Further WPCS will explore partnerships with BLUUM, Albertsons, and Battelle for financial and other support.

### **3. Area Schools, Demand and Market interest**

Bonneville County has an estimated 21,293 students, attending 46 different schools, including 28 elementary, 6 middle schools, 8 high schools, and including 5 Charter Schools. None of the referenced schools fully integrate STEM education, nor do they market themselves as a STEM school, creating a unique opportunity for WPCS to meet a community need and fill a viable niche in the market.

According to the State Department of Education, Bonneville County public high schools had 7,734 enrolled students as of the Fall of 2017.<sup>8</sup> Since 1995, high school enrollment has averaged 1.1% annual growth, with nearly 4% average annual enrollment increases since 2012.<sup>9</sup> If the trend continues, by the Fall of 2019, Bonneville County public high schools should expect an increased enrollment of 471 high school students, over 2017 numbers.

In Idaho Falls District 91, both Idaho Falls and Skyline Senior High Schools are reportedly overcrowded, with 1,191 students and 1,035 students, respectively.<sup>10</sup> Likewise, Bonneville District 93's three high schools are at or above capacity, including the new Thunder Ridge high school, which opened this fall at capacity, with 1,407 students. The new Thunder Ridge resulted in a reduction of Hillcrest High School's overcrowding by about 450 putative students, reducing its current population to 1,150 for the fall of 2018. District 93 middle schools continue to experience overcrowding, due in large part to the rapid development and growth in the area.<sup>11</sup> Although the newest area high school will alleviate the

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<sup>7</sup> "Idaho State Department of Education (SDE)." [www.sde.idaho.gov/assessment/accountability/index.html](http://www.sde.idaho.gov/assessment/accountability/index.html).

<sup>8</sup> Compare "Historical Enrollment by Building", Idaho State Department of Education (2017), at <http://www.sde.idaho.gov/finance/#attendance>, with "Charter School Historical Enrollment by Year", Idaho State Department of Education (2017), at <http://www.sde.idaho.gov/finance/#attendance>.

<sup>9</sup> *Id.*

<sup>10</sup> Hepworth, Natalia. "Here Are the Problems at D91 High Schools, and Why Officials Want a \$99.5 Million School Bond." *East Idaho News*, 23 Aug. 2018, [www.eastidahonews.com/2018/06/parents-and-students-demonstrate-problems-with-idaho-falls-and-skyline-high-schools/](http://www.eastidahonews.com/2018/06/parents-and-students-demonstrate-problems-with-idaho-falls-and-skyline-high-schools/).

<sup>11</sup> Keleher, Katie. "Bonneville School District Meets with Public to Discuss New Bond." *KIFI*, KIFI, 28 Feb. 2018, [www.localnews8.com/news/bonneville-school-district-meets-with-public-to-discuss-new-bond/708679532](http://www.localnews8.com/news/bonneville-school-district-meets-with-public-to-discuss-new-bond/708679532).

immediate overcrowding crisis, local districts continue to project significant growth in the area.

The WPCS expansion will help alleviate these overcrowding issues, without local property tax increases. Further, District 93 superintendent, Dr. Charles Shackett, has expressed no reservations over the proposed WPCS expansion.<sup>12</sup>

Looking only at area charter schools, several charter populations will benefit from having another viable high school alternative to the massive public high schools that dominate Bonneville County. For instance, not only will WPCS's existing K-8 population benefit, but Alturas International Academy and Monticello Montessori, both of whom have had stable or growing enrollment in their K-6/K-8 programs, will have an additional charter destination for their students to advance.

The WPCS STEM expansion could have an adverse impact on Taylor's Crossing and American Heritage Charter schools, both of whom have high school populations. Taylor's Crossing has had enrollment decline in grades 9-12 an average of 7.2% per year over the past three years, but its enrollment appears to be stabilizing at 80% of its high school capacity.<sup>13</sup> Taylor's Crossing is located in the vicinity of WPCS and the two schools will likely attract some of the same families/students.

Likewise, WPCS's expansion could impact American Heritage Charter School, whose high school has nearly tripled over the past four years, growing an average of 44% each year. American Heritage is situated on the opposite side of Idaho Falls, and draws its core population from Idaho Falls District 91 and Shelley School districts. American Heritage recognizes that a portion of its students would prefer a STEM high school and they are supportive and have actively assisted in the WPCS expansion efforts.

