CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this 11th day of October, by and between the Idaho Public Charter School Commission (the "Authorizer"), and FORGE International School, LLC (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 23, 2018, Authorizer received a petition to request the creation of a new charter school referred to as FORGE International School; and

WHEREAS, on August 16, 2018, the Authorizer approved the charter petition (the "Charter") subject to conditions outlined in Appendix A;

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. **Establishment of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the establishment 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 D.

B. **Pre-Opening Requirements.** Pursuant to Idaho Code Section 33-5206(6), the Authorizer may establish reasonable pre-opening requirements or conditions ("Pre-Opening Requirements") to monitor the start-up progress of a newly approved public charter school to ensure that the school is prepared to open smoothly on the date agreed. The School shall not commence instruction until all pre-opening requirements have been completed to the satisfaction of the Authorizer. Pre-opening requirements are attached as Appendix C. If all pre-opening conditions have been completed to the satisfaction of the Authorizer, the School shall commence operations/instruction with the first day of school in Fall 2019. In the event that all pre-opening conditions have not been completed to the satisfaction of the Authorizer, the School may not commence instruction on the scheduled first day of school. In such event, the Authorizer may exercise its authority on or before July 20 to prohibit the School from commencing operation/instruction until the start of the succeeding semester or school year.

C. **Term of Agreement.** This Certificate is effective as of October 11, 2018, and shall

continue through <mark>June 30, 2024</mark>, 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: <mark>FORGE - a Sage International School engages students within an inclusive IB learning community, challenging all members to take risks and contribute locally and globally through open-minded inquiry.</mark>

B. **Grades Served.** The School may serve students in <mark>K-12th grade</mark>.

<mark>C.</mark> **Design Elements.** <mark>The School shall implement and maintain the following essential design elements of its educational program:</mark>
- <mark>Forge International School will seek and maintain authorization as an International Baccalaureate World School in all four programs (Primary Years, Middle Years, Diploma, and Career-related).</mark>
- <mark>Forge International School will offer second language instruction in Spanish K-12.</mark>
- <mark>Forge International School will offer a K-12 college/career exploration and readiness culture.</mark>

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 700 students, with per-class and overall enrollment caps as outlined in the approved Charter attached as Appendix D.

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.** 1223 W Main St., Middleton, Idaho 83644. 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: The SE Boundary point shall be the intersection of Hwy 16 and Hwy 20/26 (aka Chinden Boulevard).

School zone shall include all properties:

North of Hwy 20/26 from Hwy 16, west until the intersection of Hwy 20/26 and S Smeed Parkway. West of S Smeed Parkway from Hwy 20/26, south until the intersection of S Smeed Parkway and E Linden Street. North of E Linden Street from S Smeed Parkway, west until the intersection of W Linden Street and Wagner Road. East of Wagner Road from W Linden Street, north until the intersection of Wagner Road and Upper Pleasant Ridge Road. North of Upper Pleasant Ridge Road from Wagner Road, west until the intersection of Upper Pleasant Ridge Road and Weitz Road. East of Weitz Road from Upper Pleasant Ridge Road until the intersection of Weitz Road and Hwy 19. North of Hwy 19 from Weitz Road until the intersection of Hwy 19 and Top Road. With a Hwy 19 address on either side of Hwy 19 from Top Road, west until the intersection of Hwy 19 and Friends Road. With a Friends Road address on either side of Friends Road from Hwy 19, north until the intersection of Friends Road and Peckham Road. South of Peckham Road from Friends Road, east until the intersection of Peckham Road and Notus Road. East of Notus Road from Peckham Road, north until the Boise River. North of the Boise River from the Notus Road river crossing, west until the river crossing at Wamstad Road. East of Wamstad Road from the Boise River crossing, north to the intersection of Wamstad Road, Hexon Road, and S Roswell Boulevard. With a S Roswell Boulevard address on either side of S Roswell Boulevard from Hexon Road, northeast to the intersection of S Roswell Boulevard and Hwy 20. North and/or east of Hwy 20 from S Roswell Boulevard, north to the intersection of Hwy 20 and Pearl Road. South of Pearl Road from Hwy 20, east until 43.8277/-116.7952. South of imaginary line from 43.8277/-116.7952 at Pearl Road, east to 43.8288/-116.7609 on Interstate 84. East of Interstate 84 from 43.8288/-116.7602, north to 43.928/-116.8432. East of imaginary line from 43.9295/-116.8449 at Interstate 84, north to the intersection of SW 3rd Avenue and Akron Road. East of Akron Road from SW 3rd Avenue, north to the intersection of Akron Road and SW 1st Avenue. South of SW 1st Avenue from Akron Road, east to the intersection of SW 1st Avenue and Adams Road. East of Adams Road from SW 1st Road, north to the intersection of Adams Road and Hwy 30. South of Hwy 30 from Adams Road, east to the intersection of Hwy 30 and E Idaho Street. South of imaginary line from intersection of E Idaho Street and Blaine Road, northeast to 43.9767/-116.7753 or where Hwy 52 meets the Payette River. South of the Payette River from the Hwy 52 river crossing, east to the W Idaho Boulevard river crossing. South of W Idaho Boulevard from the Payette River crossing, east to the intersection of W Idaho Boulevard and N Washington Avenue. West of N Washington Avenue from W Idaho Boulevard, south to the Payette River crossing. South of the Payette River from the N Washington Avenue river crossing, east to the intersection of the Payette River, Farmers Cooperative Canal, and Riverside Street at 43.8892/-116.4741. West of imaginary line from 43.8892/-116.4741 from Riverside Street and Farmers Cooperative Canal, southeast to the intersection of Waterwheel Road and N Sub Station Road. West of N Sub Station Road from Waterwheel Road, south to the intersection of N Sub Station Road and Hwy 16.

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 School Performance Framework incorporated into this contract 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 E.

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 E.

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 E.

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 October 11, 2018.

Alan Reed

Chairman, Idaho Public Charter School Commission

BR Moore

Chairman, FORGE International School Board

Appendix A: Conditions of Authorization/Renewal
Appendix B: Performance Framework
Appendix C: Pre-Opening Requirements
Appendix D: Charter
Appendix E: Public Charter School Closure Protocol

Appendix A: Conditions of Authorization / Renewal

No conditions of authorization or renewal are applicable.

Appendix B: Performance Framework

FORGE International School
[YEAR] ANNUAL PERFORMANCE REPORT

INTRODUCTION

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

> 1. To provide transparent, data-driven information about charter school quality;

> 2. To ensure charter school boards have access to clear expectations and are provided maximum opportunity to correct any deficiencies prior to their renewal year; and

> 3. To inform mid-term authorizing decisions, such as the evaluation of charter amendment proposals.

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

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

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

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

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

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

PERFORMANCE FRAMEWORK STRUCTURE

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

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

ACCOUNTABILITY DESIGNATIONS

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

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

SCHOOL OVERVIEW	
Mission Statement	FORGE - a Sage International School engages students within an inclusive IB learning community, challenging all members to take risks and contribute locally and globally through open-minded inquiry.
Key Design Elements	Forge International School will seek and maintain authorization as an International Baccalaureate World School in all four programs (Primary Years, Middle Years, Diploma, and Career-related). Forge International School will offer second language instruction in Spanish K-12. Forge International School will offer a K-12 college/career exploration and readiness culture.

School Location	1223 W Main St., Middleton, Idaho 83644	**School Phone**	208-614-0665

Surrounding District	Middleton School District		
Opening Year	2019		
Current Term	October 11, 2018 - June 30, 2024		
Grades Served	K-12		
Enrollment (Approved)	700	**Enrollment (Actual)**	

SCHOOL LEADERSHIP	

STUDENT DEMOGRAPHICS				
	School	**State**	**Surrounding District**	**Neighboring District**
Non-White				
Limited English Proficiency				
Special Needs				
Free and Reduced Lunch				

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

GO-ON RATE (Post-secondary enrollment within 12 months of graduation)	

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

MISSION-SPECIFIC	Measure	Points Possible	Points Earned
	1		
	2		
	3		FORGE has chosen not to include mission-specific measures.
	4		
	5		
	6		
Total Mission-Specific Points		0	0
% of Mission-Specific Points			#DIV/0!

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

FINANCIAL	Measure	Points Possible	Points Earned
Near-Term	1a	50	0
	1b	50	0
	1c	50	0
	1d	50	0
Sustainability	2a	50	0
	2b	50	0
	2c	50	0
	2d	50	0
Total Financial Points		400	0
% of Financial Points			0%

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

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

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

ACADEMIC K-12

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

INDICATOR 1: STATE PROFICIENCY COMPARISON				
Measure 1a	**Do math proficiency rates meet or exceed the state average?**	Result	Points Possible	Points Earned
Math Proficiency Rate				
Comparison to State	**Exceeds Standard:** The school's proficiency rate in math exceeds the state average by 16 percentage points or more.		50	0
	Meets Standard: The school's proficiency rate in math is equal to the state average, or exceeds it by 1 - 15 percentage points.		30 - 45	0
	Does Not Meet Standard: The school's proficiency rate in math is 1 - 10 percentage points lower than the state average.		15 - 29	0
	Falls Far Below Standard: The school's proficiency rate in math is 11 or more percentage points lower than the state average.		0 - 14	0
				0
Notes	The state average will be determined using the same grade set as is served by the public charter school.			
Measure 1b	**Do English Language Arts proficiency rates meet or exceed the state average?**	Result	Points Possible	Points Earned
ELA Proficiency Rate				
Comparison to State	**Exceeds Standard:** The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.		50	0
	Meets Standard: The school's proficiency rate in ELA is equal to the state average, or exceeds it by 1 - 15 percentage points.		30 - 45	0
	Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 10 percentage points lower than the state average.		15 - 29	0
	Falls Far Below Standard: The school's proficiency rate in ELA is 11 or more percentage points lower than the state average.		0 - 14	0
				0
Notes	The state average will be determined using the same grade set as is served by the public charter school.			

INDICATOR 2: DISTRICT PROFICIENCY COMPARISON

Measure 2a Math Proficiency Rate Comparison to District	Do math (or similar subject area) proficiency rates meet or exceed the district average?	Result	Points Possible	Points Earned
	Exceeds Standard: The school's proficiency rate in math either exceeds the district average by 16 percentage points or more, or is at least 80%.		50	0
	Meets Standard: The school's proficiency rate in math is equal to the district average, or exceeds it by 1 - 15 percentage points.		30 - 45	0
	Does Not Meet Standard: The school's proficiency rate in math is 1 - 10 percentage points lower than the district average.		15 - 29	0
	Falls Far Below Standard: The school's proficiency rate in math is 11 or more percentage points lower than the district average.		0 - 14	0
				0
Notes	The district average will be determined using the same grade set as is served by the public charter school. Caldwell School District will be used for comparison purposes.			

Measure 2b ELA Proficiency Rate Comparison to District	Do ELA (or similar subject area) proficiency rates meet or exceed the district average?	Result	Points Possible	Points Earned
	Exceeds Standard: The school's proficiency rate in ELA either exceeds the district average by 16 percentage points or more, or is at least 80%.		50	0
	Meets Standard: The school's proficiency rate in ELA is equal to the district average, or exceeds it by 1 - 15 percentage points.		30 - 45	0
	Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 10 percentage points lower than the district average.		15 - 29	0
	Falls Far Below Standard: The school's proficiency rate in ELA is 11 or more percentage points lower than the district average.		0 - 14	0
				0
Notes	The district average will be determined using the same grade set as is served by the public charter school. Caldwell School District will be used for comparison purposes.			

INDICATOR 3: CRITERION-REFERENCED STUDENT GROWTH (GRADES K-8)			

Measure 3a	Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade?	Result	Points Possible	Points Earned
Criterion-Referenced Growth Math				
	Exceeds Standard: At least 85% of students are making adequate academic growth in math.		39-50	0
	Meets Standard: Between 70% and 84% of students are making adequate academic growth in math.		26-38	0
	Does Not Meet Standard: Between 50% and 69% of students are making adequate academic growth in math.		13-25	0
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth in math.		0-12	0
				0
Notes				

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

INDICATOR 4: NORM-REFERENCED STUDENT GROWTH (GRADES 9-12)			

Measure 4a	Are students making expected academic growth in math compared to their academic peers?	Result	Points Possible	Points Earned
Norm-Referenced Growth Math				
	Exceeds Standard: The school's median student growth percentile in math falls between the 66th and 99th percentile.		39-50	0
	Meets Standard: The school's median student growth percentile in math falls between the 43rd and 65th percentile.		26-38	0
	Does Not Meet Standard: The school's median student growth percentile in math falls between the 30th and 42nd percentile.		13-25	0
	Falls Far Below Standard: The school's median student growth percentile in math falls below the 30th percentile.		0-12	0
				0
Notes	Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.			

Measure 4b	Are students making expected academic growth in English Language Arts compared to their academic peers?	Result	Points Possible	Points Earned
Norm-Referenced Growth ELA				
	Exceeds Standard: The school's median student growth percentile in ELA falls between the 66th and 99th percentile.		39-50	0
	Meets Standard: The school's median student growth percentile in ELA falls between the 43rd and 65th percentile.		26-38	0
	Does Not Meet Standard: The school's median student growth percentile in ELA falls between the 30th and 42nd percentile.		13-25	0
	Falls Far Below Standard: The school's median student growth percentile in ELA falls below the 30th percentile.		0-12	0
				0
Notes	Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.			

INDICATOR 5: COLLEGE & CAREER READINESS (GRADES 9-12)				
Measure 5a	Are students graduating from high school on time?	Result	Points Possible	Points Earned
Four-Year Adjusted Cohort Graduation Rate	**Exceeds Standard:** The school's four-year ACGR was at least 90%.		125	
	Meets Standard: The school either:			
	a) had a four-year ACGR of 80% - 89% OR		100	
	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%.		75	
	Falls Far Below Standard: The school did not meet its progress goal and had a four-year ACGR below 66%.		0-65	0
				0
Notes	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.			
	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.			

INDICATOR 1: EDUCACTIONAL PROGRAM

Measure 1a Implementation of Educational Program	Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?	Result	Points Possible	Points Earned
	Meets Standard: The school implements the material terms of the mission, vision, and educational program in all material respects, and the implementation of the educational program reflects the essential elements outlined in the charter and performance certificate. A cohesive professional development program is utilized.		25	
	Partially Meets Standard: The school partially implements the material terms of the mission, vision, and educational program. However, implementation is incomplete, not cohesive, inconsistent, unclear, and/or unsupported by adequate resources and professional development.		15	
	Does Not Meet Standard: The school has deviated from the material terms of the mission, vision, and/or essential elements of the educational program as described in the performance certificate, without an approved amendment, such that the program provided differs substantially from the program described in the charter and performance certificate.		0	
				0
Notes				

Measure 1b Educational Requirements	Is the school complying with applicable educational requirements?	Result	Points Possible	Points Earned
	Meets Standard: The school materially complies with applicable laws, rules, regulations , and provisions of the performance certificate relating to educational requirements, including but not limited to: Instructional time requirements, graduation, and promotional requirements, content standards including the Common Core State Standards, the Idaho State Standards, state assessments, and implementation of mandated programming related to state or federal funding.		25	
	Partially Meets **Standard:** The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to educational requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to educational requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.		0	
				0
Notes				

Measure 1c	Is the school protecting the rights of students with disabilities?	Result	Points Possible	Points Earned
Students with Disabilities				
	Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral, appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provisions of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to school's facility and programs; appropriate use of all available applicable funding.		25	
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.		0	
				0
Notes				

Measure 1d	Is the school protecting the rights of English Language Learner (ELL) students?	Result	Points Possible	Points Earned
English Language Learners				
	Meets Standard: The school materially complies with applicable laws, rules, regulations , and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting students from ELL services; and ongoing monitoring of exited students.		25	
	Partially Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.		0	
				0
Notes				

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT

Measure 2a Financial Reporting and Compliance	Is the school meeting financial reporting and compliance requirements?	Result	Points Possible	Points Earned
	Meets Standard: The school materially complies with applicable laws, rules, regulations , and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable) periodic financial reports as required by PCSC, and any reporting requirements if the board contracts with an Education Service Provider; on-time completion and submission of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.		25	
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.		0	
				0
Notes				

Measure 2b GAAP	Is the school following General Accepted Accounting Principles (GAAP)	Result	Points Possible	Points Earned
	Meets Standard: The school materially complies with applicable laws, rules, regulations , and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit option, an audit devoid of significant findings and conditions, material weakness, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.		25	
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit. Any matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.		0	
				0
Notes				

Measure 2c Enrollment Variance	Is the school successfully enrolling the projected number of students?	Result	Points Possible	Points Earned
	Meets Standard: Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year.		25	
	Partially Meets Standard: Enrollment variance was between 90 and 95 percent in the most recent fiscal year.		15	
	Does Not Meet Standard: Enrollment variance was less than 90 percent in the most recent fiscal year.		0	
				0
Notes	Enrollment variance is calculated by dividing actual mid-term enrollment by the enrollment projection in the school's board-approved budget, as submitted to the SDE at the beginning of the fiscal year.			

INDICATOR 3: GOVERNANCE AND REPORTING

Measure 3a	Is the school complying with governance requirements?	Result	Points Possible	Points Earned
Governance Requirements				
	Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.		25	
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.		0	
				0
Notes				

Measure 3b	Is the board fulfilling its oversight obligations?	Result	Points Possible	Points Earned
Board Oversight				
	Meets Standard: The school's board practices consistent, effective oversight of the school, including but not limited to frequent review of the school finances and academic outcomes. Board meeting agendas, packets, and minutes reflect competent oversight practices and actions to foster academic, operational, and financial strength of the school, including ongoing board training, policy review, and strategic planning. The school's board has adopted and maintains a complete policy book.		25	
	Partially Meets Standard: Some of the school board's oversight practices are underdeveloped, inconsistent, incomplete, or reflect a need for additional training. Board meeting agendas, packets, and minutes reflect meaningful efforts toward self-evaluation and improvement. The school's policy book may be substantially complete but require additional maintenance.		15	
	Does Not Meet Standard: The school's board fails to practice consistent, effective oversight of the school, and/or documentation of competent oversight practices and actions is not maintained. The school's policy book may be incomplete, unmaintained, or non-existent.		0	
				0
Notes				

Measure 3c Reporting Requirements	Is the school complying with reporting requirements?	Result	Points Possible	Points Earned
	Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; and additional information requested by the authorizer.		25	
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0
Notes				

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

Measure 3e Credentialing & Background Checks	Is the school meeting employee credentialing and background check requirements?	Result	Points Possible	Points Earned
	Meets Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification and background check requirements.		25	
	Partially Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification and background check requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to state and federal certification and background check requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0
Notes				

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

INDICATOR 4: SCHOOL ENVIRONMENT				

Measure 4a	Is the school complying with transportation requirements?	Result	Points Possible	Points Earned
Transportation				
	Meets Standard: The school provides student transportation within its primary attendance area and materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to transportation.		25	
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to transportation; and/or provides and incomplete form of transportation services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to 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.		0	
				0
Notes				

Measure 4b	Is the school complying with facilities requirements?	Result	Points Possible	Points Earned
Public Transparency				
	Meets Standard: The school materially complies with applicable laws, rules, regulations , and requirements of the performance certificate relating to the school facilities and grounds, including but not limited to: Americans with Disabilities Act, fire inspections and related records, viable certification of occupancy or other required building use authorization, and documentation of requisite insurance coverage. The school facility is clean, well-maintained, and adequate for school operations.		25	
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Additional facility maintenance and/or updates have been recommended by DBS.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to 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.		0	
				0
Notes				

INDICATOR 5: ADDITIONAL OBLIGATIONS			
Measure 5a **Additional Obligations**	**Is the school complying with all other obligations?**	**Result**	**Points Possible**	**Points Earned**
	Meets Standard: The school materially complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to statute and administrative rule; requirements of the State Department of Education; and requirements of the accrediting body.		25	
	Partially Meets Standard: The school largely complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0
Notes				

FINANCIAL

INDICATOR 1: NEAR-TERM			

Measure 1a

Current Ratio

	Result	Points Possible	Points Earned
Current Ratio: Current Assets divided by Current Liabilities			
Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). *Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.*		50	
Does Not Meet: Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.		10	
Falls Far Below Standard: Current ratio is less than or equal to 0.9.		0	
			0

Notes

Measure 1b

Cash Ratio

	Result	Points Possible	Points Earned
Current Ratio: Cash divided by Current Liabilities			
Meets Standard: Cash Ratio is greater than 1.0 OR Cash Ratio is equal to 1.0 and one-year trend is positive (current year ratio is higher than last year's).		50	
Does Not Meet: Cash Ratio is between 0.9 and 1.0 OR Cash Ratio equals 1.0 and one-year trend is negative.		10	
Falls Far Below Standard: Cash ratio is equal to or less than 0.9.		0	
			0

Notes

Measure 1c

Unrestricted Days Cash

	Result	Points Possible	Points Earned
Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense/365)			
Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. *Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.*		50	
Does Not Meet: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.		10	
Falls Far Below Standard: Fewer than 15 Days Cash.		0	
			0

Notes

Measure 1d

Default

	Result	Points Possible	Points Earned
Default			
Meets Standard: School is not in default of financial obligations. Financial obligations include, but are not limited to: nonpayment, breach of financial representation, non-reporting, non-compliance, financial judgements, loan covenants, and/or tax obligations.		50	
Does Not Meet: School is in default of financial obligations.		0	
			0

Notes

FINANCIAL

	INDICATOR 2: SUSTAINABILITY			
Measure 2a **Total Margin and Aggregated** **3-Year Total Margin**	**Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues.**	Result	Points Possible	Points Earned
	Meets Standard: Aggregated 3-yar 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. *Note: For schools in their first or second year of operation, the*		50	
	Does Not Meet: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard".		30	
	Falls Far Below Standard: Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR the most recent year Total Margin is less than -10 percent.		0	
				0
Notes				

Measure 2b **Debt to Asset Ratio**	**Debt to Asset Ratio: Total Liabilities divided by Total Assets**	Result	Points Possible	Points Earned
	Meets Standard: Debt to Asset Ratio is less than 0.9.		50	
	Does Not Meet: Debt to Asset Ratio is between 0.9. and 1.0		30	
	Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0		0	
				0
Notes				

Measure 2c **Cash Flow**	**Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One -Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash**	Result	Points Possible	Points Earned
	Meets Standard: Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. Note: Schools in their fist or second year of operation must have positive cash flow.		50	
	Does Not Meet: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"		30	
	Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative.		0	
				0
Notes				

Measure 2d **Debt Service Coverage Ratio**	**Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)**	Result	Points Possible	Points Earned
	Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1		50	
	Does Not Meet: Debt Service Coverage Ratio is less than 1.1		0	
				0
Notes				

Appendix C: Pre – Opening Requirements

New School Pre-Opening Requirements

The following items must be collected by the PCSC for your school's files.

ITEM	COLLECTION BY PCSC
Performance Certificate Executed	
Bylaws Executed	
Articles of Incorporation	
Conflict of Interest and/or Code of Ethics Statement	
Facility Lease or Mortgage Executed	
Annual Board Approved Budget	
501c3 Approval Letter	
Org Chart	
Board Member and School Leader Contact Information (PCSC Dashboard)	
Emergency Incident Team Communication Plan	

The tasks referenced below are detailed on the following pages. The lists include tasks related to requirement for opening as well as tasks representing best practices in new school launch. While each school's pre-opening process is expected to be different, all schools must satisfactorily address all tasks listed.

ITEM	PCSC Verification
Enrollment is Sufficient for Operation	
Meeting 1 Tasks (see "Pre-Opening Checklist", "Meeting 1 - October" tab)	
Meeting 2 Tasks (see "Pre-Opening Checklist", "Meeting 2 - December" tab)	
Meeting 3 Tasks (see "Pre-Opening Checklist", "Meeting 3 - February" tab)	
Meeting 4 Tasks (see "Pre-Opening Checklist", "Meeting 4 - April" tab)	
Meeting 5 Tasks (see "Pre-Opening Checklist", "Meeting 5 - June" tab)	
Final Tasks and Facilities Visit (See "Pre-Opening Checklist", "Final Facilities Visit - August" tab)	

Certificate is hereby given that all facts and representations on this assurance document are true and correct.

_____

Printed Name and Title of Authorized Charter School Representative

_____

Signature   Date

_____

Printed Name of PCSC Representative

_____

Signature   Date

Public Charter School Commission Pre-Operational School Meeting #1

	Date of Meeting:	School Attendees:	PCSC Attendees:	

Facilities plan is on track for opening	Facilities Notes:		
Y / N			

CATEGORY	TOPIC	COPY FOR PCSC	EVIDENCE FOR REVIEW	COMMENTS	VERIFICATION
Finance	Performance Certificate Executed	Y	Fully Executed Copy on File at PCSC and School		
Governance	Bylaws	Y	Executed Copy and Meeting Minutes evidencing Adoption		
Governance	Articles of Incorporation (to be filed with Secretary of State)	Y	Executed Copy and Meeting Minutes evidencing Adoption		
Governance	Conflict of Interest Statement / Code of Ethics (33-5200 ; 74-404)	Y	Signed by Each Board Director		
Governance	Independent Legal Counsel Secured		Meeting Minutes evidencing Approval of Engagement		
Governance	501c3 (file the IRS 1023 form, extensive application and approx. $1K cost, recommend you work with your legal counsel to review) (Application will require board establishment documentation such as executed bylaws, conflict, articles, etc.)	Y	Approval or Interim Approval letter from the IRS (the final letter can take months to arrive, for most purposes the interim letter is sufficient)		
Governance	File with Secretary of State (will need executed articles of incorporation)		Verified by PCSC staff at: https://www.accessidaho.org/public/sos/corp/search.html		

LOOKING FORWARD					
Registrar	Comprehensive Recruitment Plan		Discussion of Plan		
Registrar	Compliant and Accessible Student Enrollment Application (considers potential language barriers a/o access to technology as well as efficiency and security of data collection)		Discussion of Plan		
Technology	5 Year IT plan (you'll need this for E-rate applications. Good to start early as this will take time and could affect facilities work late winter/early spring)		Discussion of Plan		
Transportation	It is recommended that you start this plan early as you'll need to utilize the procurement process		Discussion of Plan		
Nutrition	Wellness Plan (required for NSLP compliance, but not until July after first op year. Recommended that you get this in place asap as it can be positive leverage for grants and will be easier to implement from the beginning)		Discussion of Plan		

Public Charter School Commission Pre-Operational School Meeting #2

	Date of Meeting:	School Attendees:	PCSC Attendees:	

	Facilities Notes:			
Facilities plan is on track for opening

Y / N | | | | |

CATEGORY	TOPIC	COPY FOR PCSC	EVIDENCE FOR REVIEW	COMMENTS	VERIFICATION
Policy	Employee Handbook (Summary of applicable policies, see policy list tab for requirements and recommendations)		Document Review		
Finance	Bank Account Established		Discussion		
Finance	Signatories Identified (best practice is 2 required, but 3 identified)		Meeting minutes evidencing appointment.		
Finance	salary scale developed (considers fair hiring practices and local hiring competition)		Discussion of Plan		
Finance	EIN number established (state Tax ID number)		Verify Number exists		
Finance	DUNS number established (required for eligibility to receive government dollars)		Verify Number exists		
Registrar	Comprehensive Recruitment Plan		Discussion of Plan		
Registrar	Compliant and Accessible Student Enrollment Application (considers potential language barriers a/o access to technology as well as efficiency and security of data collection)		Discussion of Plan		
HR	Staffing Plan Established and comprehensive (should reflect enrollment projections, anticipated demographics, model specific needs, and budgets)		Discussion of Plan (recording on dashboard tab)		
HR	job descriptions for general positions are generally representative of duties		Document Review		
Technology	5 Year IT plan (you'll need this for E-rate applications. Good to start early as this will take time and could affect facilities work late winter/early spring)		Discussion of Plan	Erate Flow chart	
Stakeholders	Org Chart (stakeholders have adequate access to personnel) (Occasionally we receive calls from concerned parents. Access to this information will help us refer parents to your adopted procedures.)	Y	If this document is not provided on your website, a copy will need to be provided to the PCSC for our files.		
Stakeholders	Curriculum Selection Process (should evidence research and stakeholder input as well as a plan for regular review regarding efficacy)		Discussion of Plan	consider: IC 33-512A	
Assessment	data analysis / Assessment plan		Discussion of Plan		
Special Populations	Home Language Survey (a section of the registration paperwork)		Document Review		
Governance	Board Meeting Calendar (high level evidence that the board is planning for key work such as, administrator evaluation process, academic performance review, the audit report, etc.)		Document Review		
Governance	Board Meeting Training - outlining topics, calendar, resources, and facilitator.		Document Review		
Governance	Job Descriptions for Board Officers (chair, secretary, treasurer, etc.) and Committees (governance, academic, finance, etc.)		Document Review		
Governance	Meeting Agendas posted Accurately		Process and Document Review	Open Meetings Law	
Governance	Board Meeting Minutes (format consistent, content sufficient, see open meetings law)	Y	Several Examples will be required throughout the pre-operational year		
Governance	Board Member Succession, Orientation, and Termination Process		Process review		

LOOKING FORWARD					
HR	Business Manager Hired		Discussion		
Operations	Review the LEA Request Form for SDE		Discussion		
HR	Administrator hired (process needs to evidence fair hiring practices)		Process or Policy Review		

Public Charter School Commission Pre-Operational School Meeting #3

	Date of Meeting:	School Attendees:	PCSC Attendees:	

Facilities plan is on track for opening Y / N	Facilities Notes:

CATEGORY	TOPIC	COPY FOR PCSC	EVIDENCE FOR REVIEW	COMMENTS	VERIFICATION
Policy	Finance Manual Review (Summary of applicable policies, see policy list tab for requirements and recommendations)	Y	Document Review		
Finance	PO Process Outlined (for admin, board, and staff if different)		Discussion of Plan		
Finance	reimbursement request forms and process established		Discussion of Plan		
Finance	Procurement procedures in place		need to determine what about this process is required.		
Registrar	Records Request process		Document Review		
Finance	Kitchen Capital Purchases (warming ovens, smallwares, etc.)		Discussion		
Registrar	Notification of lottery date posted		PCSC Staff will verify this on school's webiste		
Registrar	First Offer Notification and Expiration Process		Discussion/Document Review		
Registrar	Registration Paperwork Complaint		Document Review		
HR	salaried contract established and compliant		Document Review		
HR	hourly contract established and compliant		Document Review		
HR	Time-off request forms/ process developed		Document Review		
HR	Administrator hired (process needs to evidence fair hiring practices - see policy tab)		Process or Policy Review		
Safety	playground safe practices outlined (student expectations for outdoor play and supervision plan/expectations. Document should reflect how this information is presented to teachers/students or playground attendants)		Document Review	Resources: https://schoolsafety.dbs.idaho.gov/repository/playgrounds/	
Finance	Maintenance Capital Purchases (lawn mower, floor scrubber)		Discussion in June; Site Visit Observation in Aug		
Safety	medical administration plan (policy recommended; documents should include statement of policy, administration tracking chart, and parent signature line. Options for nurse/admin administration as well as student self admin - i.e. diabetes, inhaler, or epi pen)		Document and Process review		
Safety	Materials Safety Data Sheet (MSDS) utilized appropriately through the school (any chemicals need to be stored appropriately and usage must be tracked according to these guidelines. Mostly applies to chemistry supplies, but may also apply to janitorial or art supplies. This will matter for fire safety and health inspections. verify that your school is compliant if applicable)		Document and Process review (if applicable)		