The lists below identify the area schools and their most recently reported student populations.

a) Charter Schools	
Alturas International Academy (K-8)	409 students
American Heritage Charter School (K-12)	339 students
Monticello Montessori Charter School (K-6)	190 students
Taylor's Crossing Public Charter School (K-12)	391 students
White Pine Charter School	460 students
b) District 93	
Thunder Ridge High School (opening Fall 2018)	1,389 students and 66 Full-time Teachers

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<sup>12</sup> See Email from Dr. Charles Shackett, attached as Appendix F.

<sup>13</sup> "Charter School Historical Enrollment by Year", Idaho State Department of Education (2017), at <http://www.sde.idaho.gov/finance/#attendance>.

Bonneville High School Teachers	1,171 Students and 57 Full-time
Lincoln Alternative High School	163 Students and 11 Full-time Teachers
Hillcrest High School Teachers	1,317 Students and 65.7 Full-time
Sandcreek Middle School (7-8)	676 Students and 37 Full-time Teachers
Rocky Mountain Middle School (7-8)	668 Students and 45 Full-time Teachers
Telford Academy (7-9)	23 Students and 4 Full-time Teachers
Woodland Hills Elementary (K-6)	569 Students and 26 Full-time Teachers
Ammon Elementary School (K-6)	408 Students and 23 Full-time Teachers
Bonneville Early Intervention (PK)	166 Students and 5 Full-time Teachers
Bridgewater Elementary School (K-6)	437 Students and 23 Full-time Teachers
Cloverdale Elementary School (PK-6)	519 Students and 24 Full-time Teachers
Discovery Elementary School (PK-6)	459 Students and 24 Full-time Teachers
Fairview Elementary School (K-6)	287 Students and 13 Full-time Teachers
Falls Valley Elementary School (PK-6)	628 Students and 29 Full-time Teachers
Hillview Elementary School (K-6)	490 Students and 21 Full-time Teachers
Iona Elementary School (K-6)	322 Students and 17 Full-time Teachers
Rimrock Elementary (K-6)	535 Students and 24 Full-time Teachers
Ucon Elementary School (K-6)	409 Students and 20 Full-time Teachers
c) District 91	
Emerson High School (9-12)	140 Students and 8.3 Full-time Teachers
Idaho Falls Senior High School (9-12) Teachers	1,191 Students and 59 Full-time
Skyline Senior High School (9-12) Teachers	1,035 Students and 56 Full-time
Teton Peaks Academy BHC (7-12)	16 Students and 1 Full-time Teachers
Clair E. Gale Jr High School (7-9)	584 Students and 40 Full-time Teachers
Eagle Rock Junior High School (7-9)	897 Students and 48 Full-time Teachers
Taylorview Junior High School (7-9)	802 Students and 45 Full-time Teachers
A H Bush Elementary School (K-6)	501 Students and 21 Full-time Teachers
Dora Erickson Elementary School (K-6)	469 Students and 25 Full-time Teachers
Edgemont Gardens Elementary (K-6)	548 Students and 25 Full-time Teachers
Ethel Boyes Elementary School (K-6)	422 Students and 19 Full-time Teachers
Foxhollow Elementary School (PK-6)	529 Students and 24 Full-time Teachers
Hawthorne Elementary School (PK-6)	437 Students and 20 Full-time Teachers
Linden Park Elementary School (K-6)	533 Students and 24 Full-time Teachers
Longfellow Elementary School (K-6)	494 Students and 23 Full-time Teachers
Sunnyside Elementary School (K-6)	542 Students and 26 Full-time Teachers
Temple View Elementary School (K-6)	503 Students and 23 Full-time Teachers
Theresa Bunker Elementary (PK-6)	329 Students and 15 Full-time Teachers
Tiebreaker Elementary School (K-6)	427 Students and 23 Full-time Teachers
Westside Elementary School (K-6)	513 Students and 21 Full-time Teachers

#### **4. Strategies for Reaching Underserved families.**

WPCS is committed to maintaining an open, inclusive learning environment, with a student population reflective of the surrounding demographics. WPCS will continue to engage in recruitment activities designed to educate and inform potential students and their families about its instructional program and to ensure that all Bonneville County

residents are given an equal opportunity to enroll their children at the school. Marketing materials will be prepared in English and Spanish and disseminated in ways that will reach a broad spectrum of local residents. The recruitment program will include such activities as:

- Informative and marketing materials, such as brochures, flyers, advertisements and press releases in English and Spanish;
- Distribution of promotional material to local businesses, community organizations, and special interest associations;
- Founder/board visits to preschools, community centers, religious organizations, Chambers of Commerce and community organizations throughout Bonneville County;
- Having a presence at community events, community centers, local businesses, social service agencies, faith-based organizations, farmer's markets, grocery stores, and shopping centers to inform the public and promote WPCS with prospective students and their families;
- Creation of a STEM club, in partnership with CEI, Idaho State University, University of Idaho, and BYU-Idaho, with opportunities for children and parents to participate in STEM activities;
- Outreach to friends and families of current WPCS students, particularly those of rural, minority, EL, or other disadvantaged students.
- Regular public meetings to introduce WPCS program;
- Regular open house and school tour visits to expose prospective students and their families to what WPCS and the STEM Academy offer; and
- Door-to-door canvassing, particularly in underserved areas.

## **IX. Governance**

### **A. Overview**

White Pine Charter School, Inc. is organized and managed under the Idaho Nonprofit Corporation Act and is managed locally by its Board of Directors and employed Administrator.

The Board of Directors are public agents authorized by an Authorizing Chartering Entity (ACE). According to the Corporate bylaws, the Board of Directors of WPCS consists of no less than three (3) and no more than seven (7) members. At least one director must not have children attending WPCS. At least two directors must be parents with children attending the school.

The Board of Directors is responsible for financial and legal requirements of the corporation including the annual budget, expenditures and legal compliance with local, state and federal regulations. The Chair of the Board of Directors signs employment contracts and ensures compliance with state and federal regulatory agencies. The Board of Directors has the responsibility to approve the selection of the school Administrator, who may not be one of its members. The Board is also responsible for hearing and approving or disapproving the recommendations of the school Administrator with respect to changes in staffing, program, discipline or curriculum. The Board, when

necessary, adjudicates disagreements between parents and the administration.

The elected Board of Directors is legally accountable for the operation of the Charter School. The Board of Directors must comply with Idaho Code § 33-5204, as amended.

### **B. Selection and Replacement**

Yearly elections for members of the Board of Directors will be held according to the Bylaws of the Charter School Corporation (refer to Articles of Incorporation and Bylaws). Annually, parents and guardians of the students attending WPCS and Faculty and employees will vote in individuals into positions vacated on the Board of Directors. In the event of a resignation or death, the current board may vote in a successor.

### **C. Board of Directors**

The Current members of the Board of Directors include:

- Tony Lima - Chair ([limato@wpcscougars.org](mailto:limato@wpcscougars.org))
- Vacant - Director
- Joanna Stark - Vice Chair ([starkjo@wpcscougars.org](mailto:starkjo@wpcscougars.org))
- Jonie Larsen – Director ([larsenjo@wpcscougars.org](mailto:larsenjo@wpcscougars.org))
- Jim Seamans - Secretary ([seamansji@wpcscougars.org](mailto:seamansji@wpcscougars.org))
- Jacob Miller – Director ([millerja@wpcscougars.org](mailto:millerja@wpcscougars.org))
- Adam Frugoli - Treasurer ([frugoliad@wpcscougars.org](mailto:frugoliad@wpcscougars.org))

### **D. Relationship between Board of Directors and School Administration**

The Administrator will work under the direction of the Board of Directors and will be empowered to provide educational direction, administration, and on-site day to day operation as well as make decisions concerning but not limited to:

- |   |   |
|---|---|
| 1. implementation of the vision and mission of school | 10. business and community partnerships     |
| 2. instructional materials and supplies               | 11. curriculum, instruction, and assessment |
| 3. resource allocation                                | 12. professional development                |
| 4. state charter school requirements                  | 13. employment and personnel issues         |
| 5. school-wide community building                     | 14. enrollment and attendance               |
| 6. special services                                   | 15. formative/summative staff evaluations   |
| 7. contracted services                                | 16. facility conditions                     |
| 8. disciplinary support                               | 17. transportation                          |
| 9. public and media relations                         |   |

The Administrator will report monthly operations to the Board of Directors.

### **E. Standing Committees and Ancillary Support Personnel.**

Standing committees will be formed in accordance with the bylaws of the corporation. These committees will include but are not limited to the Parent-Faculty Association (PFA). Ancillary support personnel, including clerical and custodial, will be hired and supervised

by the Administrator. The state funding formula will be used for funding to hire staff through the regular budgetary process. Additional resources will be sought through volunteer and fundraising efforts.