LOOKING FORWARD					
Finance	Facility Lease or Mortgage Executed	Y	Fully Executed Copy on File at PCSC and School		
Finance	Accounting System Secured and Set up		Discussion		
Registrar	Records tracking for special services process				
Asset Management	Asset tracking and Materials Receipt Process		Discussion		
Registrar	Student File Compliance Check		Student File plan review/feedback; file spot check in August		
Safety	facilities safety checklists (indoor and outdoor) established		Document Review		
Safety	Crisis Management Plan (review with your local emergency responders the summer before opening; start early as a quality plan will take several months to develop) (plan should include training materials, quick reference guide, evacuation maps, recovery plan, roles of incident team personnel, communication plan, and drill tracking document)	Y	PCSC will need a copy of your "Incident Team" org chart with roles defined and your "Recovery Plan" timeline. We will also need to be included on your emergency notification system (whether that is text system, phone tree, or email distribution system).	Resources: https://schoolsafety.dbs.idaho.gov/training/	
Safety	drop off and dismissal procedures established (evidence should reflect how this information is shared with families as well as supervision expectations)		Document Review		

Public Charter School Commission Pre-Operational School Meeting #4

	Date of Meeting:	School Attendees:	PCSC Attendees:	

	Facilities Notes:			
Facilities plan is on track for opening				

CATEGORY	TOPIC	COPY FOR PCSC	EVIDENCE FOR REVIEW	COMMENTS	VERIFICATION
Policy	Student/Family Handbook Review (Summary of applicable policies, see policy list tab for requirements and recommendations)	Y	Document Review		
Finance	check printing ability secured		Discussion		
Registrar	SIS System acquired		Discussion		
HR	payroll and timecard systems adopted		Discussion		
HR	Substitute process established		Discussion		
HR	Health Benefits Secured		Discussion		
HR	Retirement Benefits Secured		Discussion		
HR	New Hire Process Established (paperwork, legal, payroll, benefits, etc.)		Document Review. A sample new-hire checklist is sufficient.		
HR	New Hire Orientation Established (should consider certified and classified staff and evidence plans for beginning of year as well as mid-year hires)		Discussion		
HR	Business Manager Hired		Discussion		
Reporting	PCSC Reporting Calendar Reviewed		Discussion		
Reporting	SDE Reporting Calendar Reviewed		Discussion		
Reporting	Stakeholder Reporting Calendar Established (should evidence report cards, state of the school address, stakeholder survey timelines, etc.)		If this type of information is embedded in your published school calendar, no further evidence is necessary.		
Reporting	Principal's Repot (to Board) Plan (i.e. data dashboard) Best practices include a standard set of data reported to the governing board by the school principal each meeting. This data should reflect progress toward established goals, and attempt to reflect the board's administrator evaluation process.		Discussion of Plan/ Document Review		
Culture	Community Meeting Plan (assemblies)		If this information is embedded in your daily schedule, no further evidence is required. If not, discussion.		
Stakeholders	Community Event Plan (student work showcases, conferences, etc.)		if this information is embedded in your published school calendar, no further evidence is necessary. If not, discussion.		
Instruction	school-wide professional development plan (should include plcs with time sufficiently reflected in the calendar and daily schedule)		Document Review		
Instruction	Teacher coaching plan (reflecting how individual needs will be met beyond the school-wide PD plan)		Document Review		
Instruction	Teacher formal evaluation tools are developed		Document Review		
Special Populations	Special Education Director Identified		Discussion regarding qualifications, start date, and plan for student intake and paras.		
Special Populations	504 coordinator identified		Discussion regarding qualifications, start date, and time allocation		
Nutrition	NSLP application approved (if applicable)		Discussion		
Culture	common behaviors description (transitions, bathrooms, cafeteria, etc.)		Document Review		
Culture	Positive Behavior Plan (this is in extension of the formal discipline policies and should evidence the school's day to day philosophy and procedures for classroom management)		Document Review		
Culture	Annual Calendar	Y	Board Approved Final Copy		
Culture	Daily Schedule	Y	Board Approved Final Copy		
Culture	Extra Curricular Plan Established (if applicable)		Discussion		
Culture	After school Care Plan Established (if applicable)		Discussion		
Technology	Website Compliance Check		PCSC will verify online at various times		

LOOKING FORWARD

CATEGORY	TOPIC	COPY FOR PCSC	EVIDENCE FOR REVIEW	COMMENTS	VERIFICATION
Instruction	Curriculum Map for first year (minimally)		Document Review		
Finance	Consolidated Federal and State Grant Applications		Contact SDE (due 5/1)		
Governance	New Charter School Bootcamp		Contact SDE		
Instruction	First two weeks curriculum plan process		Document Review		

Public Charter School Commission Pre-Operational School Meeting #5

Date of Meeting:		School Attendees:		PCSC Attendees:	

Facilities plan is on track for opening	Facilities Notes:				

CATEGORY	TOPIC	COPY FOR PCSC	EVIDENCE FOR REVIEW	COMMENTS	VERIFICATION
Special Populations	Identifying and serving at-risk students		Discussion of Plan/ Document Review		
Special Populations	Child Find Procedures in place		Discussion of Plan		
Governance	School Leader Evaluation Tools	Y	Document (if modified from SDE)		
Finance	Transportation Contract Executed		Meeting Minutes evidencing contract award or authorization for signatory		
Finance	Landscaping/Snow Removal Contract Executed		Meeting Minutes evidencing contract award or authorization for signatory		
Finance	Special Services (speech, OT, etc.) Identified and retained		Meeting Minutes evidencing contract award or authorization for signatory		
Finance	Independent Auditor Contract Executed		Meeting Minutes evidencing contract award or authorization for signatory		
Finance	IT Contract Executed (if applicable)		Meeting Minutes evidencing contract award or authorization for signatory		
Finance	D&O Insurance Policy Secured		Meeting Minutes evidencing contract award or authorization for signatory		
Finance	Property and Liability Insurance Secured		Meeting Minutes evidencing contract award or authorization for signatory		
Finance	Workers Compensation Insurance Secured		Meeting Minutes evidencing contract award or authorization for signatory		
Finance	Facility Lease or Mortgage Executed	Y	Fully Executed Copy on File at PCSC and School		
Finance	Accounting System Secured and Set up		Discussion		
Finance	monthly finance reports established for board		Document Review		
Registrar	Family orientation process		Discussion		
Registrar	New student beginning of year process		Discussion		
Registrar	New student mid-year process		Discussion		
Registrar	Records tracking for special services process		Discussion		
Assessment	Assessment Coordinator Identified		Discussion regarding qualifications, start date, and sufficient time allocation.		
Asset Management	Asset tracking and Materials Receipt Process		Discussion		
Special Populations	ELL coordinator identified		Discussion regarding qualifications, start date, and plans for reviewing student records.		
Safety	drop off and dismissal procedures established		Discussion		
Nutrition	FRL application process established		Discussion		
Finance	Vended Program Contract Executed or Food and Milk Vendors Contracts Executed		Discussion		
Safety	Crisis Management Plan (review with your local emergency responders the summer before opening; start early as a quality plan will take several months to develop) (plan should include training materials, quick reference guide, evacuation maps, recovery plan, roles of incident team personnel, communication plan, and drill tracking document)	Y	PCSC will need a copy of your "Incident Team" org chart with roles defined and your "Recovery Plan" timeline. We will also need to be included on your emergency notification system (whether that is text system, phone tree, or email distribution system).		
Finance	Charter School Advanced Payment Request Awareness		Contact SDE		
Finance	Transportation Advance Payment Request Awareness		Contact SDE		
Special Populations	Special Education Assurances Filed with SDE Awareness		Contact SDE		
Special Populations	RtI Process Established		Document Review		

LOOKING FORWARD					
Finance	Primary Curriculum Materials (for core subjects and model specific)		Discussion in June; Site Visit Observation in Aug		
Finance	Curriculum Support Materials (counters, etc.)		Discussion in June; Site Visit Observation in Aug		
Finance	Classroom Consumables (markers, paper)		Discussion in June; Site Visit Observation in Aug		
Finance	Maintenance Consumables (cleaning supplies, paper towels)		Discussion in June; Site Visit Observation in Aug		
Finance	Office Consumables (paper, folders)		Discussion in June; Site Visit Observation in Aug		
Finance	Kitchen non-food consumables (napkins, disposable products, gloves)		Discussion in June; Site Visit Observation in Aug		
Registrar	Student Data uploaded to SIS		Discussion		
HR	Background Checks are completed for all staff		Handbook		
HR	Teacher License verification		Discussion of Process and record keeping.		
Special Populations	Record Keeping plan is established for Special Education		Document Review		
Reporting	Annual Budget Submitted to SDE/PCSC	Y	meeting minutes documenting approval	33-801	

Public Charter School Commission Pre-Operational School Meeting #6

	Date of Meeting:	School Attendees:	PCSC Attendees:	

CATEGORY	TOPIC	COPY FOR PCSC	EVIDENCE FOR REVIEW	COMMENTS	VERIFICATION
Finance	Primary Curriculum Materials (for core subjects and model specific)		Observation		
Finance	Curriculum Support Materials (counters, etc.)		Observation		
Finance	Classroom Consumables (markers, paper)		Observation		
Finance	Maintenance Consumables (cleaning supplies, paper towels)		Observation		
Finance	Office Consumables (paper, folders)		Observation		
Finance	Kitchen non-food consumables (napkins, disposable products, gloves)		Observation		
Registrar	Student Data uploaded to SIS and compatibility with ISEE verified		Review		
HR	Background Checks are completed for all staff and volunteer background check procedures are outlined for a parent audience		Document Review (excerpts from employee and family handbook)		
HR	Teacher License verification (this is due to SDE via ISEE by 10/17)		Discussion of Process and record keeping.		
HR	Variance request/ hard to fill positions		Contact SDE if necessary		
Instruction	Curriculum Map for first year		Document Review / Discussion		
Instruction	First two weeks curriculum plan process		Document Review / Discussion		
Technology	IT coordinator is identified and sufficiently trained or Contracted Services has been retained		Discussion regarding qualifications and duties.		
Technology	Classroom equipment is operational for teacher use (computers, projectors, doc cams, etc.)		Observation		
Technology	Equipment is operational for student use (computers, network, logins set up, etc.)		Observation		
Technology	Internet Access functional and sufficient		Observation		
Safety	facilities safety checklists (indoor and outdoor) established		Document Review		
Nutrition	allergies accounted for		Document Review / Observation of any accommodated eating space		
Facilities	Health Inspection Passed and Filed		Document Review		
Facilities	Fire Inspection Passed and Filed		Document Review		
Facilities	Occupancy Certificate Posted		Document Review		
Facilities	Building Safety Inspection Posted		Document Review		
Facilities	Security Plan as applicable(cameras, secured areas/doors, doors labeled for visitors, etc.)		Observation		
Facilities	Key Distribution Record		Document Review		
Facilities	student space staging is complete prior to back to school night (classrooms and common spaces), age appropriate, and meets needs of model		Observation		
Facilities	special populations areas are prepared (variety of spaces and record security)		Observation		
Facilities	employee work room prepared		Observation		
Facilities	outdoor play space prepared		Observation		
Registrar	Student File Compliance Check		Student file spot check		

Appendix D: Charter

Petition for Authorization
Submitted by

Sage International School (SIS) Board of Directors
Grade Level: K-12
Opening FY20: 2019-2020 School Year
Location: Middleton/North of Caldwell

Contact Person(s): Bryan Moore, SIS Board Chair
Keith Donahue, SIS Executive Director
Micah Doramus, FORGE Head of Campus
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Table of Contents

Non-Discrimination Statement: SIS and FORGE do not discriminate on the basis of race, religion, color, national origin, sex, or disability in providing education 3services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of1973, as amended. Any variance should be brought to the attention of the administration through personal contact, letter, phone, or email.

NOTE: The SIS Board has not made final decisions on the naming/logo for the proposed school. The name FORGE International and the displayed logo are placeholders that may or may not change.

Executive Summary

The Sage International School (SIS) Board of Directors is seeking authorization from the Idaho Public Charter School Commission (PCSC) to establish a second K-12 charter school (LEA) in the vicinity of Middleton, Idaho: FORGE International, a Sage International School. The SIS Board is moving forward with the FORGE campus having received a generous, multi-year grant award from the JA and Kathryn Alberston Family Foundation (JKAFF) in the amount of $1,530,000 to support FORGE's creation and growth. The JKAFF Grant Award Letter can be found in Appendix F.

FORGE will impact Idaho's educational landscape by bringing the SIS education program to an ethnically diverse (high Hispanic) and socio-economically diverse student population. FORGE will also bring school choice to multiple rural communities where educational choices are limited. Ultimately, the FORGE campus will annually produce 45 high school graduates that are civically engaged both locally and globally and are well prepared for success in college, their careers, and beyond. In addition to obtaining their Idaho Diploma, our graduates will pursue the IB Diploma or the IB Career Certificate, as detailed below.

FORGE will open its doors in FY20 (August 2019) as a K-5 school with 227 students and will grow over six years to a K-12 school with 670 students. FORGE will open middle school grade levels in FY 21 (August 2020) and high school grade levels in FY22 (August 2021). FORGE's primary attendance area will extend south into downtown Caldwell and north, west, and east into several rural communities. FORGE will serve either all or portions of 7 different school districts. Our modeling suggests there will be over 20,000 K-12 students in FORGE's primary attendance area.

FORGE will fully embrace SIS's 'IB for ALL' mission by:

- Offering home-to-school bussing beginning in Year 1
- Offering an FRL hot-lunch program beginning in Year 1
- Offering K-12 Spanish foreign language instruction
- Hiring bilingual (English/Spanish) educators when/where possible
- Preparing/staffing for a high FRL and ELL student population
- Having bilingual marketing materials and a bilingual website
- Forming strategic partnerships with other community service entities in the area - Idaho Youth Ranch

FORGE will offer the globally renowned International Baccalaureate (IB) curriculum. IB develops inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. IB encourages students at more than 7,000 schools in 150 countries across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be

right. Through our IB programing, students will have the opportunity to learn and be exposed to foreign language instruction, social and emotional intelligence, service learning, and outdoor and environmental education. As IB students, our graduates will be equipped in both traditional academic disciplines and will have the global perspective needed to succeed in the 21st century.

In addition to all academic outcomes in FORGE's Performance Certificate, the SIS Board will track and target the following outcomes for FORGE students:

Goal	Desired outcome
Successful completion of PYP Exhibition at 5th grade.	100% of students
Successful completion of MYP Personal Project in 10th grade.	100% of students
Successful graduation with Idaho High School Diploma	100% of seniors
Successful completion of full IB diploma or IB career-related certificates at graduation.	80% of students
Growth of Bilingual and/or Bi-literate skills and abilities in relation to initial language dominance.*	100% growth
Successful Bilingual and/or Bi-literate mastery in relation to initial language dominance by graduation.*	90% of students

* measures yet to be determined

Through FORGE, and in partnership with the PCSC, SIS looks forward to providing a global, yet very 'Idaho', learning environment for the students and families we will serve together.

Mission, Vision and Core Values

Mission

FORGE - a Sage International School engages students within an inclusive IB learning community, challenging all members to take risks and contribute locally and globally through open-minded inquiry.

Vision

To create global citizens by equipping our students with the ability to think across disciplines and international boundaries.

Core Values

Like all SIS schools, FORGE's Core Values are tied to the IB Learner Profile. Per the Profile, FORGE will develop students who are: Inquirers, Knowledgeable, Thinkers, Communicators, Reflective, Principled, Open-minded, Caring, Risk-takers and Balanced. The IB Learner Profile defines each of these terms (known as the 10 Attributes of an IB Learner). SIS incorporates the 10 Attributes into all aspects of our schools. More information on the IB Learner Profile is provided below under Educational Program.

FORGE staff will form long-term meaningful student relationships as students will attend FORGE for up to thirteen years. FORGE will train teachers to form these relationships via the ten IB Attributes and the IB Learner Profile. Having this common terminology and understanding (IB Learner Profile) among our K-12 staff and students is invaluable. Another core value for SIS and FORGE is attracting staff that value professional development and becoming better educators by offering extensive preparatory time each day and a full day each week (Fridays) for collaboration and training. Finally, FORGE (via the IB Attributes of being open-minded, risk-taking and a thinker) values innovative methods and ideas for instruction. FORGE educators will be encouraged to work together on new ideas and implement them in their classrooms.

Educational Program

Description of Educational Philosophy, Instructional Practices and Curriculum.