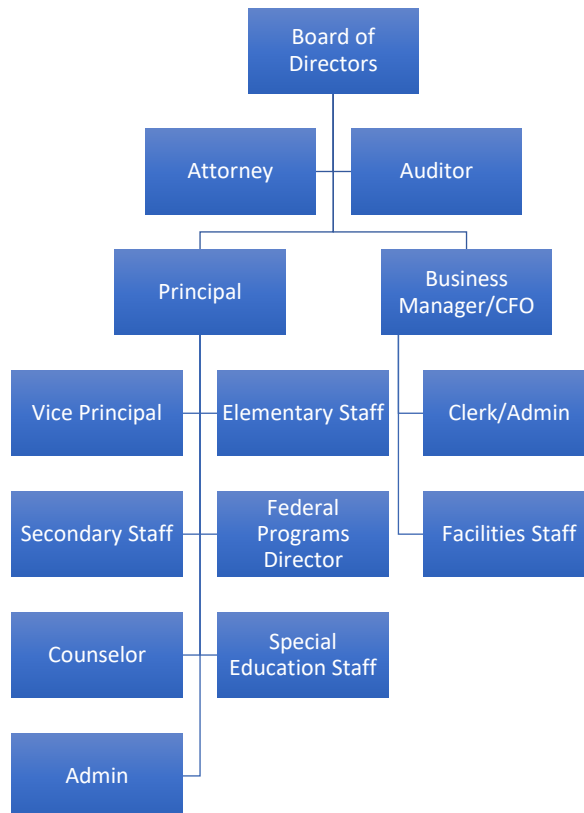
**F. Community and Business Partnerships**

WPCS may enter into business arrangements or contracts with other schools, educational programs, businesses, or non-profit organizations based on financial and operational requirements.

The Board may create a STEM Advisory Committee to guide programmatic and curricular decisions concerning the STEM Academy. The Advisory Committee may be comprised of Board members, parents, faculty, students, community leaders, local business leaders, and STEM partners. The STEM Advisory Committee will provide advice and guidance to the Administrator of the STEM Academy and make recommendations to the Board concerning strategic and operational goals for the STEM Academy.

The authorizing entity shall have no liability for the acts, omissions, debts or other obligations of the school unless otherwise stated in the charter.

**G. Organization Chart**



**X. Board Transition and Training Plan**

WPCS’s has operated for 15 years and has already transitioned its Board from a “Founding

Board” to a true governance board. While we hope to keep Founders and Founding board members involved, WPCS’s elected board structure is conducive to a diverse and changing board composition.

Current board members are elected by parents and faculty. All board members complete initial board training to include topics such as: member roles & responsibilities, board governance & development, Parliamentary Procedure, charter school finances and financial reports, in addition to reviewing WPCS’s charter, mission, and performance certificate, as well as other topics. WPCS will provide in-house training, conducted by veteran board members and WPCS administrators, as well as sending new board members to appropriate association meetings, conferences, and training. Where feasible, WPCS will use school continuous improvement funds to pay for trainers and/or purchase training resources for board members.

WPCS has an autonomous Board of Directors dedicated to the successful operation of the school. As current directors complete their terms, the remaining WPCS board and administration will work to advertise, market, and recruit candidates to run for the vacant positions. With the STEM Academy expansion, we will make extra efforts to find candidates who have STEM backgrounds or who represent local and regional STEM partners.

All Board members will complete an initial orientation, and ongoing training will include topics such as conflicts of interest, roles and responsibilities, nonprofit governance and leadership, Idaho open meeting laws, ethics, financial responsibility, school finance and reporting, and other topics of import to WPCS.

## **XI. Parental Involvement**

WPCS relies on proactive parent involvement. The Parent-Faculty Association (PFA) of WPCS will provide consultation to the Administrator regarding ongoing plans for the school. Parents of students who attend WPCS will be involved in the education of their children and in the school at many levels. Parents bring an in-depth understanding of their children’s personalities, learning styles, and strengths and weaknesses, which is essential for the continuing educational development of their children. The process to encourage parental involvement includes:

1. Parents will be encouraged to volunteer 20 hours per school year. They may work specifically with students, serve on committees, or volunteer as needs arise.
2. Parents will be encouraged to be involved in the formal operations of the school, Parent-Faculty Association, committees, or Board of Directors.
3. Parents will be encouraged to provide an appropriate learning environment at home for study.
4. Parents will be encouraged to attend two parent teacher conferences per year.
5. Parents will be asked to participate in a yearly election of the Board of Directors and the PFA executive committee.
6. Parents will be required to supply in-depth emergency information for each student to the school.