As a SIS school, FORGE's educational philosophy and academic model are founded in the International Baccalaureate (IB) Curriculum. FORGE will model the IB curriculum when it opens and will seek official 'IB World School' authorization from the IB Organization for each of IB's four Educational Programs. Like all SIS schools, FORGE's philosophy, culture, and core values will be centered on the IB Learner Profile and the 10 IB Learner Attributes.

FORGE will operate as a four-day student week, with Fridays set aside in the schedule for staff collaboration and professional development. FORGE will meet the State of Idaho's instructional hour requirements through a longer school day and/or a longer, non-traditional school year. FORGE anticipates application to the Idaho Mastery Education Network when an additional cohort is authorized by the state legislature upon recommendation and support from the SIS Board of Directors in accordanceto their guidance to all schools under their governance.

About IB World School Authorization

As an IB World School, FORGE will undergo the application, authorization, self-study, and evaluation cycle proscribed by IB in all four programs (see below for specific program details). This process is a rigorous, multi-year, accreditation process that ensures schools meet the standards of IB in accordance with their standards and practices which include:

A. Philosophy
B. Organization
        1. Leadership and Structure
        2. Resources and Support
C. Curriculum
        1. Collaborative Planning
        2. Written Curriculum
        3. Teaching and Learning
        4. Assessment

During the application and authorization phase, IB will provide a program mentor to work with FORGE leadership in the development and implementation of IB and to assists in the gathering and submission of documentation and evidence. This culminates in an authorization visit from IB where submitted documentation and evidence is compared to daily practice within the school through classroom observations and interviews with staff, students, and parents.

Every 3-5 years (depending on program), each IB program is required to conduct a self-study as the initial step to prepare for program evaluation by the IB Organization. The self-study is designed for the school team to review the program implementation since authorization to ensure that areas of improvement have been addressed prior to evaluation.

IB evaluation visits are very similar to authorization visits; the IB Organization will assess FORGE with respect to student growth and/or overall improvement since IB's initial authorization visit.

IB requires staff training prior to authorization and evaluation. This means FORGE educators will receive general IB and/or content specific training prior to authorization. Prior to an evaluation visit, the IB Organization mandates that educators receive updated official IB training and/or certification.

About the IB World School Education Model

IB is a trans-disciplinary program of international education designed to foster the development of the whole child. In addition to its academic rigor, IB distinguishes itself from other curricula by teaching students to: think independently and critically, and to challenge assumptions; develop independently of government and national systems, incorporate quality practice from research and our global community of schools; consider both local and global contexts; and become culturally aware through learning a foreign language. IB is recognized by colleges and universities worldwide (there are over 3,000 IB high schools globally) as a leader in preparing students for success in college and beyond. U.S. and global statistics show that IB graduates attend and complete college at a far higher rate than national averages. IB is predominantly an inquiry-based approach to education that is adaptable to allow schools to incorporate State and Federal standards into the school program. FORGE will establish a K-12 scope and sequence that aligns IB's inquiry-based curriculum with all Idaho educational content areas, curriculum, and desired student outcomes. FORGE students will be tested with the same standardized tests as other Idaho public school students including the IRI, ISAT, SAT and any other state assessments that may be required in the future.

The Four Age-Specific IB Education Programs

Once fully established, FORGE's K-12 curriculum will include all four IB educational programs. While each IB Education Program is uniquely tailored to the grade levels it serves, the foundation of each IB educational programs includes: (1) Curriculum and criteria-referenced assessments that reflect a rigorous, international standard; (2) Extensive opportunities for professional development and teacher training; (3) A philosophy of learning based on trans-disciplinary learning and higher-order thinking skills, such as critical thinking and problem solving; (4) A worldwide network of educators sharing experiences informed by best practice from around the world; and (5) a Global (online) curriculum center. Please find extensive information on each IB education program at

).

IB Primary Years Program for K-5th (PYP): PYP uses six trans-disciplinary themes of global significance provide the framework for student-driven, inquiry-based exploration, study and growth. The students return to the six themes, with more complexity and through a different study focus, each year throughout the PYP:

(1) Who we are   (2) Where we are in place and time

(3) How we express ourselves   (4) How the world works

(5) How we organize ourselves (6) Sharing the planet

Educators are guided by these six trans-disciplinary themes as they design 'Units of Inquiry' that both transcend and articulate conventional subject boundaries. The PYP framework then incorporates five essential elements into each Unit of Inquiry, so that students are given the opportunity to:

(1) Gain knowledge that is relevant and of global significance;

(2) Develop an understanding of concepts, which allows them to make connections throughout their learning;

(3) Acquire trans-disciplinary and disciplinary skills

(4) Develop attitudes that will lead to international-mindedness; and

(5) Take action as a consequence of their learning

Finally, the PYP requires educators and schools to express the curriculum in three interrelated ways:

(1) Written curriculum—what do we want to learn?

(2) Taught curriculum—how best will we learn?

(3) Learned curriculum—how will we know what we have learned?

The IB Organization uses the following diagram to visually express the PYP framework:

<u>IB Middle Years Program for 6th-10th (MYP):</u> The IB Organization explains the MYP as follows: Life in the 21st century places many changing demands on students making the transition through adolescence. They are at a crucial period of personal, social, physical and intellectual development, of uncertainty and of questioning. The MYP is designed to help them find a sense of belonging in the ever-changing and increasingly interrelated world around them and to foster a positive attitude to learning. The MYP is designed for students aged 11 to 16, providing a framework of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world, and become critical and reflective thinkers.

The MYP consists of eight subject groups integrated through five areas of interaction that provide a framework for learning within and across the subjects. Students are required to study their mother tongue, a second language, humanities, sciences, mathematics, arts, physical education and technology. In the final year of MYP (10th grade at FORGE), students also engage in a personal project, which allows them to demonstrate the understandings and skills they have developed throughout the MYP.

In the MYP emphasizes is the fluidity of the curricular framework and the interrelatedness of the subjects. The MYP framework is flexible enough to allow each school to include other subjects and academic standards not determined by the IB but which may be required by state or national authorities.

The IB Organization uses the following diagram to visually express the MYP framework:

IB Career-Related Program for 11th and 12th (CP): The IB Career-related Program (CP) is designed for students aged 16-19. The CP is a framework of international education that incorporates the values of the IB into a unique Program addressing the needs of students engaged in career-related education. The CP prepares students for higher education, an internship or apprenticeship, or a position in a designated field of interest. CP students complete: (1) a minimum of two IB Diploma Program (DP) courses; (2) a core curriculum consisting of four components; and (3) and a career-related study/internship.

(1) Two DP Courses: For CP students, the requirement to complete two DP courses provides the theoretical underpinning and academic rigor of the CP program;

(2) The CP Core Curriculum helps students develop skills and competencies required for lifelong learning by providing students with a combination of academic and practical skills. There are four interrelated components at the core of the CP.

(1) *Personal and professional skills* are designed for students to develop attitudes,

skills and strategies to be applied to personal and professional situations and contexts now and in the future. In this course the emphasis is on skills development for the workplace, as these are transferable and can be applied in a range of situations. (2) *Service learning* is the development and application of knowledge and skills towards meeting an identified and authentic community need. In this research-based approach, students often undertake service initiatives related to topics studied previously in their academic disciplines, utilizing skills, understandings and values developed in these studies. (3) *The Reflective Project* is an in-depth body of work produced over an extended period of time and submitted towards the end of the CP. Through a reflective project, students identify, analyze, critically discuss and evaluate an ethical issue arising from their career-related studies. The reflective project is intended to promote high-level research, writing and extended communication skills, intellectual discovery and creativity. (4) *Language Development (studying a second language)* ensures that all students have access to and are exposed to a language program that will assist and further their understanding of the wider world. The ability to communicate in more than one language is essential to the IB's concept of an international education. Language development encourages students to improve their proficiency in a language other than their best language.

(3) Senior Year Workplace Internship: CP students complete a workplace internship in their field of interest during their senior year. For FORGE students, the internships will be a minimum of 240 hours and will be conducted in accordance with the Idaho Career Technical Education program requirements as developed through the Individual Occupational Training model. Sage International staff have obtained certification to provide work-based learning classes and internship supervisions. This model will be the basis of the CP program setup at FORGE. Students work during their 11th grade year on entrepreneurial and small business projects to enhance their soft-skills and understanding of the local and global work place. It is during this year that students explore and investigate potential career tracks and/or internship placements.

Internship Journey
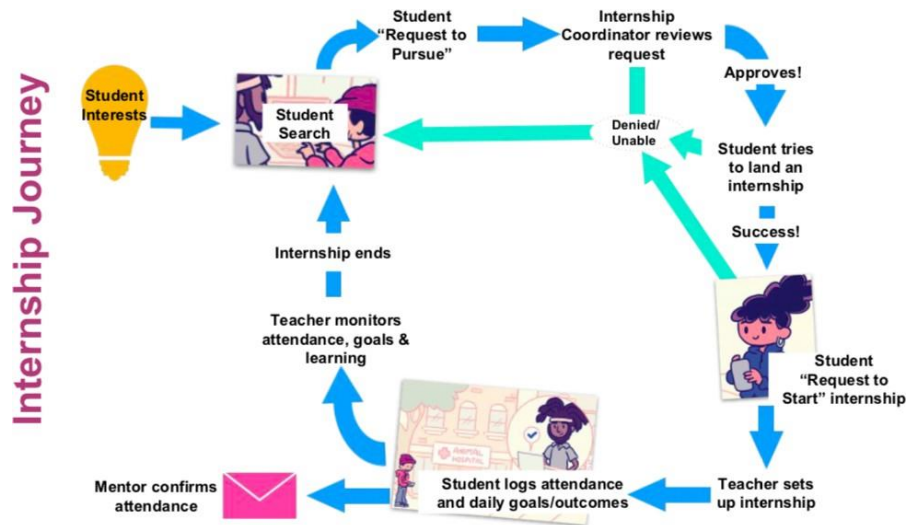
In 2018, Sage International School of Boise graduated its first cohort of CP candidates. Twenty-two (22) students were placed in community-based internships for their senior year. Students and staff were both actively engaged in identifying local business partners. These partnerships will be available for potential internship placements for FORGE students. It is anticipated that a similar model in the FORGE community will secure internship locations that may similarly benefit Sage International students.

2017-18 Career Program Internships	2017-18 Career Program Internships
Amaru Confections Bakery	Eagle Middle School
Giraffe Laugh	Eberlestock
Botanical Gardens	Circle F
The Children's Therapy Place	HIP Growers
Rocky Mountain Audio Visual	Intermountain Bird Observatory
Boise Contemporary Theatre	Sage International Elementary
Idaho Botanical Gardens	AVEDA Institute
Proof Eyewear	Radix Construction
Corridor Surf Shop	Element 242
Nampa Police Dept	House of Design
TO Engineering	YMCA – Healthy Hearts

(4) Workplace Readiness: As a condition of successfully participating in the CP programs students will be expected to complete the Workplace Skills Readiness Assessment. This assessment is conducted as part of all statewide CTE programs and measures professional knowledge and skills, technology knowledge and skills, and personal qualities and people skills. It is anticipated that the exposure to the high expectations of IB learning, students at FORGE will score well on this assessment, similarly to Sage International students. In 2018, 100% of the twenty-two (22) CP seniors at Sage International passed the assessment, with a mean score of 94%, the highest in the State of Idaho.
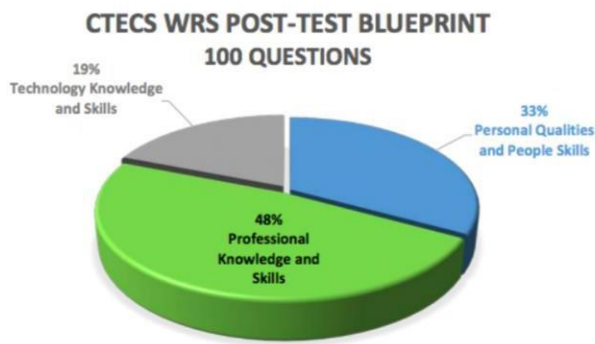

The IB Organization uses the following diagram to visually express the CP framework:

IB Diploma Program for 11th and 12th (DP): The IB Diploma Program (DP) is an academically challenging and balanced Program of education with final examinations that prepares students, aged 16 to 19, for success at university and life beyond. The DP requires students to study at least two languages, which leads to effective participation in a rapidly evolving and increasingly global society.

Designed to address the intellectual, social, emotional, and physical well-being of students, the DP has gained recognition and respect from the world's leading universities.

In addition to the DP coursework (math, science, government, English) the DP Program Core includes:

(1)   The Extended Essay: The extended essay asks students to demonstrate independent research by conducting an in-depth study of a question relating to one of their DP subjects.

(2) A Theory of Knowledge Course (TOK): TOK is a course on critical thinking. Students inquire into the philosophy of knowing and deepen their understanding of knowledge as a human construction

(3) A Creativity, action, service (CAS) Requirement: CAS gets students involved. Creativity encourages students to engage in the arts and creative thinking. Action seeks to develop a healthy lifestyle through physical activity. Service in the community offers new experiences and hands-on learning with academic value.

The IB Organization uses the following diagram to visually express the DP framework:

About the IB Learner Profile and IB Learner Attributes

Students and educators at IB schools across the globe use the 10 IB Learner Attributes detailed in the IB Learner Profile to provide a long-term vision of education. The IB Profile and Attributes drive the Core Values and Culture at SIS schools, including FORGE. Per the IB Organization, the Attributes are a set of ideals that can inspire, motivate and focus the work of schools and teachers, uniting them in a common purpose. Following the IB Profile and Attributes, all members of the FORGE community (students, staff, families) will strive to be:

Inquirers IB learners develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable IB learners explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers IB learners exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators IB learners express ideas and information confidently and creatively in more than one language and in a variety of modes of communication.

They work effectively and willingly in collaboration with others.

Principled IB learners act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded IB Learners understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from the experience.

Caring IB learners show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers IB learners approach unfamiliar situations and uncertainty with courage and forethought and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their belief.

Balanced IB learners understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective IB learners give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Implementing the IB Curriculum with Fidelity (Incorporating Federal/State Standards) FORGE, as an SIS school, will adopt and follow all required elements of the Idaho Content Standards, which includes the Common Core State Standards for ELA and Mathematics, as well as additional content areas including, but not limited to, science, humanities, health, communications, arts and design. The IB curriculum framework allows for easy integration of these standards within the content areas required by each Program.

The IB issued a position paper in 2012 (updated in 2015), Connecting IB to the Core. Essentially the paper found: "The IB welcomes the CCSS as a state-led initiative to enhance student success beyond high school. The IB continues to work with its community of schools to meet the high expectations of the CCSS." See Appendix E for complete paper or link to complete paper here: http://www.ibo.org/contentassets/12ca22e438df4a65b4c92e42b70b10ea/ib-common-core-position-statement.pdf

As an IB World School, FORGE will go through the rigorous application, authorization and evaluation measures put in place by the IB to ensure fidelity to the IB. This process was detailed above. The Head of School at FORGE has worked within the SIS organization for three years and has experience with all four IB

Programs to be offered at the new school. In addition to the Head of School, each Program with have a local IB Coordinator and work with the IB experts within the SIS network.

Expected Student Outcomes

In general terms, FORGE's ultimate goal is for students to exit our K-12 IB educational program prepared for college and/or career success and prepared to be engaged local and global citizens. The SIS Board's goal is for FORGE students to graduate with their Idaho Diploma and either the IB Diploma or the IB Career Certificate. The SIS Board aims to accomplish these outcomes while serving a low income and high ELL student population.

FORGE leadership and staff will undertake a data-informed approach to monitoring and managing several aspects of achievement, both academically and social-emotionally. Esoterically, FORGE strives to meet the standard of many 90-90-90 schools, wherein a school with 90% low income students and 90% ethnic/culturally diverse attains a proficiency standard of 90% in academic areas. That will be the ultimate goal. However, without having clear benchmark data, it is difficult to discuss the specifics of growth targets and proficiency standards anticipated. Likewise, without knowing precise student demographics it is challenging to imagine the specific breakdowns. These data points will be critical to the strategic action planning to assist FORGE to meet the 90% proficiency target in all groups and subgroups.

In addition to the outcomes and targets the PCSC includes in FORGE's Performance Certificate, FORGE will track the following outcomes throughout our students' career with FORGE to ensure students are on track toward life-goal success:

Goal	Desired outcome
Successful completion of PYP Exhibition at 5th grade.	100% of students
Successful completion of MYP Personal Project in 10th grade.	100% of students
Successful graduation with Idaho High School Diploma	100% of seniors
Successful completion of full IB diploma or IB career-related certificates at graduation.	80% of students
Growth of Bilingual and/or Bi-literate skills and abilities in relation to initial language dominance.*	100% growth
Successful Bilingual and/or Bi-literate mastery in relation to initial language dominance by graduation.*	90% of students

* measures yet to be determined

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Other areas FORGE will measure outcomes will be related to:

- Academic growth measured from enrollment benchmarks to proscribed data collection points at the end of 3rd, 5th, 8th, and 12th grades. (measure to be determined)

- College and career readiness as measured by college entrance exams.

- Social-emotional development: sense of belonging, purpose, and voice. (measure to be determined)

SIS and FORGE leadership have formed a partnership with Uplift Education in Dallas. As detailed in the Community Partners section below, Uplift Education operates successful K-12 IB schools in Dallas and Fort Worth with some Uplift schools serving 90% minority, 90% FRL and 40% ELL student populations. We are incorporating best practices learned from Uplift, particularly with respect to serving our targeted student population, into our FORGE curriculum and staffing approach. We will continue to utilize Uplift as a partner resource as we launch and grow FORGE.

Additionally, a 2015 research study by the IB Organization into the impact of IB programs, specifically the Diploma Program, with respect to low-income students found that low-income students that enroll in the DP are successful and perform similarly, if slightly below, to students with a higher-income status on IB exams. The study found that college entrance and retention rates for low-income IB students are significantly higher than the national average of non-IB students considered low-income, stating that in 2013, roughly 75% of low-income DP candidates enrolled in a four-year college or university immediately following graduation.

This research study may be reviewed in full here:
https://www.ibo.org/globalassets/publications/ib-research/dp/ib-and-low-income-students-report-sri-en.pdf

Understanding the impact of student behavior on academic success and the correlation of student engagement to behaviors, FORGE intends to take a proactive approach in managing student discipline. Expecting roughly 40% low socio-economic and/or culturally diverse student populations, FORGE staff will undergo a concentrated effort to provide training to staff in trauma responsive and restorative practices.

It is important to understand that the intent of discipline is "to teach" not "to consequence". In a nationwide scope of schools practicing exclusionary disciplinary practices such as excessive suspension, particularly related to disproportionate consequences being attributed to male students of color, FORGE seeks to develop a system in which expectations are clearly understood and

behaviors are dealt with in a compassionate manner to teach replacement behaviors.

Knowing that culture and socio-economic status impact the relational trust between home and school, FORGE will work to build positive relationships. It is important for parents to feel that they are a part of the solution to prevent feelings of distrust that many of them carry with them since their own school experiences as children. This requires a significant foundation be built in the culture of school, particularly with involving parents in the process, through home-education workshops and parent participation in disciplinary conferences.

Links:

Restorative Practices: http://edpolicy.education.jhu.edu/wp-content/uploads/2017/05/OSI-RestorativePracticemastheadFINAL-1.pdf

Trauma Responsive Schools: https://uei.uchicago.edu/sites/default/files/documents/UEI%202017%20New%20Knowledge%20-%20Practicing%20Trauma-Responsive%20Teaching.pdf

Strategies for Effectively Serving All Students

The SIS Board has specifically designed FORGE to embrace our IB for ALL mission, to remove enrollment barriers for students and families, and to meet the needs of all students by:

- Offering home-to-school bussing beginning in Year 1

- Offering an FRL hot-lunch program beginning in Year 1

- Offering Spanish (rather than French) foreign language instruction

- Hiring bilingual (Spanish) teachers when/where possible

- Preparing/staffing for a high FRL and ELL student population

- Having bilingual marketing materials and a bilingual website

- Forming strategic partnerships with other community service entities in the area (serving high minority, low income families)

- Hiring/contracting counseling and nursing services to ensure that individual student needs are met regarding social-emotional and medical factors.

To prepare staff for working with FORGE's targeted student demographic, FORGE's Professional Development program will emphasize and focus on working with low income and English learner populations.

During the recruitment and lottery enrollment stages, FORGE staff will meet with local community leaders as well as hosting several informational events within the proposed student demographic areas to build positive relationships between the

school and proposed families. FORGE will host these meetings in both English and Spanish.

Additionally, FORGE will conduct an analysis of family demographics after the conclusion of the initial lottery to assist with the development of a Family and Community Engagement team to better serve the broader FORGE community. This team will provide community education support to the entire family, not simply the students in attendance. This team will consist of school staff, members of the advisory council, families, and community leaders.

The proposed four-day school week may provide a challenge for families in the intended demographic. SIS has not found this to be the case at Sage-Boise where we have successfully increased our FRL population to 27% of our families (comparable to neighboring public schools with a 5-day school week). That said, FORGE is committed to providing cost-effective Friday child care on a sliding scale (tied to FRL income levels) to facilitate equal access to the educational benefits Monday-Thursday. SIS and FORGE leadership have initiated conversations with the Idaho Out-of-School Network to discuss solutions to the transportation and child care needs that may arise on Fridays to determine to what extent these services may be provided by the school or another potential community partner organization.

Regarding Special Services, while FORGE has estimated 7% of the proposed student population will qualify for special education services, we understand this number may increase depending upon actual enrollment. FORGE is committed to providing required services to meet the individualized needs of these students. Our planned analysis of enrollment numbers following the initial lottery will allow for a formal budget to be built with specific projections in regard to IDEA funding and staffing needs.

Current budgeting/planning accounts for a full-time certified teacher to provide specially designed instruction and case management beginning in Year 1. FORGE's staffing plan and budget also includes a Counselor, an SLP aide, a Nurse, two paraprofessionals, and an ELL Specialist beginning in Year 1. FORGE also plans to contract with Sage-Boise for additional special education leadership and SLP services. All other related services and school psychologist needs will be contracted with local service providers. Finally, FORGE will access additional revenues through IDEA and Medicaid reimbursement if/as our SPED population rises. As noted above, FORGE will analyze final staffing and services needs once our student population is known.

Professional Development Plan

FORGE educators will grow and learn throughout their careers through a robust professional development program. As a SIS school, FORGE students will attend school Monday-Thursday while FORGE leadership and teaching faculty will be contracted to work Fridays in a Professional Learning Community model. FORGE leaders and educators will use Fridays to collaborate on teaching and learning strategies and implementation, to grow professionally through school-directed

professional development and individual professional inquiry, and to conduct action research to better serve student growth and achievement. This framework allows for the recruitment, retention, and growth of master educators, focused on student achievement and success.

Types of Professional Development

IB Training: IB requires staff training prior to authorization and evaluation. For each IB Curriculum Program, staff will receive general IB and/or content specific training prior to authorization. As part of each authorization and evaluation review, The IB Organization will ensure all FORGE teachers have received the official IB training and/or certification. These trainings are offered in workshop and online formats. FORGE will budget professional development funds to ensure appropriate and ongoing IB training.

In addition to formal IB training, FORGE staff will receive ongoing informal professional development from leadership related to the immediate needs of each individual staff, subject area, and/or Program. These informal trainings will emphasize inquiry based teaching and learning, assessment for learning, unit planning and development, curriculum mapping between CCSS and IB frameworks, etc.

School-based Training: There are myriad school-based trainings that will take place annually. These include special services trainings related to IEP, 504, and/or ELP management. Required trainings also would include student confidentiality, homeless student, suicide prevention, child abuse reporting, etc. Also included in school-based trainings would be medical training from nursing staff, student information system and learning management system trainings, technology integration training, human resources and policy trainings, etc.

School-wide Professional Development: FORGE will provide professional development that aligns with the SIS professional development framework, as well as data- informed professional development that is specific to the needs and dynamics of FORGE.

FORGE educators will pursue 'passport' completion (see below) within their first two years in the organization, in which they receive professional development aligned to the SIS Pillars of Professional Development (see table below). Additionally, FORGE educators will participate in updated professional development aligned to the pillars every five years.

Forge estimates 15 hours of study to complete each PD pillar. Educators may complete these studies through school-led workshops or boot camps, book study, outside conference or workshop participation, and/or facilitation of workshops in the area of study.

SIS Pillars of Professional Development	
Pillar One: Teaching and Learning	Anchor Text: Teach Like a Champion
Pillar Two: Assessment	Anchor Text: Classroom Assessment for

	Learning
Pillar Three: Social Emotional Development	Anchor Text: Teaching with Love and Logic
Pillar Four: Current Education Trends	Anchor Text: Mindset *

*subject to change depending upon leadership decisions

Additional FORGE Pillar of Professional Development**	
Pillar Five: Family and Community Engagement	Anchor Text: A Framework for Understanding Poverty

**specific to FORGE there is an additional, site specific pillar.

Professional Inquiry - Student-Free Fridays: As noted above, a significant feature of professional development at SIS schools is the opportunity for staff to complete Professional Development studies and projects based upon their own classroom or professional needs. These inquiry studies take place on our student-free Fridays through the 'SIS Inquiry Cycle Framework', as explained below.

Each inquiry cycle is roughly one quarter and culminates in an inquiry showcase. Educators for an Inquiry Team and select an area of study for each cycle. The Educator Inquiry Teams also identify the Charlotte Danielson domain and component that relates to their area of study, complete a professional learning plan at the beginning of each cycle, conduct action research, reflect on learning and present findings through a showcase at the conclusion of each cycle.

At the end of each Inquiry Cycle, each Inquiry Team presents the results of their inquiry project in relation to their goals, research, and outcomes. These showcases provide an authentic audience for staff, allowing for an integrated platform to share their own growth with their colleagues. Additionally, showcase presentations and materials are collected and added to the SIS Professional Development Library for access and use of staff in the future.

Financial and Facilities Plan

The SIS Board's spending priorities are: (1) to remain mission focused, (2) to maximize the amount of resources that reach the classroom (minimize other costs), (3) to ensure we place and retain a highly trained, passionate, master educator in each classroom, and (4) to ensure financial stability via an 80-Day Operating Savings target. The SIS Board understands that to offer students a world class IB education within our funding limitations, we must remain mission focused and cannot offer everything a traditional school may offer (football team, multiple languages, AP, etc.). Mission drift is costly from a charter compliance and resource perspective; the SIS Board has the resources needed to achieve its IB mission at FORGE and will retain this focus. The SIS Board works to maximize the resources that reach the classroom. Establishing FORGE is in line with this philosophy as SIS will spread fixed operational costs over 37% more students once FORGE is at capacity. The SIS Board also targets purchasing our facilities at approximately Year 5 of operations to minimize facility cots. For example, the purchase of the Sage-Boise campus decreased our annual facilities expenditures by $200,000, allowing us to direct these additional resources into the classroom. The SIS Board focusses on attracting and retaining world class educators through a pay scale that exceeds most Idaho districts and through our focus on Professional Development, as discussed throughout this petition. Finally, the SIS Board implements a multi-year savings plan for each campus as soon as that campus's budget allows. The SIS Board targets having 80-Days Operating Capital saved for each campus. At Sage-Boise, this plan was initiated in FY17; at the end of FY18, per the SIS Board plan, Sage-Boise will have saved $500,000 toward this savings goal.

The SIS Board has a high level of confidence in the provided financial projections and facility plan. The SIS Board has eight years of experience operating a successful and financially sound charter school in East Boise. In addition to this expertise, as part of JKAFF's grant application process, the SIS board completed and submitted detailed budget spreadsheets to BLUUM's financial expert (Mr. Carignan, CPA) for review and approval. Having determined the SIS and FORGE budget plans are sound, BLUUM provided a strong 'do fund' recommendation to the JKAFF Board regarding the SIS's Board $1,530,000 grant request. The JKAFF Board awarded the $1,530,000 grant to support the successful launching of FORGE. See JKAFF Grant Award Agreement in Appendix A.

With respect to facilities, FORGE is in the Building Hope portfolio. See Building Hope Letter in Appendix A. Building Hope is a JKAFF-supported group that helps selected charter schools meet their facility needs. For FORGE, Building Hope is initiating the process of identifying suitable Forge campus properties of approximately 10 acres in or near Middleton. Once a property is selected, Building Hope will purchase the selected property and will construct FORGE's school facility per a design approved by the SIS Board. Building Hope and FORGE will then enter into a Lease Purchase Agreement. Due to this support from Building Hope and JKAFF, FORGE's Facility

Plan eliminates many of the risks typically associated with charter facilities.

Board Knowledge of Finances

The SIS Board has successfully governed SIS's East Boise Campus for eight years, including setting and overseeing compliance with annual budgets. The SIS Board also oversaw the successful financing, purchase, and remodel of SIS's $12,000,000 East Boise Campus. Per Appendix C, the SIS Board includes a CPA, a Commercial Banker, a retired CEO, and an attorney. Each of these individuals brings a high level of financial expertise to the SIS Board.

Financial Management and Monitoring Plan

Based on the SIS Board's experience governing SIS's East Boise Campus, the SIS Board has a sound and well-established plan for managing and monitoring FORGE finances, as follows.

The budget provided with this Petition supports contracted services with Sage-Boise's Business Manager who has been with SIS since startup and is an expert in school financing and reporting. The budget also supports contracting with the Idaho Carter School Network (ICSN) for CFO-level financial planning support at a maximum of $15,000 per year. Regarding the proposed contract with ICSN (Marc Carignan) for CFO services ($15,000 annually), this precise Scope of Work and related cost remains undefined. In fact, if BLUUM successfully obtains the federal grant funds they have applied for ($17,000,000 Federal CSP Grant), SIS/FORGE would not be charged for these services - the cost would be $0. The intent of this budget item is to afford SIS and FORGE the opportunity to utilize the CFO/CPA level knowledge at BLUUM/ICSN (Marc Carignan) as SIS transitions to managing two distinct budgets and campuses. It is possible SIS will determine these services are not required and will not enter an agreement with ICSN.

A Sample ICSN Professional Services Agreement is included in Appendix A. The Scope of Work for any agreement between ICSN and SIS/FORGE will differ from the sample provided - the scope will be for CFO/strategic planning level support -and has not yet been developed.

ICSN and SIS will make a final determination regarding the need to contract for CFO level financial planning services after learning whether BLUUM/ICSN receive the federal grant award (Sept 2018). If, after that time, SIS determines to enter a contract with ICSN, SIS will share that contract with the PCSC staff for review.

The budget provided with this petition supports access to the Executive Director and Business Manager at SIS's East Boise Campus. Both the Executive Director and the Business Manger have been with SIS since the East Boise Campus opened in 2010.

The budget provided with this petition supports completion of an annual financial audit by independent certified public accountant. Upon completion of the annual audit, the SIS Board will review the audit results and will address any concerns. The SIS Board will submit the annual audit results to the PCSC for their review and comment.

The SIS Board will review FORGE expenditures and revenues on a monthly basis per a standing Board Meeting Agenda Item. The SIS Board treasurer reviews all budget information provided by the SIS Business Manager each month. The SIS Board Treasured then summarizes the data and presents findings to the full board each month. The SIS Board Treasurer is a CPA with multiple school district clients.

On an annual basis, and in compliance with SIS policies and timelines, the FORGE Head of School, the SIS Executive Director and the SIS Business Manager will prepare for SIS Board review and approval an Annual Budget. The FORGE Head of School, with support from the SIS Executive Director and SIS Business Manager will then be responsible for implementing the board-approved budget. As noted above, on a monthly basis, the SIS Board will review actual expenditures and revenues as compared to the approved annual budget to monitor compliance with the approved budget.

Transportation Plan

The SIS Board has extensive experience in this area as SIS's East Boise Campus currently manages a vendor contract for 7 daily home-to-school bus routes. As part of FORGE's aim to eliminate attendance barriers, FORGE will provide home-to-school bussing for 80% of students in Year 1 (three routes) and, by Year 4, will expand to six bus routes with the capacity to bus 63% of FORGE students. The budget provided with this Petition assumes a 65% reimbursement rate for these transportation services, per the table below. The 65% rate is based on the SIS Board's experience on the East Boise Campus.