7. Parents with their child will be required to review and sign the written disciplinary policy and attendance policy.
8. Parents may be asked to complete surveys throughout the school year.
9. Parents may be asked to assist in the office with clerical work, classroom assistance, field trips, tutoring and specialized instruction, playground and recess monitoring, athletics and physical education, enrichment programs or other activities as needs arise.

## XII. Teacher & Staff Recruiting

WPCS will strive to recruiting, retain, and train high quality teachers and staff to meet the WPCS Mission. The Table below shows the projected FTE needed to accommodate current and projected, expanded WPCS operations.

	<b>EXPANSION Year 1 2019-2020</b>	<b>Year 2 2020-2021</b>	<b>Year 3 2021-2022</b>	<b>Year 4 2022-2023</b>	<b>Year 5 2023-2024</b>	<b>Year 6 2024-2025</b>	<b>Year 7 2025-2026</b>	<b>Year 8 2026-2027</b>
Administrators	4	4	4	4	4	4	4	4
K-8 Teachers	21	23	23	24	25	26	27	27
9-12 Teachers	5	5	6	7	8	9	10	11
Pupil Services	1	1	1	1	1.5	1.5	1.5	1.5
Classified Staff	12.1	13.8	15.5	16.7	17.9	19.0	19.8	20.4
<b>TOTAL FTE</b>	<b>43.1</b>	<b>46.8</b>	<b>49.5</b>	<b>52.7</b>	<b>56.4</b>	<b>59.5</b>	<b>62.3</b>	<b>63.9</b>

Figure 8. Projected WPCS staff needs.

WPCS will pay its teachers and staff above the state salary guidelines and strive to be competitive with the local school district and comparable, area charter school compensation.

When vacancies arise that need to be filled, WPCS will publish job openings on its Web site, and other media, as appropriate, including but not limited to advertising through education employment web sites, general job posting sites, area college employment boards, social media, and traditional media such as radio, television, and local newspapers, as needed. WPCS will complement its recruitment efforts by building strong community partnerships and seeking out both traditional and non-traditional educators.

WPCS is an Equal Opportunity employer and does not discriminate on any basis prohibited by state or federal law. WPCS has adopted policies to ensure compliance with applicable employment and non-discrimination laws. WPCS administration annually evaluates all certified and classified staff. Certified staff are evaluated according to Idaho law and WPCS policy, including using the Danielson Framework. WPCS administrators comply with state law requiring training in applicable teacher evaluation methods and rubrics.

WPCS also complies with state law prescribing the adoption and implementation of a plan for continuous improvement. Accordingly, WPCS has adopted and continuously reviews progress towards meeting its strategic objectives for school improvement. WPCS requires each certified staff to have an Individual Professional Learning Plan ("IPLP") and to develop and maintain a

professional portfolio, which are central to ensuring increased capacity and professional development for its teachers.

### **XIII. Marketing Strategy**

WPCS will market its current and expanded STEM programs and opportunities by:

- A. Communicating with current WPCS staff, friends, and families through letters home, email, social media, newsletters, online blogs, flyers, and our web site.
- B. Reaching out and speaking to community organizations and community leaders about the school; and
- C. Outreach efforts, including letters, oral presentations, and receptions targeting hard-to-reach or underserved communities, including rural, socio-economically disadvantaged children, Latin/Hispanic or Spanish-speaking families, families with special needs.

WPCS has already conducted informational meetings with its own parents and supporters about current and proposed STEM activities. WPCS has secured hundreds of signatures of area residents who are supportive of the STEM Academy.

**Appendix D: Public Charter School Closure Protocol**

**IDAHO** PUBLIC CHARTER SCHOOL COMMISSION



**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](http://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.<sup>2</sup> 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.”<sup>3</sup>

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.