Year	# of Routes	# of Students Served	% of Students Served	Cost of Routes	65% Reimbursement by State	Out-of-Pocket Cost
1	3	180	80%	$105,000	$68,000	$37,000
2	4	240	61%	$175,000	$113,000	$62,000
3	5	300	60%	$175,000	$136,000	$74,000
4	6	360	63%	$210,000	$136,000	$74,000
5	6	360	58%	$210,000	$136,000	$74,000
6	6	360	55%	$210,000	$136,000	$74,000

*Transportation for students with special needs will be provided in accordance with requirements of state and federal law. Transportation for field trips, excursions, and extracurricular activities will be provided by the school through contracted services.

Food Service Plan

As part of FORGE's goal of eliminating barriers to enrollment, FORGE will offer a federally supported Free and Reduced Lunch (hot-lunch) program. During the start- up year, FORGE's New School Coordinator will take all actions necessary to establish the program beginning in Year 1. The estimated expenses (facilities, equipment, software, billing and employee) required to establish FORGE's Food Service Plan are included in the budget spreadsheets and are being supported by the grant funds SIS received from JKAFF. Preliminary discussions with experts in this area and with charter schools managing a federally-reimbursed FRL nutrition programs indicate that, once established, the program will be 100% funded through federal reimbursements (will not require ongoing state-funded support).

Description of Facility Needs

The SIS Board anticipates needing approximately 10-acres and 55,000 SF of school facilities to accommodate our full growth plan to 653 K-12 students. At capacity, this would equate to 84 SF per student - well within recommended parameters of a K-12 school.

To mitigate risk and to avoid building more facilities than initially needed, the SIS Board (in coordination with Building Hope) plans to construct the FORGE campus in two phases. Phase I will be an estimated 40,000 SF. This space will meet FORGE's needs, based on growth projections, for three school years. Assuming growth targets are being met, Phase II will be constructed in time for the fourth school year and would provide an additional 15,000 SF of education space. In addition to the 55,000 SF of indoor educational facilities, FORGE intends to maximize outdoor learning - including incorporating multiple outdoor classrooms/learning spaces into FORGE's school design.

The SIS Board is working with Building Hope to finalize a school design and to secure property for FORGE in the Middleton area. The following table shares the facilities- related assumptions used in the budget documents found in Appendix A. Building Hope's FORGE Facility Status Letter in in Appendix A.

Year	Facilities SF	Students	SF Per Student	Lease Costs in Budget Model
1	40,000	227	176	$350,000
2	40,000	390	102	$350,000
3	40,000	504	80	$375,000

4	55,000	562	98	$450,000
5	55,000	614	89	$450,000
6	55,000	659	83	$495,000

Board Capacity and Governance Structure

The SIS Board will be the 'charter holder' and will govern the FORGE campus as a second LEA. The SIS Board will govern FORGE pursuant to SIS's existing Articles of Incorporation, Bylaws, and Board Policies. For the past nine years, the SIS Board has successfully governed SIS's East Boise Campus. SIS Board Members provide the following governance expertise: legal (attorney), financial (CPA, Bank VP - Commercial Lender), business (a retired CEO and a marketing/branding expert with Simplot Corporation), and education (Boise State University Assistant Dean in the College of Education). This experienced Board will govern the FORGE campus.

The SIS Board is well prepared to govern FORGE given their experience governing SIS's East Boise Campus over the past eight years and given the fact that the SIS Board has already overseen larger scale growth and expansion than that planned at FORGE. Specifically, the SIS board successfully

Capacity - year 1 reflects 23% increase in student population under SIS governance. 1 Year w East Boise Campus - added 294 students 35% increase in single year. SIS leadership team FORGE will contract with (registrar, business manager, ED) all on team during this growth (experiences).

Description of Governance Structure
As noted above, the SIS Board will govern FORGE. Please see Appendix D for a detailed table defining Diagram of Governance Structure.

The SIS Board interfaces with SIS's Executive Director who is responsible for managing both FORGE and the Boise Campus in accordance with Board direction, board-approved budgets, and Board Policies.

At the SIS Board's June 18, 2018 meeting, the Board anticipates voting to add Paul Fleming to the SIS Board. Mr. Fleming is with the Boise Region Chamber of Commerce. The Chamber's reach and membership extends throughout Southwest Idaho, including into the communities served by FORGE. The addition of Mr. Fleming reflects the SIS Board's commitment to authentically representing FORGE communities.

The SIS Board also anticipates adding at least one additional member over the course of the next year that authentically represents the FORGE community; the SIS Board is currently identifying and meeting with potential board members to

fulfill this need. It is expected that they will add this additional board member upon approval of this petition. Finally, the SIS Board will develop a plan by January 2019 to further outline how the FORGE community, beyond addition of a board member, will be authentically represented through and with the SIS Board. Central to this will be detailing the important relationship between the SIS Board and the FORGE Advisory Committee; this will be central to the January 2019 Plan.

Founding Board Qualifications

The qualifications of the SIS Board are discussed throughout this Petition. Also, please see Appendix C for resumes on our current board members. The strength and experience of the SIS Board is one of FORGE's core strengths.

Transition Plan

The SIS Board has already experienced the transition from a founding board to an operational board through their governance of SIS's East Boise Campus. The SIS Board is very familiar with management of this transition.

The SIS Board has begun discussions regarding the shared governance of two schools. The Board has committed to holding meetings at alternate locations to ensure local access for the FORGE community. As noted above, the SIS Board will finalize a FORGE Community Engagement Plan by January 2019 to address the following:

- Agenda creation to manage items from each campus in a clear and concise format
- Meeting attendance by community members in a cost-effective manner depending upon physical location of meetings.

Board Training and Recruitment

As noted throughout this Petition, the existing SIS Board will govern FORGE. As such, FORGE already has a fully functioning, experienced Board in place. Following are summaries of the SIS Board's recruitment and training protocols.

Recruitment: By SIS Bylaws, the SIS Board is comprised of five (5) to nine (9) members and members serve three (3) year terms. The current board votes to elect new board members and votes to elect Board members to one (1) year officer positions on the Board. SIS's Board Chair and Vice Chair work to ensue key skill sets are represented by SIS Board members. These skills include legal, financial, business, communication and education. The SIS Board works to strike a balance between parent and non-parent Board members. The SIS Board Chair and the SIS Executive Director track the terms of each Board member and begin working to recruit replacement and/or additions several months prior to a member's term ending. The recruitment process includes discussing potential candidates at monthly board meetings and having Board members and SIS administrative leaders informally reach out to potential board members. If a prospective member is interested in learning more, the prospective member is invited to attend SIS Board meetings. Multiple Board members will schedule a coffee or lunch meeting with the prospective member. SIS's Executive Director will

also meet with the prospective member and will share SIS's Bylaws and Board Expectations Commitment document. Over the past eight years, SIS has consistently maintained a full board with the requisite experience to successfully govern SIS.

Training: SIS is a member of ISBA and the ICSN. SIS Board members attend the ISBA annual conference each year and attend trainings/conferences offered through ICSN each year. SIS Board members have also attended the National Charter School Conference. The SIS Board also contracts with ISBA to have subject-area experts attend SIS Board meetings to present on specific topics of interest, as identified by the SIS Board and/or administration. The budget documents provided with this Petition include $4,000 in annual Board training support to supplement the Board training support provided by SIS's East Boise Campus.
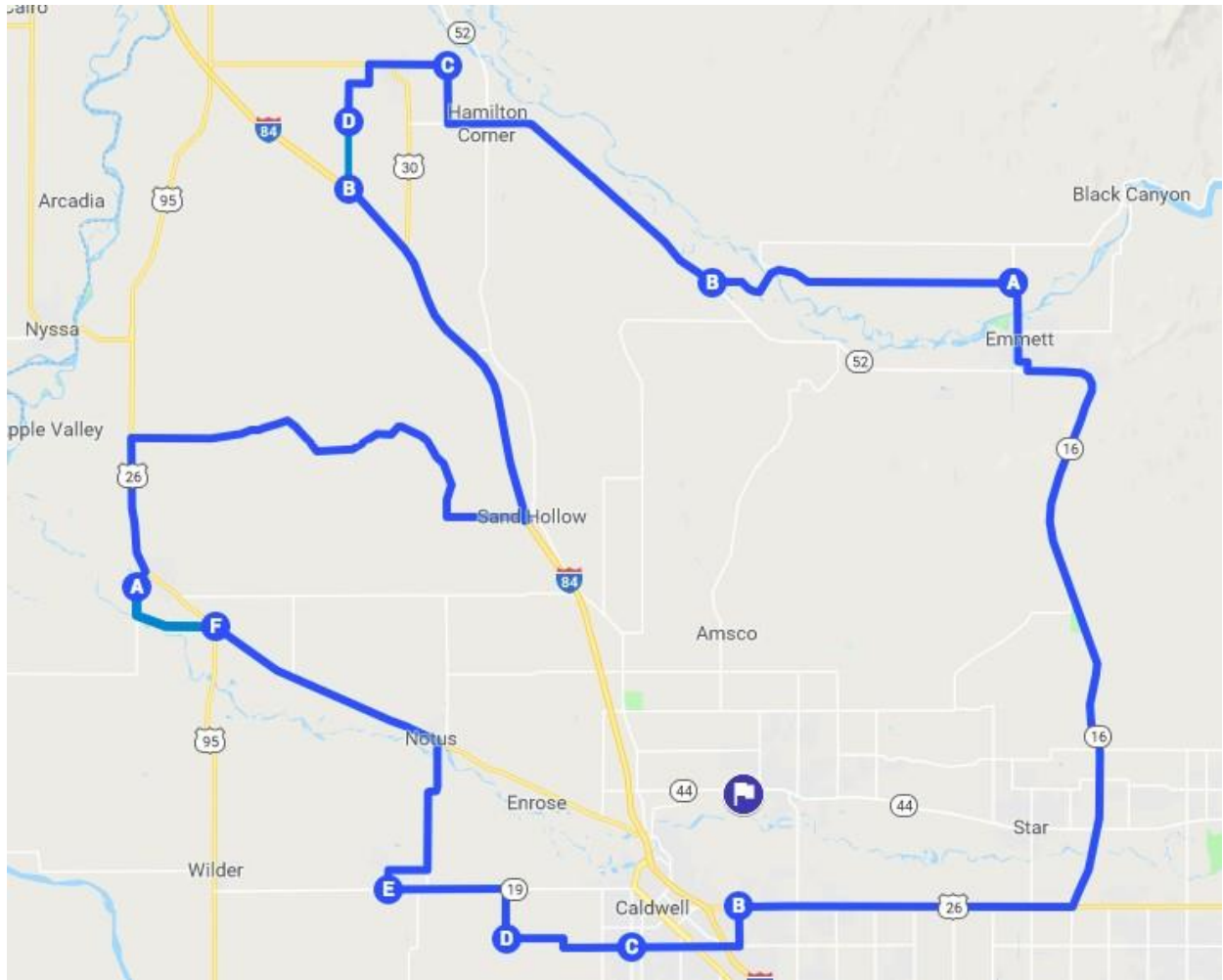
Student Demand and Primary Attendance Area

Per the tables below, SIS estimates there are 20,000+ school-age children in FORGE's primary attendance area, meaning FORGE will compete for approximately 3% of students as it grows to 653 students over six years. For comparison purposes, SIS's East Boise Campus grew to 1,000 students over eight years with 26,000 school- age children in its primary attendance area - while maintaining a 500+ student waitlist. This experience evidences the desire for school choice among Idaho families and, more specifically, for the education program offered by FORGE as a SIS school.

Further, as detailed below, the Middleton School District alone (FORGE's physical location) predicts growing by 1,000 students – nearly double FORGE's entire student capacity – over the next 6 years. This means that the anticipated growth of one of the seven districts served by FORGE more than meets our entire enrollment target. Finally, the enrollment plan never requires FORGE to add more than 28 new middle or high school students in a single enrollment year and does not plan for the addition of new students after 10th grade. With a comparable number of students in the Sage-Boise attendance zone, as the Sage-Boise Campus matured, SIS successfully attracted 28+ new middle and high school SIS each year as needed. Based on these factors and all the factors detailed below, the SIS Board developed, and is confident, in FORGE's growth plan.

Primary Attendance Area - Map and Demographics

Below is a map designating FORGE's primary attendance area and a TABLE providing demographic data for FORGE's primary attendance area. A more detailed digital version may be accessed here: https://tinyurl.com/forgeboundarymap.

Districts Within Primary Attendance Area	# of STUDENTS	% FRL	% MINORITY
Caldwell - est 50% of district	3,000	80%	65%
Middleton	3,920	41%	16%
Emmett	2,300	54%	20%
Parma	1,080	60%	14%
Notus	400	53%	28%
New Plymouth	1,000	48%	17%

Vallivue (N Portion - est 33% of district	2,700	59%	59%
West Ada (NW Portion - est - 20% of district)	6,000	26%	20%
TOTAL	20400	Avg. 49%	Avg. 31.3%

Community Need, Demand and Market Interest

Several indicators suggest the need for additional high-performing charters (more school choice) in general, and for FORGE's education model specifically, in the communities within FORGE's primary attendance area:

SIS East Boise Campus Experience: Over eight years, SIS successfully grew its Boise Campus to 1,000 students while maintaining a 500+ student waitlist, evidencing the demand in the Treasure Valley area for the school choice offered by SIS and FORGE. Further, as a SIS school with an exceptionally successful sister school in East Boise, FORGE will not be an unknown start-up, but with enter this new market area with a strong brand, an experienced Board and Leadership, a proven record of academic success, and offering the globally recognized IB curriculum.

Word of Mouth - the SIS Brand Well Known in SW Idaho: When surveyed, families attending SIS's East Boise Campus overwhelmingly indicate that they learned about SIS through word-of-mouth. This will greatly benefit recruitment for FORGE, located only 27 miles from our East Boise Campus. With SIS's East Boise Campus in its eighth year, even before FORGE begins its marketing efforts, SIS's name recognition and reputation for excellence already extends into FORGE's primary attendance area.

Waitlists for Other Treasure Valley Charter Schools: Several charter schools throughout the Treasure Valley maintain comparable, if not longer, wait lists; The fact that thousands of students are on wait lists at area charter schools evidences the demand for school choice in the area served FORGE.

School	2017-18 Waitlist Numbers
Heritage Community Charter	276
North Star Charter	501
Thomas Jefferson Charter	850

| Vision Charter	1149
Total	*2726*

**Provided by the Idaho Charter School Network

<u>Serving Districts with No School Choice:</u> In addition to serving a portion of the Treasure Valley (downtown Caldwell), FORGE's primary attendance area will reach into rural districts and communities where little to no school choice exists. FORGE will serve 'untapped' communities or markets, including areas with relatively low performing traditional districts, suggesting very high demand.

In an April 27, 2018 article, Idaho Education News discussed the findings of the Thomas B Fordham Institute's national study on charter deserts. The article addressed the findings of the study that "mapped out a different patch of 'charter school desert'—a pocket of the Treasure Valley northwest of Boise" (see article here). Closer inspection of the map identifies the area marked as the only charter school desert in Idaho located in Caldwell, where high density populations of low income families have no access to public schools of choice and must attend their local neighborhood public school.
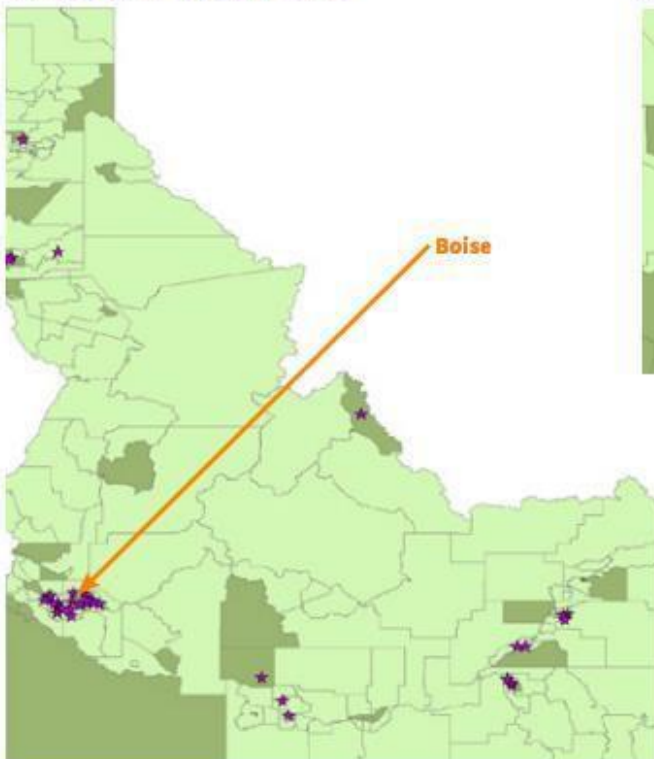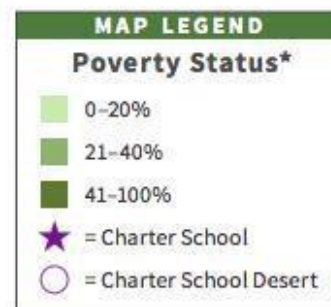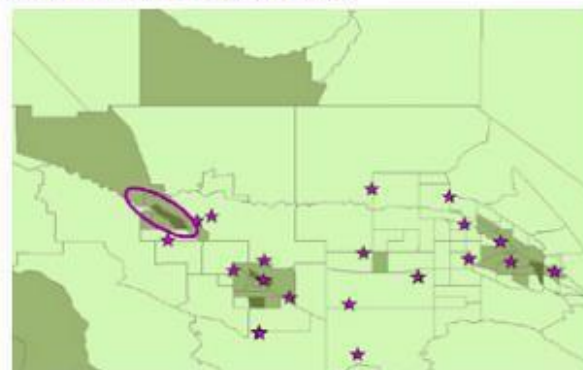
Full Thomas B Fordham Institute study here.

An analysis of the proposed FORGE's boundaries show that FORGE would cover the majority of this desert, effectively bringing a free school of choice option to the area, along with school provided transportation and a free-reduced lunch program, some of the biggest obstacles for families to choose outside of their neighborhood school district.

FORGE's initial market interest efforts (FORGE Facebook Page) suggest significant interest in the FORGE high quality (IB) school choice option FORGE will provide. With just two posts, the FORGE page has 22 followers and the initial post announcing FORGE has been shared 7 times. We are also receiving email inquiries regarding FORGE at the email address provided with the Facebook post.

Wait-list data from other charter schools in the area shows a tremendous demand for schools of choice outside the desert zone. Given this information, it would be easy to market to those families on wait-lists. However, the FORGE team will work to ensure a targeted strategy to primarily engage and recruit students and families within the desert areas with additional marketing targeted at the other areas marked on the map within the 21-40% poverty status. See Appendix E for other Market Survey, Data and tools.

Predicted Population Growth: The communities that FORGE will serve include downtown Caldwell, the NW Treasure Valley, New Plymouth, Middleton, Emmett, Parma, Greenleaf, Notus and Star. Many, if not all, of these areas are predicted to continue experiencing population growth - rapid growth in certain instances. The Idaho Department of Labor (IDL) projects Idaho will experience 1.4% annual population growth from 2015-25 - three times the national average. Over the past four years, the Middleton School District's student population has grown from 3600 to 4000 - or by 11%. Looking forward, the Middleton District predicts a student population of 5,000 by 2022-23 - an additional 25% growth (Study by Davis Demographics, August 2017). The predicted growth of the Middleton District alone exceeds the number of students FORGE will serve.

New School Director - Head of Campus in place by July 1, 2018: With the JKAFF support, the SIS Board is able to fund this position for the FY18 school year, a full 13 months before FORGE opens its doors to students in August 2019. A significant component of this position's duties will be to build strong relationships in each of the districts and communities FORGE will serve and to explain the K-12 school choice FORGE will offer.

Based on the above, the SIS Board anticipates high demand for seats at FORGE.

Community Partnerships and Local Support

As noted above, FORGE leadership will focus on establishing partnerships and further support during FY18, prior to FORGE's FY19 opening. The SIS Board has already formed key partnerships with respect to FORGE.

JKAFF is a key community partner and is providing $1,530,000 in grant support to ensure the successful launching of FORGE and is providing facilities support through Building Hope, as discussed in this Petition.

Members of the SIS Board and FORGE leadership have worked to build relationships with several organizations that have shown success in recruiting low income and culturally diverse populations to charter schools and/or IB schools. Through the connection with the Idaho Charter School Network and BLUUM, members of the Sage International team spent time building relationships with the New School Fellows that will open Future School in Garden City in August 2018. Ongoing conversations with their team have been instrumental in the discussion about recruitment of families for a new school in a low-income area.

Additionally, members of the SIS Board and FORGE leadership have established a strong professional relationship with Uplift Education (https://www.uplifteducation.org/), a public charter school network in North Texas that has grown from a single school in 1996 to over 15 K-12 campuses serving mainly low-income and culturally diverse student populations. They have undertaken a major initiative to convert their entire network to an IB model. Members of the SIS Board and Sage International leadership team have visited the network in Texas and continue ongoing dialogue with their network leadership to better develop and grow systems that lead to success in IB education in charter schools serving high-needs populations.

In March of 2018, the proposed New School Director for FORGE was granted an introduction with Teach for America and had the opportunity to attend a Schools That Work site-visit to a K-8 bi-lingual IB school in Houston. This visit allowed the director to engage in dialogue with school leaders from across the country in traditional and charter schools about the challenges they face in the development of bi-lingual and/or IB programs. These school leaders represented schools serving urban, sub-urban, rural and remote districts across the nation. Continued discussion with Teach for American will be important to the efforts to address concerns to recruit students and families to FORGE.

Strategies for Enrolling Underserved Families

The SIS Board aims to enroll and educate traditionally underserved families at FORGE. Our strategies for serving these families at FORGE is discussed throughout this Petition and includes:

(1) Providing all FORGE information in English and Spanish;

(2) Providing free home-to-school bussing;

(3) Providing a federally supported FRL nutrition program;

(4) Staffing bi-lingual educators to the maximum extent possible;

(5) providing K-12 Spanish instruction;

(6) staffing adequate ELL, Special Education and Nursing personnel to meet students' needs; and

(7) emphasizing in all enrollment materials that FORGE is a free public school open to everyone.

FORGE will attract and enroll underserved families by sharing the information in (1) - (7) above as part of our recruitment and marketing plan, as follows:

Equal Opportunity Statement: All enrollment information shall advise that all prospective students will be given the opportunity to enroll in the public charter school regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs.

Bilingual Marketing Materials, Website, Educators: FORGE will provide all school-related information in both Spanish and English that highlight our efforts to promote inclusivity as outlined in (1) - (7) above.

Bilingual Enrollment Materials: FORGE will make its Enrollment Application available in Spanish and English.

Highlight 'IB for All' mission: FORGE marketing materials will highlight our efforts to promote our IB for ALL mission as a quick, catchy way to ensure traditionally underserved families are aware they are welcome at FORGE.

Multiple Open House Events in Various Communities: In advance of and throughout the initial enrollment lottery (Jan - Feb 2019) for the August 2019 school year, FORGE will host multiple Information Open Houses in communities in FORGE's primary attendance area. As noted above, FORGE's New School Coordinator will be focused on community engagement and student recruitment throughout FY19. FORGE will host Open House at known community service groups in FORGE's primary attendance area and, at Open House events, FORGE will emphasize its inclusive IB for ALL mission and the items in (1) - (7) above. FORGE will ensure Spanish-speaking presenters participate in the Open Houses.

Tours / Open Houses on FORGE Campus: In addition to hosting information events in various communities, FORGE will host on-campus Open Houses as school construction is underway and completed.

Meeting with other Charter Leaders and Community Leaders: Early in marketing efforts FORGE will reach out to and visit with charter leaders and community leaders in the areas FORGE will serve and/or with expertise serving our target population to gain additional knowledge regarding the successful recruitment and

retention of our target population. FORGE's Head of School is already in contact with the school leaders of Heritage Academy and Rolling Hills charter schools.

Neighborhood Mailings and/or Door-knocking Campaign: In order to improve communication with the target population, FORGE will conduct direct bi-lingual mailings to areas that may not understand the nature of charter schools or understand that it is a viable option for their family to investigate. Additionally, FORGE staff will conduct local door-knocking campaigns to invite families to open house events.

Radio Advertising (Bilingual) Before and During Enrollment Lottery: FORGE will advertise before and during the enrollment lottery. FORGE will strategically select multiple radio stations to ensure we reach different populations, including underserved populations. These efforts will include advertising on a Spanish speaking radio station.

Social Media: FORGE will establish a robust (bilingual) social media presence - Twitter, Instagram, Facebook. FORGE will also be able to reach prospective families through SIS's East Boise Campus Facebook community of 1,300 followers.

Enrollment Capacity and Growth Projection

The SIS Board is requesting authorization for an enrollment capacity of seven hundred (700) K-12 students at FORGE. The analysis undertaken by the SIS Board to develop this enrollment/growth plan can be found at the beginning of this section of the Petition. The table below contains the SIS Board's grade-by-grade plan to grow to 653 students over six years. While the SIS Board has a grade-by-grade plan for FORGE that targets 653 students, similar to the SIS Board's East Boise Campus, the Board requests a single K-12 enrollment capacity approximately 7% over current enrollment targets.[1] This approach affords the SIS Board and FORGE leaders the ability to adjust grade level student numbers, within the 700-student cap, in response to market needs and as we learn more about the community FORGE will serve. GREEN denotes new blocks of students.

FORGE	Year 1 36% Complete	Year 2 60% Complete	Year 3 76% Complete	Year 4 88% Complete	Year 5 95% Complete	Year 6 100% Complete
ELEMENTARY						
Kinder	44	44	44	44	44	44
First	44	44	44	44	44	44
Second	44	44	44	44	44	44
Third	46	46	46	46	46	46
Fourth	24	48	48	48	48	48
Fifth	25	50 (26 new)	50	50	50	50

MIDDLE						
Sixth	0	52	52	52	52	52
Seventh	0	28	56	56	56	56
Eighth	0	28	56 (28 new)	56	56	56
HIGH						
Ninth	0	0	56 (28 new)	60	60	60
Tenth	0	0	28	56	55	58
Eleventh	0	0	0	25	50	50
Twelfth	0	0	0	0	20	45
TOTAL	**227**	**384**	**524**	**581**	**625**	**65 3**

 Following FORGE's initial K-5th grade lottery in Year 1 (March 2019), FORGE will shift its marketing toward promoting the secondary programs and recruitment of middle and high school students. FORGE plans to engage in school sponsored athletics and activities at the secondary level to allow scholar athletes to seek an alternative to the traditional districts. This choice allows students that may be cut from local teams an opportunity to still seek athletic opportunities along with quality educational experiences.

Additionally, regarding middle and high school enrollment, the responses to SIS's initial social media efforts (FORGE Facebook page) indicate interest in FORGE at the middle and high school grade levels.

Enrollment Lottery – Admission Preferences

Initial Enrollment: If the initial capacity of FORGE is insufficient to enroll all prospective students, a lottery shall be utilized to determine which prospective students will be admitted pursuant to Idaho Code Section 33-502. Prospective students will be placed in priority groups as follows: First Priority: The first priority group of will include the children of full-time employees and the children of Founders (provided that this admission preference shall be limited to not more than ten percent (10%) of the initial capacity of FORGE. Second Priority: The second priority group is siblings of pupils already selected by the lottery. Third Priority: The third priority group is students who reside in FORGE's primary attendance area. Fourth Priority: The fourth priority group is students who reside outside of FORGE's primary attendance area

Subsequent Enrollment Lotteries: First Priority: Students returning to FORGE in the second or any subsequent year of operation. Returning students are

automatically enrolled in the appropriate grade and do not need to be selected by lottery. Second Priority: To children of founders and full-time employees, provided that this admission preference shall be limited to not more than (10%). Third Priority: Siblings of pupils already enrolled in FORGE. Fourth Priority: Prospective students residing in FORGE's primary attendance area. Fifth Priority: Prospective students residing outside FOREGE's primary attendance area.

Founders' Preference
Children of Founders will be provided the enrollment lottery preference allowed in Idaho Code. Founders are generally defined as community members who have made material contributions to the establishment of FORGE International School by giving their time, effort, energy and resources to the creation and formation of the charter, including the formation of the school and its policies, mission statement, methods and governance structure. For purposes of the enrollment preferences, Founders shall be defined to include: (1) all members of the SIS Board from the time this Petition was filed through initial enrollment for the FORGE high school (the third school to be established on the FORGE campus – 9th grade - initial high school enrollment lottery anticipated to be March 2021); (2) all members of the FORGE Advisory Council from the time this Petition was filed through initial high school enrollment. Additional founders may be added up to the time of initial enrollment for the FORGE high school

The process in which additional Founders are designated will include an application and/or interview with the existing Board of Directors, and a vote by the Board of Directors. These additional "Founders" may be persons, employees, or staff who contribute significantly to the development of the school in ways such as participating as volunteers in the creation and development of the school's physical location, structures, grounds, and general campus, and by other actions, donations and volunteer activities without which the school would not come into existence. These founders will be duly designated upon their contributions at the time the contributions were received, and such designation will be endorsed and ratified by the Board of Directors.

Appendix E: 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. 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).

Table of Contents

Introduction

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

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

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

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

1. Providing educational services in accordance with the charter and performance certificate until the end of the school year, or the agreed upon date when instruction will stop.

2. Reassigning students to schools that meet their educational needs.

3. Addressing the school's financial, legal and reporting obligations.

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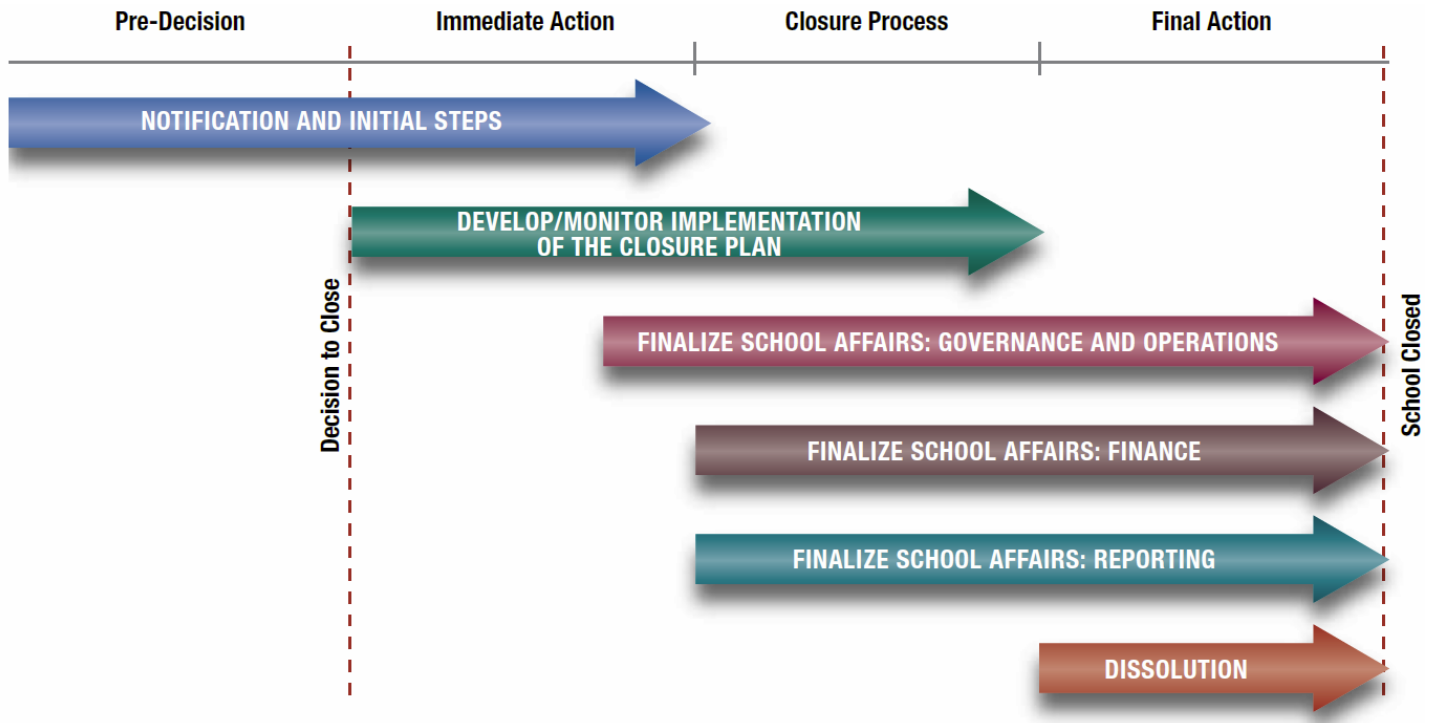