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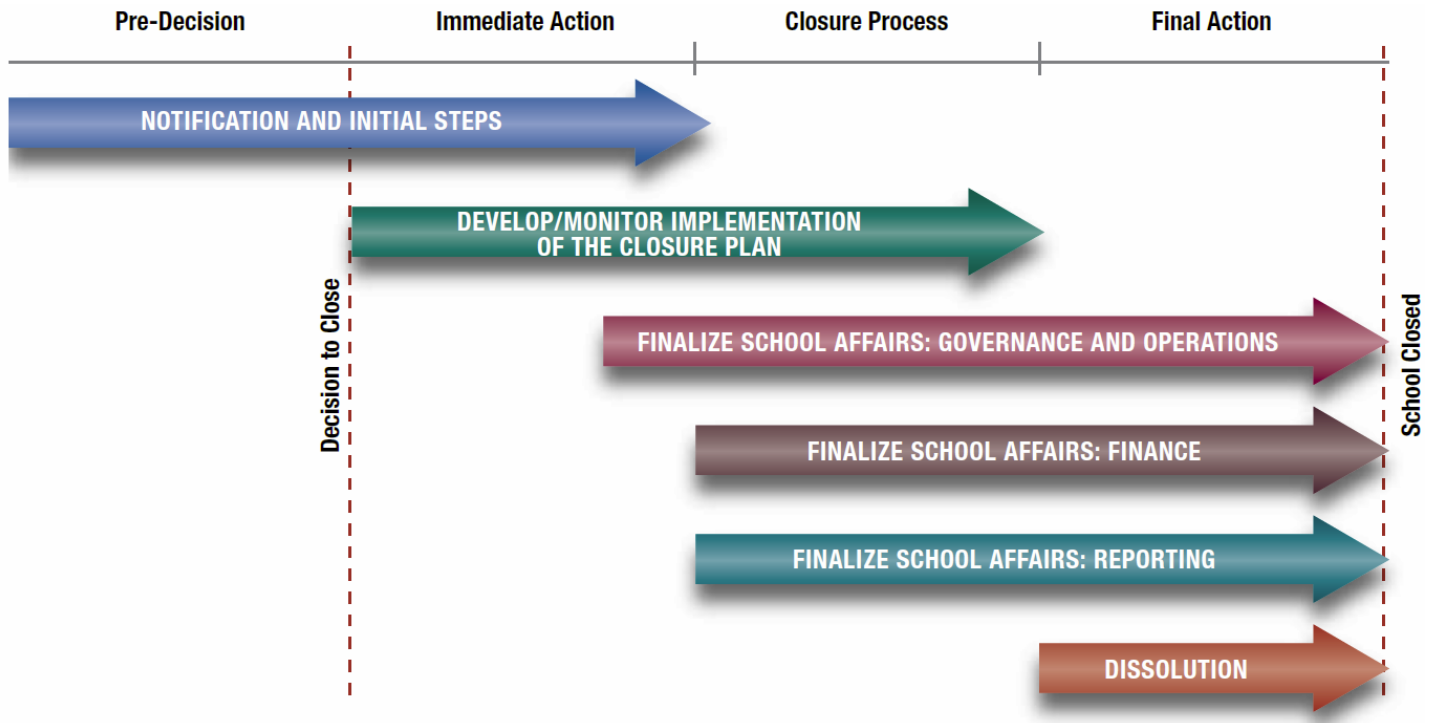
## Endnotes

<sup>1</sup> 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.

<sup>2</sup> I.C. § 33-5212

<sup>3</sup> 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
<p><b>Meet with PCSC and SDE staff</b></p> <p>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:</p> <ol style="list-style-type: none"> <li>1. Review the remaining process for finalizing the closure decision as applicable</li> <li>2. Review the Closure Protocol and tasks and clarify critical deadlines</li> <li>3. Identify points of contact for media or community questions</li> <li>4. Draft communication to staff, families, and affected districts</li> </ol>	School, PCSC, SDE			
<p><b>Notify Parents / Guardians of Potential Closure</b></p> <ol style="list-style-type: none"> <li>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"> <li>• The reasons for closure.</li> <li>• If applicable, an explanation of the appeals process and likely timeline for a final decision.</li> <li>• Assurance that instruction will continue through the end of the school year or an estimation of when instruction will cease.</li> <li>• Assurance that after a final decision is reached, parents/students will be notified and assisted in the reassignment process.</li> <li>• Public Charter School Closure FAQ.</li> <li>• Contact information for parents/guardians with questions.</li> </ul> </li> </ol>	School, PCSC			
<p><b>Notify School Districts Materially Impacted</b></p> <ol style="list-style-type: none"> <li>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"> <li>• The reasons for closure.</li> <li>• If applicable, an explanation of the appeals process and likely timeline for a final decision.</li> <li>• Copy of the letter sent to parents.</li> <li>• Public Charter School Closure FAQ.</li> <li>• Contact information for questions.</li> </ul> </li> </ol>	School, PCSC			
<p><b>Meet with Charter School Faculty and Staff</b></p> <p>Administrator and charter board chair meet with the faculty and staff to:</p> <ol style="list-style-type: none"> <li>1. Discuss reasons for closure, status of appeals process (if applicable), and likely timeline for a final decision.</li> <li>2. Emphasize importance of maintaining continuity of instruction through the end of the school year.</li> <li>3. Emphasize need to limit expenditures to necessities.</li> <li>4. Discuss plans for helping students find new schools and need for teachers and staff to have organized student files prepared for transfer.</li> <li>5. Identify date when last salary checks will be issued, when benefits terminate, and anticipated last day of work.</li> <li>6. Describe assistance, if any, that will be provided to faculty and staff to find new positions.</li> </ol>	School			
<p><b>Review and Report on Finances</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>3. Communicate with the SDE regarding whether there are any anticipated changes to remaining disbursements from the state.</li> </ol>	School, PCSC, SDE			