Endnotes

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

[2] I.C. § 33-5212

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

A Conceptual Timeline for Closure

| Pre-Decision | Immediate Action | Closure Process | Final Action |

NOTIFICATION AND INITIAL STEPS

DEVELOP/MONITOR IMPLEMENTATION OF THE CLOSURE PLAN

FINALIZE SCHOOL AFFAIRS: GOVERNANCE AND OPERATIONS

FINALIZE SCHOOL AFFAIRS: FINANCE

FINALIZE SCHOOL AFFAIRS: REPORTING

DISSOLUTION

Decision to Close

School Closed

Notification and Initial Steps

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Meet with PCSC and SDE staff Within 3 business days of the authorizer's or school's initial / intended closure decision, the charter school administrator and a representative of the school's board will meet (in-person or via telephone or web conference) with staff representatives of the PCSC and SDE to: 1. Review the remaining process for finalizing the closure decision as applicable 2. Review the Closure Protocol and tasks and clarify critical deadlines 3. Identify points of contact for media or community questions 4. Draft communication to staff, families, and affected districts	School, PCSC, SDE			
Notify Parents / Guardians of Potential Closure 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: • The reasons for closure. • If applicable, an explanation of the appeals process and likely timeline for a final decision. • Assurance that instruction will continue through the end of the school year or an estimation of when instruction will cease. • Assurance that after a final decision is reached, parents/students will be notified and assisted in the reassignment process. • Public Charter School Closure FAQ. • Contact information for parents/guardians with questions.	School, PCSC			
Notify School Districts Materially Impacted 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: • The reasons for closure. • If applicable, an explanation of the appeals process and likely timeline for a final decision. • Copy of the letter sent to parents. • Public Charter School Closure FAQ. • Contact information for questions.	School, PCSC			
Meet with Charter School Faculty and Staff Administrator and charter board chair meet with the faculty and staff to: 1. Discuss reasons for closure, status of appeals process (if applicable), and likely timeline for a final decision. 2. Emphasize importance of maintaining continuity of instruction through the end of the school year. 3. Emphasize need to limit expenditures to necessities. 4. Discuss plans for helping students find new schools and need for teachers and staff to have organized student files prepared for transfer. 5. Identify date when last salary checks will be issued, when benefits terminate, and anticipated last day of work. 6. Describe assistance, if any, that will be provided to faculty and staff to find new positions.	School			
Review and Report on Finances 1. Review budget to ensure that funds are sufficient to operate the school through the end of the school year, if applicable. Communicate with the PCSC and SDE regarding financial status and next steps. 2. Limit expenditures to only those in the approved budget and delay approving expenditures that might no longer be necessary until a revised budget is approved. 3. Communicate with the SDE regarding whether there are any anticipated changes to remaining disbursements from the state.	School, PCSC, SDE			

Send Additional and Final Notifications
1. Notify parents and affected school districts in writing after key events (e.g., denial of an appeal) and when the closure decision is final.
2. The letters notifying staff, parents, and other districts of the final closure decision should include:
   • The last day of instruction.
   • Any end-of-the-year activities that are planned to make the transition easier for parents and students.
   • Assistance that will be provided to families in identifying new schools. This may include a list of school options; application deadlines or open house dates for traditional public, public charter, or private schools; or individual meetings with families.
   • Basic information about the process for access and transfer of student and personnel records.
	School, PCSC			

Develop/Monitor Implementation of the Closure Plan

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS

Establish Transition Team, Develop Closure Plan, and Assign Roles
1. Contact appropriate entities to establish a transition team, including:
   • A member of the PCSC staff
   • A member of the SDE staff
   • Charter school board chair
   • Lead administrator from the charter school
   • Lead finance person from the charter school
   • Additional members as deemed appropriate
2. Develop plan, review roles of primary entities, identify individuals responsible for closure tasks, and exchange contact information.
	School, PCSC, SDE			

Establish a Schedule for Meetings and Interim Status Reports Agree on a meeting schedule to review progress and interim, written status reports to include: 1. Reassignment of students and transfer of student records. 2. Identification of long-term storage location of student and personnel records; plan for access and communication to parents regarding access. 3. Notification to entities doing business with the school. 4. The status of the school's finances, including outstanding expenses and payment of creditors and contractors. 5. Sale, dissolution, or return of assets. 6. Submission of all required reports and data to the authorizer and/or state.	School			
Submit Final Closure Report Submit the completed closure Protocol document and appropriate final closure documents to the PCSC (see the Reporting section for more details).	School			

Finalize School Affairs: Governance and Operations

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Maintain Identifiable Location Maintain the school's current location through the winding up of its affairs or relocate its business records and remaining assets to a location with operational telephone service that has voice message capability.	School			
Protect School Assets Protect the school's assets and any assets in the school that belong to others against theft, misappropriation and deterioration. 1. Maintain existing insurance coverage on assets, including facility, until the disposal of such assets in accordance with the closure plan. 2. Negotiate school facility insurance with entities that may take possession of school facility – lenders, mortgagors, bond holders, etc. 3. Obtain or maintain appropriate security services. Action may include moving assets to secure storage after closure or loss of facility.	School			
Notify Commercial Lenders / Bond Holders (if applicable) If the school has existing loans - Within 10 days after the final decision to close the charter school (after appeals process is complete), notify banks, bond holders, etc., of the school's closure and projected dates for the school's last payment towards its debt and if/when default will occur.	School			
Terminate EMO /CMO Agreement (if applicable) Review the management agreement and take steps needed to terminate the agreement at the end of the school year or prior to the intended closure date. 1. The management company should be asked for a final invoice and accounting, including an accounting of any retained school funds and the status of grant funds. 2. The school and the management company should agree upon how the company will continue to provide educational services until the last day of instruction. The school and the management company agree when other services including business services will end.	School			
Notify Contractors and Terminate Contracts 1. Notify all contractors, including food service and transportation, of school closure. 2. Retain records of past contracts and payments. 3. Terminate contracts for goods and services as of the last date such goods or services will be needed.	School			

Notify Employees and Benefit Providers
1. Whenever possible, provide employees with formal, written notification of termination of employment at least 60 days before closure to include date of termination of all benefits in accordance with applicable law and regulations (i.e. WARN and COBRA) and eligibility for unemployment insurance pursuant to federal or state law or regulations of the Idaho Department of Labor.
2. Notify benefit providers of pending termination of all employees, to include:
  • Medical, dental, vision plans.
  • Life insurance.
  • PERSI, 403(b), or other retirement plans
3. Consult legal counsel as specific rules and regulations may apply to such programs.
	School			

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS

Maintain and Organize Records
1. Maintain all corporate records related to:
   • Loans, bonds, mortgages and other financing.
   • Contracts.
   • Leases.
   • Assets and their sale, redistribution, etc.
   • Grants -- records relating to federal grants must be kept in accordance with 34 CFR 80.42.
   • Governance (minutes, bylaws, policies).
   • Accounting/audit, taxes and tax status, etc.
   • Employees (background checks, personnel files).
   • Employee benefit programs and benefits.
   • Any other items listed in the closure plan.
2. Determine where records will be stored after dissolution.
	School			

Transfer Student Records and Testing Material
1. Ensure that all student records are organized and complete
2. 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:
   • Individual Education Programs (IEPs) and all records regarding special education and supplemental services.
   • Student health / immunization records.
   • Attendance record.
   • Any testing materials required to be maintained by the school.
   • Student transcripts and report cards.
   • All other student records.
3. Document the transfer of records to include:
   • Date of transfer (for each individual student file transferred).
   • Signature and printed name of the charter school representative releasing the records.
   • Name and contact information of the receiver's representative.
   • The total number and percentage of general and special education records transferred.
	School			

Inventory Assets and Prepare Federal Items for Pick-up
1. Inventory school assets, and identify items:
   • Loaned from other entities.
   • Encumbered by the terms of a contingent gift, grant or donation, or a security interest.
   • Belonging to the EMO/CMO, if applicable, or other contractors.
   • Purchased with federal grants or funds (i.e. Charter Start grant)
     ➢ 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.
2. Return assets not belonging to school where appropriate documentation exists. Keep records of assets returned.
3. Organize and pack items purchased with federal funds and arrange for PCSC walk-through and pick-up.
     ➢ Boxes should be packed, closed, taped, and *clearly* labeled with name(s) and/or number(s) corresponding to the inventory.
     ➢ PCSC walk-though must be scheduled in advance and must be at least 2 days prior to the scheduled move day.
     ➢ At the time of the walk-through, all federal items must be prepared and distinctly separate from other school assets. If the school's items are not adequately prepared for moving, the PCSC will delay the date for pick-up of federal items.
	School, PCSC			

Finalize School Affairs: Finance

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Maintain IRS 501(c)(3) Status Maintain IRS 501(c)(3) status until final dissolution. Notify IRS regarding any address change(s) and file required tax returns and reports.	School			
Notify Funding Sources / Charitable Partners Notify all funding sources, including charitable partners of school closure. Notify state and federal agencies overseeing grants / programs of school closure.	School			
Review and Revise School Budget 1. Review the school's budget and overall financial condition. 2. Make revisions, taking closure expenses into account closure while prioritizing continuity of instruction. Submit budget to PCSC and SDE. 3. Identify acceptable use of reserve funds.	School, PCSC, SDE			
List all Creditors and Debtors Formulate a list of creditors and debtors and any amounts accrued and unpaid with respect to such creditor or debtor. Note that the creditor list is not the same as the contractor list (above), but should include any contractors with whom the school owes money (based on a contract or invoice). 1. Creditors include lenders, mortgage holders, bond holders, equipment suppliers, service providers and secured and unsecured creditors. 2. Debtors include persons who owe the school fees or credits, any lessees or sub-lessees of the school, and any person holding property of the school.	School			
Notify Debtors and Process Payments Contact debtors to request payment. Process and document received payments.	School			
Determine PERSI Obligations Contact PERSI to determine remaining liabilities for employee retirement program.	School			
Notify and Pay Creditors 1. Notify all creditors of the school's closure and request final invoices. 2. Sell appropriate assets. 3. Prioritize and pay creditors in accordance with I.C. § 33-5212(2). Document payments made.	School			
Itemize Financials Review, prepare and make available the following: 1. Fiscal year-end financial statements. 2. Cash analysis. 3. Bank statements for the year, investments, payables, unused checks, petty cash, bank accounts, and payroll reports including taxes. 4. Collect and void all unused checks and destroy all credit and debit cards. Close accounts after transactions have cleared.	School			
Close Out All State and Federal Grants Close out state, federal, and other grants. This includes filing any required expenditure reports or receipts and any required program reports, including disposition of grant assets.	School, SDE, Fed			
Prepare Final Financial Statement Retain an independent accountant to prepare a final statement of the status of all contracts and obligations of the school and all funds owed to the school, showing: 1. All assets and the value and location thereof. 2. Each remaining creditor and amounts owed. 3. Statement that all debts have been collected or that good faith efforts have been made to collect same. 4. Each remaining debtor and the amounts owed.	School			
Complete Final Financial Audit Complete a financial audit of the school in accordance with statute by a date to be determined by the authorizer. Submit final audit to the PCSC and SDE.	School, PCSC, SDE			
Reconcile with State Reconcile state billings and payments. Reimbursement of funds previously disbursed to the school may be required.	School, SDE			

Finalize School Affairs: Reporting

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Prepare and Submit End-of-Year Reports 1. Communicate with the PCSC regarding necessary end-year or annual data or reporting that needs to be submitted and identify deadlines. 2. Prepare and submit annual reports to the authorizer.	School, PCSC			
Prepare Final Report Cards and Student Records Notice Provide parents / guardians with copies of final report cards and notice of where student records will be sent along with contact information.	School			
Prepare and Submit Final ISEE Report Within 10 days of final closure, submit a final ISEE report to the SDE.	School, SDE			
Prepare and Submit Final Budget and Financial Reporting Within 120 days of final closure, submit a final budget and financial reporting, including final financial audit, to the SDE.	School, SDE			
Prepare and Submit All Other Required State and Federal Reports 1. Communicate with the SDE and the federal government to identify any outstanding or final reports required for federal, state, or special programs (special education, Title I, etc.) and confirm deadlines. 2. Prepare and submit reports to the SDE and/or federal government.	School, SDE			

Prepare and Submit Final Closure Report to the PCSC
Submit the completed closure Protocol document and a narrative and/or attachments that outline the following:
1. The name and contact information of the individual(s) with whom the PCSC can follow-up after closure if there are questions or issues to be addressed
2. The school's final financial status, including the final independent audit
3. The status of the transfer and storage of student records, including:
  • The school's total enrollment at the start of the final semester
  • The number and percentage of student records that have been transferred prior to closure
  • The plan for storage and access to student records after closure, including the signature of the person / entity that has agreed to be responsible for transferring records after closure
  • A copy of public communication to parents regarding how to access student records after closure
4. The status of the transfer and storage of personnel records, including:
  • The school's total number of staff at the beginning of the final semester
  • The number and percentage of personnel records that have been distributed to staff and/or new employers
  • If necessary, the plan for storage and access to personnel records after closure, including the signature of the person / entity that has agreed to be responsible for transferring records after closure
  • A copy of communication to staff regarding how to access personnel records after closure
5. Additional documentation (inventories, operational info, etc.) may be included with the report
	School, PCSC			

Dissolution

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Dissolve the Charter School (I.C. § 30-3-110) 1. Give appropriate notice of the meeting per Open Meeting law and statute, including the intention to vote on the dissolution of the corporation. 2. The charter school board adopts a plan of dissolution indicating to whom the assets of the non-profit corporation will be distributed after all creditors have been paid. (I.C. § 33-5206(9)) 3. Unless otherwise provided in the bylaws, the board of directors votes on the resolution to dissolve. A non-profit corporation is dissolved upon the effective date of its articles of dissolution. (I.C. § 30-3-112)	School			
Notify the Secretary of State (I.C. § 30-3-112) 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: • The name of the non-profit corporation. • The date dissolution was authorized. • A statement that dissolution was approved by sufficient vote of the board. • If approval of members was not required (commonly true for public charter schools), a statement to that effect and a statement that dissolution was approved by a sufficient vote of the board of directors or incorporators • Such additional information as the Secretary of State determines is necessary or appropriate.	School			
Notify Known Claimants (I.C. § 30-3-114) Give written notice of the dissolution to known claimants after the effective date of the dissolution. Claimants have 120 days from the effective date of the written notice to submit a claim.	School			
End Corporate Existence (I.C. § 30-3-113) A dissolved non-profit corporation continues its corporate existence, but may not carry on any activities except as is appropriate to wind up and liquidate its affairs, including: 1. Preserving and protecting its assets and minimizing its liabilities. 2. Discharging or making provision for discharging its liabilities. 3. Disposing of its properties that will not be distributed in kind. 4. Returning, transferring or conveying assets held by the corporation upon a condition requiring return, transfer or conveyance, which condition occurs by reason of dissolution, in accordance with such condition. 5. Transferring, subject to any contractual or legal requirements, its assets as provided in or authorized by its articles of incorporation or bylaws. 6. Doing every other act necessary to wind up and liquidate its assets and affairs.	School			
Notify IRS Notify the IRS of dissolution of the education corporation and its 501(c)(3) status and furnish a copy to the authorizer.	School			

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

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

-- James A. Peyser and Maura Marino. "Why Good Authorizers Should Close Bad Schools."[1]