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

## Finalize School Affairs: Governance and Operations

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p><b>Maintain Identifiable Location</b></p> <p>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.</p>	School			
<p><b>Protect School Assets</b></p> <p>Protect the school’s assets and any assets in the school that belong to others against theft, misappropriation and deterioration.</p> <ol style="list-style-type: none"> <li>1. Maintain existing insurance coverage on assets, including facility, until the disposal of such assets in accordance with the closure plan.</li> <li>2. Negotiate school facility insurance with entities that may take possession of school facility – lenders, mortgagors, bond holders, etc.</li> <li>3. Obtain or maintain appropriate security services. Action may include moving assets to secure storage after closure or loss of facility.</li> </ol>	School			
<p><b>Notify Commercial Lenders / Bond Holders (if applicable)</b></p> <p>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.</p>	School			
<p><b>Terminate EMO /CMO Agreement (if applicable)</b></p> <p>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.</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> </ol> <p>The school and the management company agree when other services including business services will end.</p>	School			
<p><b>Notify Contractors and Terminate Contracts</b></p> <ol style="list-style-type: none"> <li>1. Notify all contractors, including food service and transportation, of school closure.</li> <li>2. Retain records of past contracts and payments.</li> <li>3. Terminate contracts for goods and services as of the last date such goods or services will be needed.</li> </ol>	School			
<p><b>Notify Employees and Benefit Providers</b></p> <ol style="list-style-type: none"> <li>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. <a href="#">WARN</a> and <a href="#">COBRA</a>) and eligibility for unemployment insurance pursuant to federal or state law or regulations of the Idaho Department of Labor.</li> <li>2. Notify benefit providers of pending termination of all employees, to include: <ul style="list-style-type: none"> <li>• Medical, dental, vision plans.</li> <li>• Life insurance.</li> <li>• PERSI, 403(b), or other retirement plans</li> </ul> </li> <li>3. Consult legal counsel as specific rules and regulations may apply to such programs.</li> </ol>	School			

## Finalize School Affairs: Governance and Operations (continued)

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

## Finalize School Affairs: Finance

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<b>Maintain IRS 501(c)(3) Status</b> Maintain IRS 501(c)(3) status until final dissolution. Notify IRS regarding any address change(s) and file required tax returns and reports.	School			
<b>Notify Funding Sources / Charitable Partners</b> Notify all funding sources, including charitable partners of school closure. Notify state and federal agencies overseeing grants / programs of school closure.	School			
<b>Review and Revise School Budget</b> <ol style="list-style-type: none"> <li>Review the school's budget and overall financial condition.</li> <li>Make revisions, taking closure expenses into account closure while prioritizing continuity of instruction. Submit budget to PCSC and SDE.</li> <li>Identify acceptable use of reserve funds.</li> </ol>	School, PCSC, SDE			
<b>List all Creditors and Debtors</b> 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"> <li>Creditors include lenders, mortgage holders, bond holders, equipment suppliers, service providers and secured and unsecured creditors.</li> <li>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.</li> </ol>	School			
<b>Notify Debtors and Process Payments</b> Contact debtors to request payment. Process and document received payments.	School			
<b>Determine PERSI Obligations</b> Contact PERSI to determine remaining liabilities for employee retirement program.	School			
<b>Notify and Pay Creditors</b> <ol style="list-style-type: none"> <li>Notify all creditors of the school's closure and request final invoices.</li> <li>Sell appropriate assets.</li> <li>Prioritize and pay creditors in accordance with I.C. § 33-5212(2). Document payments made.</li> </ol>	School			
<b>Itemize Financials</b> Review, prepare and make available the following: <ol style="list-style-type: none"> <li>Fiscal year-end financial statements.</li> <li>Cash analysis.</li> <li>Bank statements for the year, investments, payables, unused checks, petty cash, bank accounts, and payroll reports including taxes.</li> <li>Collect and void all unused checks and destroy all credit and debit cards. Close accounts after transactions have cleared.</li> </ol>	School			
<b>Close Out All State and Federal Grants</b> 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			
<b>Prepare Final Financial Statement</b> 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"> <li>All assets and the value and location thereof.</li> <li>Each remaining creditor and amounts owed.</li> <li>Statement that all debts have been collected or that good faith efforts have been made to collect same.</li> <li>Each remaining debtor and the amounts owed.</li> </ol>	School			
<b>Complete Final Financial Audit</b> 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			
<b>Reconcile with State</b> 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
<b>Prepare and Submit End-of-Year Reports</b> <ol style="list-style-type: none"> <li>1. Communicate with the PCSC regarding necessary end-year or annual data or reporting that needs to be submitted and identify deadlines.</li> <li>2. Prepare and submit annual reports to the authorizer.</li> </ol>	School, PCSC			
<b>Prepare Final Report Cards and Student Records Notice</b> Provide parents / guardians with copies of final report cards and notice of where student records will be sent along with contact information.	School			
<b>Prepare and Submit Final ISEE Report</b> Within 10 days of final closure, submit a final ISEE report to the SDE.	School, SDE			
<b>Prepare and Submit Final Budget and Financial Reporting</b> Within 120 days of final closure, submit a final budget and financial reporting, including final financial audit, to the SDE.	School, SDE			
<b>Prepare and Submit All Other Required State and Federal Reports</b> <ol style="list-style-type: none"> <li>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.</li> <li>2. Prepare and submit reports to the SDE and/or federal government.</li> </ol>	School, SDE			
<b>Prepare and Submit Final Closure Report to the PCSC</b> Submit the completed closure Protocol document and a narrative and/or attachments that outline the following: <ol style="list-style-type: none"> <li>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</li> <li>2. The school's final financial status, including the final independent audit</li> <li>3. The status of the transfer and storage of student records, including:               <ul style="list-style-type: none"> <li>• The school's total enrollment at the start of the final semester</li> <li>• The number and percentage of student records that have been transferred prior to closure</li> <li>• 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</li> <li>• A copy of public communication to parents regarding how to access student records after closure</li> </ul> </li> <li>4. The status of the transfer and storage of personnel records, including:               <ul style="list-style-type: none"> <li>• The school's total number of staff at the beginning of the final semester</li> <li>• The number and percentage of personnel records that have been distributed to staff and/or new employers</li> <li>• 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</li> <li>• A copy of communication to staff regarding how to access personnel records after closure</li> </ul> </li> <li>5. Additional documentation (inventories, operational info, etc.) may be included with the report</li> </ol>	School, PCSC			

## Dissolution

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p><b>Dissolve the Charter School (I.C. § 30-3-110)</b></p> <ol style="list-style-type: none"> <li>1. Give appropriate notice of the meeting per Open Meeting law and statute, including the intention to vote on the dissolution of the corporation.</li> <li>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))</li> <li>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)</li> </ol>	School			
<p><b>Notify the Secretary of State (I.C. § 30-3-112)</b></p> <ol style="list-style-type: none"> <li>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"> <li>• The name of the non-profit corporation.</li> <li>• The date dissolution was authorized.</li> <li>• A statement that dissolution was approved by sufficient vote of the board.</li> <li>• 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</li> <li>• Such additional information as the Secretary of State determines is necessary or appropriate.</li> </ul> </li> </ol>	School			
<p><b>Notify Known Claimants (I.C. § 30-3-114)</b></p> <p>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.</p>	School			
<p><b>End Corporate Existence (I.C. § 30-3-113)</b></p> <p>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:</p> <ol style="list-style-type: none"> <li>1. Preserving and protecting its assets and minimizing its liabilities.</li> <li>2. Discharging or making provision for discharging its liabilities.</li> <li>3. Disposing of its properties that will not be distributed in kind.</li> <li>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.</li> <li>5. Transferring, subject to any contractual or legal requirements, its assets as provided in or authorized by its articles of incorporation or bylaws.</li> <li>6. Doing every other act necessary to wind up and liquidate its assets and affairs.</li> </ol>	School			
<p><b>Notify IRS</b></p> <p>Notify the IRS of dissolution of the education corporation and its 501(c)(3) status and furnish a copy to the authorizer.</p>	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.”<sup>1</sup>